Models of Clinical Supervision

What is Clinical Supervision?

- *An intentional educational intervention*

- Goal: To *create a learning environment* that matches the needs of the counselor
  - Purposeful and Intentional
  - Goal-directed
  - Proactive
  - Flexible

Why do we need supervision models?

- To provide a framework for planning, conducting, and evaluating one's supervision work

- To provide a common language for supervisors and supervisees that can facilitate their communication of expectations, responsibilities, and goals for supervision

Discrimination Model

- Describes supervisor's main roles and areas of focus during supervision

- Presented as matrix that can be used by the supervisor to plan for supervision sessions

- Provides focus areas that may be the basis for asking supervisees to create learning goals for supervision (e.g., at least one learning goal for each focus area)

Discrimination Model: Focus Areas

- During any supervision session, a supervisor may focus on one or more of the following:
  - Counseling performance skills
  - Cognitive counseling skills
  - Self-awareness
  - Professional behaviors

Discrimination Model: Supervisor Roles

- During any supervision session, the supervisor may act from three roles:
  - Teacher
    - Explain, model, role play
  - Counselor
    - Reflect, reframe, ask open-ended questions
  - Consultant
    - Ask open-ended questions; point out themes, patterns, contradictions; brainstorm options

Discrimination Model: Choosing a Focus Area

When planning for a supervision session, the supervisor considers questions such as the following:

- Which focus area(s) did the supervisee identify in his/her overall goals?

- What were the supervisee's specific requests for feedback on the counseling session to be reviewed in the supervision session?

- Which focus area(s) needs to get priority in the upcoming supervision session?

Discrimination Model: Choosing a Supervisor Role

- When planning for a supervision session, the supervisor considers questions such as the following:
  - How does this supervisee learn best (e.g., concrete teaching approaches such as role-play)?
  - Are there counseling skills and methods that I need to model (counselor role)?
  - What support does this supervisee need (e.g., counselor role, attention to feelings around competence)?
  - Is the supervisee able to generate options for interventions with this client (consultant role)?

The Case of Nina Activity

- Look at the notes you took while watching the counseling session of Emily and Nina.

- What are the <u>top three points</u> in your notes that you would want to address during supervision?

  - If you have more than three points, look for themes and patterns in your observations to help you identify your top three points.

The Case of Nina Activity

- What focus area(s) is addressed by your three points? Which focus area(s) is *not* included in your notes?

- What supervisor role might you take in the upcoming supervision session?

Discrimination Model: Reflection

- Every supervisor has preferences for focus area(s) and supervisor role(s), often based on

  - One's counseling theoretical orientation

  - Experience in the various roles

  - Roles and focus areas used by one's own supervisors

  Which focus area(s) and role(s) do you think you will be inclined to rely on or emphasize? Why?

Discrimination Model: Reflection

- Am I focusing on the same area(s) and/or taking the same roles each supervision session?
- Am I overlooking other focus areas that need attention?
- Am I avoiding other focus areas and/or roles, perhaps based on my comfort level (e.g., lack of experience with the teacher role)?

Discrimination Model:
Your Preferences for Focus Areas

- Score the SERF-R
  - Instructions are found on page 55 of Borders & Brown, 2005.
  - Remember that the *lowest* score is your greatest emphasis

Discrimination Model:
Your Preferences for Supervisor Role

- Score the SSI
  - Instructions are found on page 56 of Borders & Brown, 2005.
  - Task-oriented refers to the *teacher role*
  - Interpersonally-sensitive refers to the *counselor role*
  - Attractive refers to the *consultant role*
    - "attractive" reflects the definition of that term in social influence theory – how similar two people are rather than any physical attractiveness!

Reflecting on your scores

- Are you surprised?

- What seem to be your tendencies for your focus area and role?

- How may you need to expand your repertoire?

Further Reflection

- Are your preferences appropriate to your supervisees?

- How does one know whether these preferences are appropriate?

- How does one choose the appropriate role and function for a supervision session?

- How will you know if the focus area(s) and role(s) you have chosen will create an appropriate learning environment in supervision?

Developmental models help you answer these questions.

Developmental Models of Supervision

Developmental Models

- A number of models of counselor development (and supervisor development) have been published, starting in the 1980s.

- These models have some empirical support as well as intuitive support.

Developmental Models

- Typically, the models have 3-4 levels/stages of development .

- Typically, the models assume development occurs across the professional lifespan, with different types of supervision needed at each level/stage.

