Individual Developmental Model

Clinical Supervision Refresher

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Objectives

- Review Role and Responsibility and styles of Clinical Supervisor
- Demonstration of skill sets necessary to provide over-site and guidance to a supervisee who diagnoses, creates treatment plans, and treats clients.
- Review rules, regulations and ethics
- Identify challenges and opportunities for improving supervision
- Review Reflective Supervision
Why Do Quality Supervision?
Trans-Disciplinary Foundations
Framework for Supervision (TAP 21)

- FA1: Theories, Roles, and Modalities of Clinical Supervision
- FA2: Leadership
- FA3: Supervisory Alliance
- FA4: Critical Thinking; and
- FA5: Organizational Management and Administration.
Understanding role of supervision
Be familiar with theoretical models
Be familiar with modalities of supervision
Understand the importance of assessment
Leadership

- Be a role model
- Be respectful
- Practice ethically
- Understand power difference
- Teach, mentor, coach
- Structure activities
Supervisory Alliance

- Understand the developmental nature of the relationship between counselor and supervisor
- Be clear with expectation and goals
- Be respectful, honest and fair
- Attend to cultural issues
- Understand the nature of counter transference
- Accept responsibility
- Resolve conflicts
Critical Thinking

- Select, adapt, implement and evaluate appropriate problem solving, decision making and conflict resolution techniques
- Help supervisees develop skills in case conceptualization and analysis of client-counselor interactions
- Develop self-evaluation
Organizational Management and Administration

- Recognize that organizational and managerial skills and tasks enhance clinical supervision
- Understand legal and liability issues
- Be aware and abide by ethical guidelines and laws
Transdisciplinary Foundations

- Components of competency model
  - Counseling
  - Clinical Evaluation
  - Treatment planning
  - Referral
  - Education
  - Documentation
  - Service coordination
  - Ethics
Roles of the Clinical Supervisor

Teacher
Coach
Evaluator
Mentor
Consultant

Participant Workbook – p. 15
Model Assumptions

- Evidence-based Practices Exist
- Relational Context Matters
- Competency Can Be Accurately Developed and Measured
  - Developmental Tasks and Direct Observation
  - Counselor Self-efficacy Matters
  - Solution-based and Strength-based
    - Complete Competency Measure
    - Build on Strengths
    - Needs-based Approach
    - Individualized Delivery
    - Outcome-Oriented (Measured)

Participant Workbook – pp. 8-9
Discussion

- How are you currently conducting supervision?
- What do you like about your current practice?
- What would you like to do even better/more?
Your Supervision Style

<table>
<thead>
<tr>
<th>Possible Barriers to Good Supervision</th>
<th>How I Will Overcome These Barriers</th>
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<tbody>
<tr>
<td>1. Lack of communication</td>
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<td>2. Difficulties in confrontation</td>
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<td>3. Lack of trust</td>
<td>3.</td>
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<td>5. Close minded</td>
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<td>7. The need to be liked</td>
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A Good Supervisor:

- **Balances high productivity and morale**
  As a peer supervisor, it is difficult to confront job performance at the risk of damaging the rapport and relationship established, but consistency will gain the respect of your staff. Take an interest in each member. Be supportive and sensitive to the whole picture and what is going on in that member’s life.

- **Is consistent with modeling expectations**
  Set a strong example for your members to follow (i.e.; be on time, actions and statements are consistent with your organization’s mission and philosophy).

- **Clearly communicates his or her leadership and supervision style**
  Also ask members what they need in a leader and supervisor.

- **Establishes clear goals for the members**
  Review the goals mid-quarter to assess and implement changes.

- **Insists on frequent communication**
  Your organization is a team, so when problems and disagreements come up, talk to the individual and talk about how it affects the group.

- **Manages positively**
  Praise in public, criticize in private. Support your members in their learning curve, but do not do it all for them! Delegate (include a link to delegating tips here) and communicate (include a link to communication tips here)—this provides ownership by your members of the tasks at hand.

