Supervision Interventions
Before You Begin....

- Read Ch. 3 of Borders and Brown (2005)
- Review scores on the SERF-R and SSI, completed for *Models of Supervision* module
- Answer questions on pp. 56-57
Learning Objectives

- Understand how contextual factors inform intervention choice
- Select interventions based on supervisee needs and goals
- Explain limitations of supervisee self-report
- Differentiate the impact of various intervention strategies
- Distinguish between live observation and live supervision
Selecting Supervision Interventions

- Interventions should be chosen intentionally, consciously, and thoughtfully
  - This intervention, with this supervisee, at this time, for this purpose
  - Not simply a “bag of tricks”

- Interventions should be grounded in relevant contextual factors
  - Intervention as:
    - Assessment
    - Change agent
    - Evaluation of progress
Influences on Intervention Choice

- Supervisor preferences
- Supervisee developmental level
- Supervisee learning goals
- Supervisor learning goals for supervisee
- Supervisor learning goals for themself
- Environmental/contextual factors
Factors that Affect Supervisor Preferences

- Worldview
- Counseling theoretical orientation
- Beliefs about cognitions, emotions, and behaviors
- Beliefs about how people learn
- Personality
- Supervisor experiences as a supervisor, supervisee, teacher, and consultant
Factors that Affect Supervisor Preferences

- “What was done to me” versus “reaction formation”
- Cultural background and perspectives
- Exploring supervisor preferences
  - Session review (roles, foci, interventions)
  - Objective measures for self-reflection (completed in Supervision Models module)
    - Supervisor Emphasis Rating Form- Revised (SERF-R)
    - Supervisory Styles Inventory (SSI)
Supervisee Developmental Level

Beginning level Counselors

- Need supervisor to be in the teacher role
- Present with list of “how to” questions
- Need skill based and detail oriented supervision
- Present with high levels of anxiety – needs encouragement and support
- Common supervision activities include demonstrating, role-playing, explaining, providing resources
Supervisee Developmental Level

- Middle level counselors (e.g., ending graduate school)
  - Are able to access resources and are more self-directed
  - Supervisor becomes more facilitative
  - Teaching role becomes more fine-tuning clinical work versus broader “how to” (e.g., how to modify a technique for a particular client)
  - May thoughtfully/reflectively disagree with you
  - Counseling skills needed for Interpersonal Process Recall (IPR), metaphor, reflection, confrontation, and immediacy
Supervisee Developmental Level

- Later level counselors
  - Can identify his/her needs
  - Supervisor in role of consultant
  - Supervision interactions more collegial/peer-like
  - Greater focus on subtle and sophisticated issues (e.g., impasse, internal reaction to a particular client)
  - Focus on supervisee evolving professional identity
Supervisee Learning Goals

- Concrete goals should be reviewed and discussed in-depth in initial session(s)

- Supervisee must identify specific questions about a particular client or session (i.e., does/how does this relate to their learning goals)

- Supervision interventions are selected to support work on learning goals/questions for this client/session

- Make connection to learning goals explicit
Supervisor Goals for Supervisee

These goals:

- Are ones the supervisee cannot or will not identify (e.g., session pacing, unused skills, openness to feedback, anxiety in session)
- Will evolve over time
- May not be shared with supervisee
- Influence choice of supervision intervention
Supervisor Learning Goals

- Intervention based on supervisor learning goals or professional development
- Should not be primary/sole influence on intervention choice
- Appropriate when supervisor learning goals and supervisee needs are matched (e.g., supervisor working on using consultant role with more advanced supervisee)
Contextual/Environmental Factors

- Facilities for live observation/supervision
- Capacity to tape sessions
- Site policies (e.g., duration of counseling, type of counseling, modality [i.e., group, individual, family])
- Licensure requirements (e.g., is direct observation required)
- Purpose of supervision (e.g., client welfare, skill development, supervision for licensure)
Planning for Supervision

• Review supervisee self-evaluation, specifically:
  • Supervisees goals for counseling session
  • Supervisees self-assessment of session quality
  • Supervisees specific questions/needs about the session
Planning for Supervision

