

# Major Topics in Module 4

- Understand the importance of creating a safe, trusting environment
- Understand the dynamics of supervisor-supervisee relationship
- Consider various components of the supervisory relationship and these affect supervisee anxiety & resistance
- How parallel process can be used in supervision
- Consider issues related to multicultural supervision

# Before You Begin

- Read Chapter 5 of Borders and Brown (2005)
- Consider how the supervision relationship is similar to and different from the counseling relationship.
- Reflect on your past supervision experiences and the process of supervision from a supervisee's perspective.

# Learning Objectives

- Describe the similarities and differences between counseling and supervision relationships
- Identify factors that impact the supervisory relationship
- Describe what is and what is not supervisee resistance
- Understand how to intervene with relationship challenges in supervision

# Comparing Supervision and Counseling

- Beginning supervisors are challenged to distinguish between familiar role of counselor and newer role of clinical supervisor
- Supervision involves elements of being a teacher, counselor, and consultant (see Module 2: Bernard's Discrimination Model)
- Like in counseling, facilitative conditions are important
- Good working relationship is the basis for providing support and challenge
- Unlike counseling, supervision is evaluative. The supervisor has authority and power

# Creating the Supervision Environment

*“Supervisor’s ability to create and maintain a positive working relationship with supervisees is as important—or more important—than technical supervisory skills” (Borders, 1994; Dye, 1994)*

- Create a safe, trusting environment to support vulnerability and risk-taking
- Give and receive feedback that encourages growth and change
- Acknowledge the power and evaluation responsibilities of supervisor
- Recognize factors that may affect supervision relationship:
  - trust, gender, race/ethnicity, personality, counseling setting, counselor's clients

# Critical Issues in Supervision

- Competence (skills, techniques, mastery)
- Emotional awareness (knowing oneself, awareness of feelings)
- Autonomy (sense of self, independence and self-directedness)
- Identity (theoretical consistency, conceptual integration)
- Respect for individual differences (tolerance, being nonjudgmental, acceptance of others)

# Critical Issues in Supervision

- Purpose and direction (goal setting, direction in counseling, appropriate goals)
- Personal motivation (personal meaning, reward satisfaction)
- Professional ethics (professional standards of practice, values)

# Components of Supervisory Relationship

- Facilitative skills
- Interpersonal and relational styles and connections
- Working alliance (task, bond, goals)
- Dynamics of power and involvement
- Evaluation responsibilities



# Issues and Dilemmas

- Tasks
  - Time management
  - Form of supervision to be used
  - Record keeping (consents; contracts; consultations; record of supervision sessions; cases discussed)
  - Planning
  - Administrative/organizational competence
- Supervisee anxiety
- Supervisee's need for adequacy

# Issues and Dilemmas

- Supervisor countertransference
- Supervisor-supervisee conflict
- Relationship parameters: interpersonal power
- Potentially harmful consequences of supervision

# Characteristics of Supervisor-Supervisee Relationship (Sherry, 1991)

- Power differential (supervisor evaluates supervisee)
- “Therapy-like” quality of relationship
  - Involves using counselor skills to develop and maintain relationship
  - Supervisor is not only teacher and evaluator, but also facilitator of supervisee’s awareness (counseling-like role)
  - Supervision ≠ counseling, however

# Characteristics of Supervisor-Supervisee Relationship (Sherry, 1991)

- Multiple (and often conflicting) roles of supervisor, e.g.:
  - Monitoring client welfare
  - Enhancing supervisee growth and development
  - Teaching supervisee
  - Evaluating supervisee

# Giving Constructive Feedback

- Difficult for new supervisors trained not to “tell people what to do” (i.e., counselor role)
- Feedback needs to be concrete and behavioral
  - Use examples from session recordings
  - Help supervisee to see the impact on client (both positive and negative) as way of helping counselor learn how to evaluate his/her own work in the moment
  - Use feedback as basis for developing short- and long-term goals for developing counseling skills

# Giving Constructive Feedback

- Consider the impact of feedback on the supervisory relationship
- Preferable to help supervisees find answers themselves, but you must be directive if needed
- Process feedback in the relationship

# Giving Constructive Feedback

- Consider: “What do I need to do to help the counselor implement the feedback/change?”
- Be intentional with feedback and interventions, tie to supervision goals.