- **Insists on accountability**
  No one is perfect, the job is a learning process, hold your members accountable and review their progress so that they can set and meet goals for improvement.
Theories, Roles, and Modalities of Clinical Supervision;
Your Supervision Style

Overview and Purpose

As a student organization leader, you may also have the role of being a supervisor—overseeing meetings, programs, and other activities. Supervision is viewed as essentially a helping process, which is designed to support your members as they seek to promote the goals of their organization and to advance their leadership development. The concept of supervision envisions members of your organization and supervisors collaborating to accomplish the organization’s goals and to help each member mature both as a person and a leader.

Activity

What is your supervision style? Rarely does someone’s style reflect a “true” type as listed below, and may depend on the type of people you are supervising. However, it is helpful to know what style you use frequently, and to understand ways in which your style both helps and impedes your ability to be an effective leader.

I. Authoritarian supervision is based on the belief that members require continuous attention because they are often undependable or immature—basically, because people will attempt to work as little as possible unless someone monitors them carefully. Because members cannot be trusted to fulfill their tasks, the supervisor must check on them frequently. The supervisor is ultimately responsible for members’ performance. Consequently, close observation is an essential part of the supervisor’s responsibilities.

II. Laissez Faire supervision is based on the desire to allow members the freedom to use their talents and skills in accomplishing job responsibilities. This philosophy of practice is often articulated as, “Hire good people and then get out of their way.” As a result, members view supervision as an admission to failure; that is, as something to submit to when they encounter a situation they are unable to handle on their own.

III. Companionable supervision is based principally on a friendship-like relationship. Above all else, supervisors seek to be liked and to create harmonious relationships among members: they concentrate on being buddies with the staff they supervise and avoid confronting members about poor job performance or mistakes in judgment as long as possible.

IV. Synergistic supervision is a cooperative effort between the supervisor and members that allows to effect of the joint effort to be greater than the sum of their individual contributions. Supervision in this approach has a dual focus: accomplishment of the organization’s goal and support of the staff in the accomplishment of their personal and professional development goals. This approach to supervision emphasizes the identification of potential problems early; the supervisor and member then jointly develop strategies to prevent or ameliorate problem situations. Supervision is dedicated to assisting all members to enhance their knowledge and skills, which can lead to advancement within the organization and profession.

Read the following barriers to good supervision listed below and address how you, as an organization leader, will overcome these barriers. Then read the following tips on being a good supervisor. With practice and patience, you will be able to fine tune your leadership and supervision skills and be an even more effective leader of your organization!
8 Dimensions of Counseling

- Clinical Evaluation
- Treatment Planning
- Referral
- Service coordination
- Counseling Client and Family
- Community Education
- Documentation
- Ethics and Responsibilities

123 Discrete Competencies (Benchmarks)
Individual Supervision

- **Objective**
  Counselor professional development

- **Frequency**
  Time consuming, individualized

- **Structure**
  Mentoring based on first-hand observation

- **Advantage**
  Tailored to individual needs

- **Disadvantage**
  Labor intensive

- Can supervise two clinicians at the same time to be more efficient

Participant Workbook – p. 35
Group Supervision

- **Objective** – Team building, staff development, skill practice
- **Frequency** – Cost-effective, regular
- **Structure** – 4-6 Supervisees, case review, in-service training, skill practice, recording feedback and analysis
- **Advantage** – Multiple perspectives, time
- **Disadvantage** – May not meet all needs

Participant Workbook – p. 35
Peer Supervision

- **Objective**
  Accountability to peers, personal development

- **Frequency**
  Determined through collaboration with peers, management

- **Structure**
  One-to-one or group, review of cases, recorded sessions, and literature

- **Advantage**
  Small groups, limited time

- **Disadvantage**
  “History” or conflicts

Participant Workbook – p. 35
Direct Observation

- Live
- One-way mirror
  - Can use technology
    - Webcams (internal)
    - Tele-counseling/supervision (HIPAA compliant)
- Audio or video recording
Group Methods

- Case consultation
- Team or peer feedback
- Skill practice
Leadership

- Use a leadership style that creates and maintains an environment based on mutual respect, trust, and teamwork.
- Be a role model by taking full responsibility for one’s decisions, supervisory practices, and personal wellness.
- Seek job performance feedback from supervisees, peers, and managers to improve supervisory practices.
Supervisory Alliance
An Effective Supervisory Alliance