• Review recording carefully
  • Note content and salient portions of recording related to supervisee and supervisor goals
  • At conclusion, review notes for themes, patterns, and priorities (maximum of 3 points)
  • Establish goals for supervision session and think of interventions that might impact supervisee development toward goal
  • Planning is intentional, proactive, and flexible
Starting the Supervision Session

- Be transparent with your agenda and goals for supervision meeting
- Check to see if supervisee has additional issues and your adjust plan, as needed
Starting the Supervision Session

• Start of session models:
  • Offer warmth and support
  • Supervision is important to me
  • I am prepared for supervision
  • The supervisee’s needs matter
  • I am ready to work
Self-Report

• Self-report is most used AND most criticized intervention

• Relies on supervisee recollection of what occurred which is often flawed

• Limitations:
  • Supervisee reports only what they consciously heard and observed
  • Supervisees self selects what to report
  • Critical information is left out, consciously or unconsciously
Self-Report

- Strengths of self-report
  - Patterns/themes of omission can be important and inform interventions, such as:
    - Watch session without sound to focus on non-verbals
    - Confront discrepancy between self-report and session content
  - May indicate parallel process, or supervisee’s unconscious attempt to play the role of the client
- More useful/reliable with more advanced supervisees, though changes in self-report can be useful in evaluating supervisee progress at all levels
Supervisee Process Notes

• Are distinct from case notes
• Reflections on client, counselor, interactions, and therapeutic relationship
• Might include:
  • Rationale for counseling intervention
  • Hypotheses about client, interactions, relationship, and session flow
  • Diversity issues
  • How client experiences the counselor
Supervisee Process Notes

• Process notes influenced by supervisee self-awareness and developmental level
• Helps supervisee attend to process elements
• Provides rich assessment information
Audio and Digital Recordings

- **Value of recordings**
  - Provides access to nuances of the counseling session
  - Complement and contrast to supervisee self-report and process notes
  - Recording should be accompanied by a combination of case notes, process notes, and/or self-evaluation
  - Important for assessment
  - Important teaching tool
Audio and Digital Recordings

- How to use recordings
  - Always review entire recorded session
  - Take notes for use in supervision
  - Use recording to formulate your goals, feedback and interventions
  - Consider asking supervisee to select segment for review in supervision (e.g., where they need most help or segment tailored to learning goals)
Use of Recordings

- Use of tape in supervision
  - Play segment - “What else could you say here?”
  - Focus on particular skill – “Where in the session could you have done that?”

- Balance of problem areas and strengths

- Microtraining
  - Skills are isolated and taught one at a time
  - Skill is explained and modeled
  - Skill is practiced in supervision with feedback
Thinking Aloud Technique

• Modeling counselor cognitive skills for supervisee by thinking aloud about:
  • Client’s words AND nonverbal behaviors
  • Comparing client today versus previous sessions
  • Acceptance of contradictions in client’s behavior, which are framed as meaningful rather than wrong
  • One way to put the information together
  • Openness to checking out hypothesis about client’s experience without having to “figure it all out” before doing/saying anything
Thinking Aloud Technique

- Adds to supervisee perspective and empathy
- Nonjudgmental tone is critical
Interpersonal Process Recall (IPR)

- Focus on supervisee self-awareness and perceptions just beyond awareness
- IPR supports exploration of these covert thoughts and feelings and expression of these without negative consequences
- Supports use of facilitation and confrontation skills, grounded in increased awareness
- Supports deeper involvement/engagement with clients
Interpersonal Process Recall (IPR)

- Steps in IPR
  - Introduce IPR as an intervention related to a supervisee goal(s)
  - Review portion of recording together
  - Either can stop the recording at any time
  - Supervisee states what was thinking/feeling at that moment in the counseling session
  - Avoid evaluative statements
  - Encourage “here and now” language (1st person present tense), as if supervisee is in the counseling session
  - Goal is re-experiencing the counseling session without distractions and pressures of being with the client
Interpersonal Process Recall (IPR)

