Being a Site Supervisor

Niagara University

Site Supervisor PPT

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What is supervision?

It's an intervention provided by someone with more experience in the same field to a junior colleague.

This relationship can be:

- Evaluative and hierarchical,
- Extends over time, and
- Has the simultaneous purposes of enhancing the profession functioning of the person with less experience.

(Bernard & Goodyear, 2019, p.9)

What is the purpose of supervision?

- Supervision is an intensive, interpersonally focused, one-to-one relationship in which one person (the supervisor) is designated to facilitate the development of competence in the other person (the supervisee)

- Supervision Toolbox: How to Effectively Supervise Interns
- https://videos.schoolcounselor.org/supervision-toolbox-how-to-effectively-supervise-interns

Significance?

- Practicing Counselors are often asked to supervise counselors-in-training without having been taught supervisory skills in their master's program (Lazovsky & Shimoni, 2005).

- Without training, counselor supervisors will often supervise the way they were supervised, which can result in a pattern of inadequate supervision.

Supervision Best Practices Framework

- Initiating Supervision
- Goal Setting
- Giving Feedback
- Conducting Supervision
- Supervisory Relationship
- Diversity & Advocacy Considerations
- Ethical Considerations
- Documentation
- Evaluation
- Supervision Format
- The Supervisor
- Supervision Preparation

Initiating Supervision

- For supervision to be successful, supervisors must be trained and prepared to supervise, and supervisees must be ready and willing, and able to benefit from supervision (Miller & Dollarhide, 2006).

- Supervision Guide (Tangen et al., 2019):

Initiating Supervision (continued)

Table 1 Supervision guide

Steps	Name	Guiding Questions
Step 0	Prepare for Supervision	• In what ways can you connect with your supervisee and learn with her or him? • What knowledge might your supervisee be bringing into the relationship?
Step 1	Create Objectives	• What are 1–3 major goals that you want your supervisee to learn? • What are your supervisee's overarching goals?
Step 2	Consider Relevant Supervision Models	• How does the discrimination model inform your supervision plan? • How do developmental models inform your supervision plan?
Step 3	Consider the Learning and Counseling Context	• What multicultural variables might be salient? • How effective is your supervisory relationship and the supervisee's counseling relationship with her/his client?
Step 4	Begin with an Anticipatory Set	• How will you pique your supervisee's interest? • How can you orient your supervisee to today's session?
Step 5	Scaffold and Monitor Learning	• How can you break the learning down to a step-by-step process? • How can you adjust if the supervisee does not appear to be learning?
Step 6	Apply Knowledge and Provide Feedback	• What type of activity could you institute to ensure your supervisee's learning? • What type of feedback would reinforce your supervisee's progress?
Step 7	Close the Session	• How can you help your supervisee distill her or his knowledge into a meaningful take-away? • Has your supervisee learned what you both had intended?

Goal Setting

- The ultimate goal of engaging in supervision is to improve the quality of care the supervisee is providing to the client (Bjornestad et al., 2014).

- Goals should be stated in terms of what the supervisee should do so that their performance can be monitored, and feedback can be focused (Borders, 2019).

- Balancing goals and tasks with emphasis on CITs process(e.g., potential feelings of inadequacy) and practical abilities (e.g., skills specific use) may address individual needs and applicable skills to facilitate growth as a counselor.

Giving Feedback

- Supervisors may need to use confrontation, for example, when supervisees continue to lag behind in their skills development, repeatedly do not follow standard protocols (e.g., assess for suicidal ideation during intake), do not incorporate the supervisor's feedback into their counseling sessions, have poor professional boundaries with the client's, continually avoid exploring relevant self-awareness issues, or exhibit problematic relationship dynamics in supervision (Borders & Giordano, 2016).

Conducting Supervision

- Supervision is fundamentally an interactive process where supervisor and supervisee co-construct formulations of therapy that are grounded in the supervisory alliance most difficulties have the potential to impact negatively on the supervisory alliance (Grant et al., 2012).

- Beginning supervisors can experience anxiety and uncertainty, leading to heavy reliance on models of supervision and guidance of perceived authority figured (DeDiego & Burgin, 2016).

The Supervisory Relationship

- Supervision outcomes are more frequently influenced by the supervisory working alliance rather than using any specific theory or model (Colburn et al., 2016).

- Supervisors initiating productive conversations surrounding counseling self-efficacy and sources of stress and coping may ultimately strengthen the supervisory relationship

- Problematic supervision has been found to be characterized by confrontational criticism, direct attribution of blame, unclear agendas, and instructive rather than interactive learning processes (Grant et al., 2012).

Diversity and Advocacy Consideration

- Supervisors initiate discussion of the impact of multicultural influences in supervision and counseling; respects and values others' opinions and worldviews; encourages supervisee to initiate with clients; and addresses power and privilege in supervision and counseling relationships (Colburn et al., 2016).

- Supervisors who bring cultural considerations into supervision engender higher levels of supervisee self-efficacy in skill and multicultural competence (Destler, 2017).