Characterized by:
- High level of trust
- Increased self-efficacy
- Increased comfort
- Higher level of motivation for growth
- Greater satisfaction with counselor role
- Improved counseling performance
Tips

- Establish mutuality and collaboration
- Use self-disclosure to foster openness, honesty, and willingness to admit mistakes
- Talk openly about the hierarchy of power and means available to resolve problems
- Include supervisee in setting goals, planning and evaluation process

(Campbell, 2006)
Relationship Issues and Context

- Age
- Disability
- Gender
- Race
- Education
- Religion
- Sexual Orientation
- Recovery Status
- Ethnicity
Strategies for Relationship Building

- Examine your own biases and assumptions
- Explore and discuss differences openly
- Increase personal sensitivity
- Value differences
- Promote contextual understanding
- Use context to strengthen relationships
- Create collaboration
- Promote learning and growth
- Provide proactive staff training
- Create an environment for multicultural communication

Participant Workbook – p. 65
Scenario OS
Scenario 1: Boundary Issues

You are now supervising someone you were close to as a peer.

1. What are the advantages and disadvantages?
2. What are potential problems?
3. How would you manage it?
Tips for Managing Boundary Issues

- Dual relationships cannot always be avoided
- Raise the issue that the dual relationship exists
- Discuss potential impacts
- Establish agreements about how to proceed
- Identify mentor to discuss issues
Scenario 2: Power and Authority

During the past year, because of staff turnover, the capacity to do periodic reviews has been mitigated. You are preparing to conduct an annual review with a supervisee who is:

- Consistently late from hour lunch break
- Late in his/her charting
- 60% of his/her clients have dropped out in first 30 days of care
Power and Authority Questions

1. What would be some examples of supervisors overusing/abusing their power and authority?

2. What might cause supervisors to underutilize their power and authority?

3. How will the fact that the supervisee’s compensation package will be influenced impact the relationship?

4. What are healthy guidelines for managing power and authority?
Tips for Managing Power and Authority

▶ Inform supervisee of the evaluative structure of the relationship
▶ Define criteria for evaluation
▶ Discuss goals for supervision
▶ Empower supervisee to increase their decision-making abilities
▶ Use authority to give power to those being led
Scenario 4: Conflict

Imagine yourself in supervisory relationship where:

- Supervisor believes in empowering clients to take responsibility for their own recovery
- Supervisee believes in providing guidance to help the client avoid making mistakes which will interfere with their recovery
Conflict Questions

1. How might these differences impact the supervisory relationship?
2. What are special considerations a supervisor will have to give to establish a successful supervisory alliance?
3. What guidelines would you suggest for managing these ideological differences?
Tips for Managing Conflict

- Open and frank discussions
- Describe a satisfactory relationship
- Identify steps to reach a satisfactory relationship
- Share goals to gauge similarities and differences
- Acknowledge counselor’s challenges
- Recognize, appreciate, and understand counselor
Scenario 5: Resistance

A supervisee's former supervisor was highly critical, directive, and constantly disappointed in the supervisee's performance. Now in a new supervisory relationship, the supervisee is hesitant, afraid of criticism, of taking risks, and of being observed.

Even though the supervisee is achievement oriented, there seems to be a strong fear of failure. The supervisor notices the resistance to supervision and is trying to communicate that making mistakes and taking risks are a natural part of the learning process.
Resistance Questions

1. What does the supervisor have to attend to in this situation to enhance the alliance?
2. How can supervisor reassure supervisee?
3. What would be impact of having such a supervisee on supervisor’s expectations and how relationship will develop?
4. What are some guidelines for managing resistant counselors?
Counselor Development

- Make a list of your current supervisees and identify their current Developmental Level (page 9).
- Write a few notes of the supervision strategy for each of your supervisees based on their Developmental Level.
- Discuss at your table.
Critical Thinking

- Ask supervisees relevant and clarifying questions and listen critically for content and underlying issues in their self-disclosure.
- Help supervisees develop skills in case conceptualization and analysis of client–counselor interactions.