- Developmental level **is not synonymous** with experience level

Developmental Models: Characteristics

- Sequential
- Hierarchical
- Progress toward greater complexity

Developmental Models: Theoretical Foundations

- Cognitive development, cognitive complexity, information processing

  - Goal: High level of cognitive complexity in thinking about clients, counseling process, session dynamics, and the role of the counselor

- Psychosocial models (e.g., Erikson)

  - Goal: Professional counselor identity that is integrated with one's personal identity

Developmental Models: Levels/Stages of Development

Think back to your first experiences in your counseling program and your first clients.

What do you remember thinking and feeling then?

Developmental Models: Beginning Stage Counselors

- Characteristics of beginning counselors
  - Black and white thinking (dichotomous)
  - Broad, somewhat simplistic, categorical understandings of clients
  - More focused on self than client
  - Desire to know the "rules" and do the "right" thing
  - Little awareness of their strengths, weaknesses, and motivations
  - Lack confidence, often anxious

Developmental Models: Middle Stage Counselors

- Characteristics of counselors in middle stages
  - More differentiated perceptions of clients with the same presenting issue
  - More flexible
  - More individualized
  - Greater confidence and fairly consistent awareness of strengths and limitations
  - Can lose confidence when they face new clinical issue

Developmental Models: Later Stage Counselors

- Characteristics of counselors in later stages
  - More comprehensive case conceptualizations
  - More individualized case conceptualizations
  - Comfortable with paradoxes
  - Consider more sophisticated dynamics in human relationships (e.g., mutuality)

The Case of Nina Activity

- Look back at the notes you took while watching the counseling session of Emily and Nina.

- Do you think the counselor is at a beginning, middle, or later stage of development?

- What characteristics of that developmental stage did you notice?

- How might your developmental assessment of the counselor inform your plans for the upcoming supervision session?

Developmental Models:
Creating the Learning Environment

A supervisor's responsibility is to create an "optimal learning environment" for a supervisee:

- Balance of challenge and support

- One-half step beyond counselor's current functioning

Clinical Supervision

- Goal: To create a learning environment that matches the needs of the counselor
  - Purposeful and intentional
  - Goal-directed
  - Proactive
  - Flexible

Clinical Supervision

- How does an integration of the discrimination model and developmental models help you plan toward this goal?

- What integration of roles, focus areas, and developmental characteristics will help us look at how to create change and allow our supervisee to grow?

Integration of Discrimination Model and Developmental Models

- Beginning counselors
  - Desire instruction
  - Focused on skills
  - Imitative
  - Dependent on supervisor

What role and focus area from the discrimination model is an optimal environment?

Integration of Discrimination Model and Developmental Models

- Counselors in middle stages
  - More open to discussions of self-awareness and personal issues affecting their work, such as reactions to clients, transference and counter-transference
  - Dependency/autonomy conflict with supervisor

What role and focus area from the discrimination model is an optimal environment?

Integration of Discrimination Model and Developmental Models

- Counselors in later stages
  - Identify areas of concern and ask for help to think through
  - More collegial

What role and focus area from the discrimination model is an optimal environment?

Appropriate Roles and Focus Areas

- Beginning counselors
  - Teacher role, counseling skills and professional behaviors

- Counselors at middle stages
  - Counselor role, self-awareness and cognitive counseling skills

- Counselors at later stages
  - Consultant role, self-awareness and cognitive counseling skills

However there are exceptions...

- Even counselors at later stages may want to learn new skills

- A beginning counselor may see a client that triggers values and so self-awareness must be addressed (although addressing it differently from the approach for a counselor in later developmental stages)

- Some developmental models include "recycling" through the stages

Integration of Two Models: Supervisor's Tasks

- **Step 1:** Conduct assessment of supervisee
  - Which focus area(s) to address?
  - What developmental level/characteristics to consider?

- **Step 2:** Choose intervention
  - Which supervisor role is appropriate?
  - What is the appropriate balance of challenge and support?

- **Step 3:** Evaluate effectiveness
  - How do I need to adjust my approach based on the supervisee's response and ability to use what was learned during supervision?

Role play:
An intentional example

Based on the supervisor's assessment of the supervisee's needs, the supervisor may choose to use a role play in several different formats:

- Counselor role plays counselor to *practice skill*
- Supervisor role plays counselor to *model skill*
- Counselor role plays client to *gain insights and empathy*
- Supervisor role plays client to provide feedback to counselor

The Case of Nina Activity

Thinking about the counselor, Emily, and based on the three points you identified that you want to address with her, think about this question:

- Which format of role play might you decide to use with the counselor during your upcoming supervision session?

- Why did you make that choice? What is your goal and intention?

Homework

- Revisit the discussion questions at the end of Chapter 1 (p. 17)

- Based on your reflections during this module, create three learning goals for your own development as a supervisor.