

Statement of Supervision Philosophy **Tyler R. Pedersen, PhD**

Center Activities

Counseling, Teaching, Research, Supervision. I am also a member of the diversity committee and career team.

Theoretical Style

I consider myself an integrationist (read acceptable eclecticism). I believe in doing what works for particular conditions and particular clients at a specific moment in time. I definitely do have some theoretical leanings though. I love existential thought and ideas, consider myself fairly humanistic, and use a lot of CBT techniques. I enjoy object relations/dynamic/interpersonal ideas but do not consider these approaches my dominant orientation. My most recent venture is into Acceptance and Commitment Therapy which I am really getting in to.

Professional Interests

Cultural diversity; Religious, Spiritual, and Existential Concerns; Couples and Relationships; Career Counseling and Career Development; Sexual Concerns and Healthy Sexuality; Marginalized/Underserved/Misfit populations.

Supervision Style

First, I attempt to clearly match and define my role as a supervisor based upon the experience, knowledge, and abilities of the student counselor. I prefer to be a consultant and collaborator although I do slip into teaching mode on occasion. I tend not to enjoy monitoring and evaluating of students although I do this as needed. With less advanced students, I will likely take more of a teaching and monitoring role whereas with an extern/intern I prefer to be more of a collaborator and consultant. I also highly value students' professional and personal growth and how these interact with and become integrated into therapy and the therapist. These topics are valued components of supervision, particularly with more advanced students.

I expect supervisees to come each week prepared with fairly specific questions and cases to discuss. I view supervision as a time to learn from and gain assistance with difficult cases and difficult situations in therapy. Typically, a good amount of supervision time is devoted to watching tape, conceptualizing client issues, and tailoring interventions to match this conceptualization. I view watching tape as perhaps the best way to learn and I believe I provide a safe, warm, inviting and even fun environment in which to explore therapy and therapeutic issues.