Ethical Consideration

- Supervisors cannot avoid confronting supervisee competency concerns due to personal discomfort if they wish to maintain compliance with ethical decrees of the profession (DeDiego & Burgin, 2016).

- The dual role of advocacy places the supervisor in the role of gatekeeper of the profession, charged with CIT development and the well-being of clients (Destler, 2017).

NBCC Code of Ethics: Supervision

- Ensure that supervisees inform clients of their professional status (i.e., intern) and of all conditions of supervision.

- Ensure that clients have been informed of their rights to confidentiality and privileged communication when applicable. Clients also should be informed of the limits of confidentiality and privileged communications.

- Inform supervisees about the process of supervision, including supervision goals, case management procedures, and the supervisors preferred supervision model(s)

- Keep and secure supervision records and consider all information gained in supervision as confidential.

- Avoid all dual relationships with supervisees that may interfere with the supervisor's professional judgement or exploit the supervisee

NBCC Code of Ethics: Supervision (cont)

- Establish procedures with their supervisees for handling crisis situations.

- Provide supervisees with adequate and timely feedback as part of an established evaluation plan.

- Render assistance to any supervisee who is unable to provide competent counseling services to clients.

- Intervene in any situation where the supervisee is impaired, and the client is at risk.

NBCC Code of Ethics: Supervision (cont)

- Refrain from endorsing an impaired supervisee when such impairment deems it unlikely that the supervisee can provide adequate counseling services.

- Refrain from offering supervision outside of their area(s) of competence.

- Ensure that supervisees are aware of current ethical standards related to their professional practice, as well as legal standards that regulate the practice of counseling.

- Engage supervisees in examination of cultural issues that might affect supervision and/or counseling.

- Ensure that both supervisees and clients are aware of their rights and due process procedures.

Clinical Supervision Oversight

- Monitoring supervisor and supervisee competence

- Assuring informed consent in treatment and in supervision

- Maintaining confidentiality and adhering to its limits

- Protecting client welfare

- Promoting the supervisee's professional development

- Avoiding dual relationship in treatment and in supervision

- Implementing legal mandates to warn, protect, and/report

Clinical Supervision Administrative Oversight

- Supervisee selection and case assignment

- Training program liaison

- Providing supervisee orientation to policies and emergency procedures at the site

- Monitoring supervisee compliance with ethical codes as well as state and federal statutes governing clinical practice

- Conducting formative and summative evaluations of the supervisee

- Ensuring adequate documentation of clinical and supervisory sessions as well as important decision processes in treatment

Supervisee Bill of Rights

- "The supervisory relationship is an experiential learning process that assists the supervisee in developing therapeutic and professional competence. A professional counselor supervisor who has received specific training in supervision facilitates professional growth of the supervisee through":
  - Monitoring client welfare
  - Encouraging compliance with legal, ethical, and professional standards
  - Teaching therapeutic skills
  - Providing regular feedback and evaluation
  - Providing professional experiences and opportunities

Documentation

- A written contract, consisting of learning goals and program goals and signed by the student, site and campus supervisors, and the principal.

- Document whether students are working toward proficiency of various company components in counseling.

(Peterson & Deuschle, 2006)

Evaluation

- During the evaluation process it is important to be formative and summative.

- Inadequate evaluation is the most common ethical complaint leveled against supervisors

Supervision Format

- Three types of supervision have been identified:

    1. Administrative- designed to make sure supervisees are doing what needs to be done, i.e., work environment, records, ethics, and technology

    2. Program- ensures delivery of comprehensive, developmental programming.

    3. Clinical- helps supervisees consider how to be better at what they are doing, how their thoughts, feeling, and beliefs affect their professional functioning and how to engage in conversation about their strengths and growth

(Brott & Davis, 2016).

The Supervisor

- Provides feedback and addresses difficulties across the spectrum of personal, professional, and clinical issues
- Typical difficulties reported by supervisors include supervisee competence, ethical issues, and supervisee characteristics.
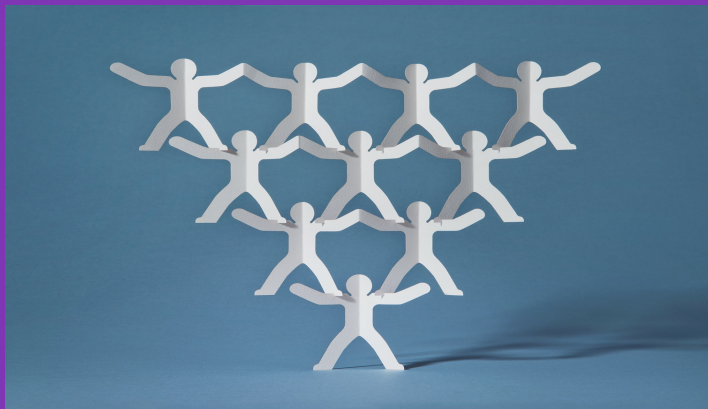
(Grant et al., 2012)

Supervisor Preparation: Supervision Training and Supervision of Supervision

- School counselors are interested in receiving supervision training, and school counselors appreciate learning about supervision and the opportunity to network with other supervisors (Brott & Davis, 2016).

