

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 themselves
- 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