• Steps in IPR
  • Supervisor is non-evaluative *inquirer*
  • Non-evaluative means acceptance of negative feelings/thoughts toward the client
  • Listen and learn, but *do not teach*
  • As inquirer, supervisor asks questions such as:
    • What were you thinking just then?
    • How do you want the client to see you?
    • Was there something you wanted to say, but didn’t?
    • What kept you from sharing that?
Interpersonal Process Recall (IPR)

- Steps in IPR
  - Inquirer prompts integrated with reflective statements
  - Critical to stay in recall mode (i.e., avoid self-evaluation or client conceptualization)
  - E.g., “Were you aware of client’s tears” has evaluative connotation and should be avoided in IPR
Use of Metaphor

- Listen for supervisee generated metaphor of self, client, and counseling relationship
- “Play out” supervisee generated metaphor
  - “What does a frightened animal need?”
  - “What happens next?”
- Elicit metaphors from supervisees for self, client, counseling relationship, and supervisory relationship
- Supervisors also can generate metaphors for processing
- Demonstration of using metaphor in session
Role Play

- Useful for practicing skills and exploring client dynamics
- Typically, supervisee plays counselor and supervisor plays client, with focus on specific skill/technique
- Allows for immediate feedback and repeated practice sessions
- Can focus role play on a particular type of client (e.g., angry, dependent, seductive)
Role Play

• Reversing roles (i.e., supervisee as client) and doing role play can improve understanding, empathy, compassion for client.

• Caveat in all role plays is that supervisee may inject their own dynamics into role play:
  - Common problem is role-playing a resistant client, supervisee may be even more resistant than client is as expression of frustration with this client.
Modeling

- Demonstration of skills for supervisee, such as
  - Specific micro-skill (e.g., open questions)
  - Opening/closing session
  - Processing of experiential exercise

- Be cautious not to overwhelm beginning level supervisee with your skill level
Modeling

• Supervisor also must accept that modeling is constantly occurring in supervision, not just when set up as a specific intervention
  • Attitude about clients
  • Confidentiality
  • Openness to feedback
  • Congruence
Live Observation/Supervision

- Supported by one-way mirrors, phone system, and bug in the ear equipment
- Supervisor also may sit in on session
- Live observation – session observed without supervisory intervention
- Live supervision – assumption that session will be interrupted
  - Consultation break
  - Bug in the ear/eye
  - Reflecting team
Live Observation/Supervision

- Live observation can be done at distance, using videoconferencing.
- Live supervision can be done at a distance using videoconferencing and phone system, with supervisee using Bluetooth technology such as bug in the ear.
Guidelines for Live Supervision

• Is the interruption really needed?
• What likely would happen without interruption?
• Is supervisee likely to come up with desired intervention without interruption?
• Can the counselor carry out the desired intervention?
• How will the interruption affect the momentum of session?
Guidelines for Live Supervision

• Is a brief break possible? (if not, hold discussion for subsequent supervision)

• Will supervisor directive encourage supervisee dependency?

• **Intention:** Is directive based on client needs, supervisee needs, or your wish to be the counselor?
Guidelines for Live Supervision

- Phone-in or bug in the ear messages
  - Be brief, specific, and action oriented
  - Avoid process statements
  - No more than 3-5 directives per counseling session
  - No more than 2 directives per phone-in
  - No phone-in early in counseling session (approximately 10 minutes)
Guidelines for Live Supervision

• Phone-in or bug in the ear messages
  • Begin with positive statement ("You are doing a great job with her. Ask her.....")
  • Use wording appropriate to supervisee developmental level ("Ask her...." vs. "Explore with her...")
  • Model wording, pacing, and tone you want supervisee to use
  • Make sure supervisee understands your message
Live Supervision – Pre-planning

- Roles and rules should be clearly delineated
  - Who can call for break?
  - For what reasons should a break be called
  - Supervisor directives must be followed or is there flexibility?
  - Client must be fully informed
  - Pre-session planning and post-session debriefing are necessary