- Supervision of supervision (SOS) is an opportunity for self-care; a place to process supervision events and generate solutions; allows for the consolidation of didactic learning; widens the supervisor in training's perspectives (De Stefano et al., 2014).

Bernard's 1979 Discrimination Model of Supervision

Bernard's (1979)Discrimination Model of Supervision

Focus of Supervision	Supervisor Roles		
	Teacher	Counselor	Consultant
Intervention			
Conceptualization			
Personalization			
https://www.youtube.com/watch?v=7wOszCNcKR8			

Discrimination Model – Supervision Roles

- Teacher Role- amongst other things you must teach, demonstrate, or model intervention techniques.

- Counselor Role- Facilitate supervisee self-exploration of confidence and/or worries in the counseling session, as well as helping supervisee define personal competencies and areas for growth

- Consultant Role- Providing alternative interventions and/or conceptualizations for supervisee to use and allowing the supervisee to structure the supervision session

Discrimination Model – Supervision Roles

Role	Description
Teacher Role	- Evaluate observed counseling session interactions - Identify appropriate interventions - Explain the rationale behind specific strategies/interventions - Interpret significant events in the session
Counselor Role	- Explore supervisee feelings during counseling or supervision sessions - Explore supervisee feelings for the techniques or interventions used - Explore supervisee self-exploration of confidence/worries in the session - Provide opportunities for supervisee to process their own affect/defense
Consultant Role	- Encourage supervisee brainstorming of strategies/interventions - Encourage supervisee discussion of student problems, motivations, etc. - Solicit and attempt to structure the supervision section

Lifespan Developmental Model

• This model has six phases:

  1. Lay helper

  2. Beginning student

  3. Advanced student

  4. Novice professional

  5. Experienced professional

  6. Seasoned professional

  (Ronnestad & Skovhold, 1992a, 1992b, 2003)

Lifespan Developmental Model (Pt. 1)

Phases	Description
Lay Helper	• Identifies a problem quickly, provides strong emotional support • Gives advice based on one's own experiences
Beginning Student	• Feel dependent, vulnerable, and anxious • Search for "right way" to function • Looking for models to emulate
Advanced Student	• Usually, advanced practice or internship stage • Functioning at established, professional level • Pressure to "do it right" • Conservative, cautious, and thorough style

Lifespan Developmental Model (Pt.2)

Phases	Description
Novice Professional	• Post-graduate • Increasingly integrates their own personality in treatment • Seeks compatible work roles and environments
Experienced Professional	• Developing a working style that's highly congruent with own values, interest, and personality • Techniques used are flexible and personalized • Understand it's impossible to have clear answers for situations they encounter • Look to areas to expand knowledge
Seasoned Professional	• More than 20 years of experience • Individualized and authentic approaches • Felt competence but modes about own impact on clients • Skeptical that anything new will be added to the field • Loss is prominent in the phase, Look toward retirement

Systemic Cognitive – Developmental Model (SCDS)

Cognitive Styles

1. Sensorimotor
2. Concrete
3. Formal
4. Dialectic

Cognitive-Behavioral Supervision

- Goals and Processes

- CBT Supervisors set an agenda for each supervision session, set homework collaboratively with supervisee, and assess what has been learned from each session continuously.

- Structure
    o Checking in, agenda setting, bridging from previous session; etc.

- Boyd (1978) articulated a list of four propositions common to CBT Supervision

Systemic Supervision

1. Developing a systemic formulation.
2. Helping the supervisee forge a systemic therapeutic alliance.
3. Introducing and reinforcing the process of reframing
4. Assisting the supervisee in managing negative interaction that may occur in therapy, building cohesion among family members, and assisting with family restructuring and parenting skills.
5. Understanding and applying existing evidence-based family therapy models.

(Celano et al., 2010)

Solution-Focused Supervision

1. A positive opening followed by a problem description.

2. Identifying positive supervision goals.

3. Exploring exceptions for both supervisees and clients.

4. Developing other possibilities by discussing hypothetical situations with the supervisee as well as considering what meaning is embedded in supervisee's worries about worst case scenarios.

5. Giving feedback and clinical education

Psychodynamic Supervision

Frawley-O'Dea & Sarnat's (2001) Dimensions as Contexts for Psychodynamic Supervision	
Dimension	Description
1	• The nature of the supervisor's authority in relationship to the supervisee. o Two poles: authority (knowledge) objective (uninvolved expert) who helps the supervisee know what is true about the client and 'correct' technique
2	• The supervisor's focus. o Relevant data supervision is based on. Specifically, the supervisor can focus attention on (a) the client, (b) the supervisee, or (c) the relationship between supervisor and supervisee.
3	• The supervisor's primary mode of participation o Roles and styles supervisors adopt. i.e., didactic teacher, Socratic (asker of questions), a container of supervisee affects, etc.