# Supervisee Anxiety

- Managing anxiety is essential
- Monitor balance of challenge and support (half-step mismatch)
- Intentional use of challenge and support
- Anxiety is normal, expected, variable, and highly individualized
- Importance of factors influencing supervisees anxiety levels
- Monitor your traits, tendencies, and preferences that can affect supervision process



# Supervisee Resistance

- Resistance is a corollary of anxiety, also normal & predictable
- Degree of resistance and manifestations vary
- Resistance as response to a perceived threat, rather than resistance to learning (Liddle, 1986)
  - From this perspective, resistance is necessary and functional
- Resistance may be a response to excessive challenge or to inappropriate supervisor behavior
- Resistant behaviors are maladaptive coping behaviors that can interfere with learning

# Caveats

- Bear in mind that what looks like or feels like resistance **may** be something else entirely.
- Important to explore potentially *resistant* behaviors with supervisees to understand their meaning. Mistake to react emotionally supervisee behaviors and fail to examine them closely to determine underlying mean.

# Caveats

- In the lists that follow, any “resistant” behaviors might be positive or an indication of emotional reactions in supervisee, your own issues and interpretations, or “symptoms” of problems in the supervision relationship.
- And sometimes, these behaviors do point to resistance.

# Supervisee Resistant Behaviors

- Overly enthusiastic
- Self-effacing
- Submissive
- Argumentative
- Aloof
- Forgetful
- Lateness
- Failure to submit required paperwork in timely manner
- Playing games (e.g., “nice,” confusing”)
- Selective disclosure of information; misrepresentation
- Others (taping, observation issues)

# Working with Resistance

- Reduce perceived threat
  - Explore potentially resistant behaviors and share your perceptions/reactions
  - Confront resistance
  - Help supervisee find new coping strategies that do not inhibit learning
  - Reevaluate supervision goals and expectations (may be too high, unrealistic)
  - Recognize normal apprehension about being observed and evaluated
  - Recognize supervisee's personal issues/needs that may result in resistance (e.g., authority, intimacy, approval, autonomy)

# Working with Resistance

- Supervisor contributions to resistance
  - Confusion over supervisory role
  - Dealing with supervisor authoritative and evaluative functions
  - Need for approval and/or control
  - Failure to accurately assess supervisee's needs and/or skill level

# Working with Resistance

- Anticipate resistance and develop wide repertoire of interventions
- Be proactive; take preventive measures to lower sources of anxiety
- Three categories of response to supervisee resistance (p. 75 in Borders & Brown )
- Take the lead in identifying resistance and other conflicts

# Working with Resistance

- Consider remedial interventions
- Acknowledge your own anxieties, behaviors, thoughts, and emotions that may contribute to resistance or perception of resistance
- If resistance is present, ask yourself “What might be a perceived threat?” Example: If I interrupt client s/he will be mad at me. If I pursue deeper feelings I must be able to handle the intensity.”
- Confronting resistance can be a way of using supervisory process as vehicle for learning



# Parallel Process

- “Processes at work ... in the *relationship* between patient and therapist are often reflected in the *relationship* between therapist and supervisor” (Searles, 1955, p. 135)
- Dynamics at work in one relationship can transfer over (or be paralleled) in another relationship.
- Supervisor-supervisee interaction, *process* of supervision, is the teaching medium.

# Parallel Process

- Discussion of parallel process is generally more effective with more advanced supervisees.
- Critical role of supervisor in modeling appropriate relationships, attitudes, and interactions

# Defining Multicultural

- D'Andrea & Daniels: “Individual’s or organization’s commitment to increase awareness and knowledge about human diversity in ways that are translated into more respectful human interactions and effective interconnections”
- Multiculturalism is “new fourth force in counseling”
- Shift to a pluralistic perspective: Questioning validity of current theories, techniques, and strategies used in counseling and supervision

# Defining Multicultural

- *Multicultural supervision* can be defined as: “[supervision] that takes place between or among individuals from different cultural backgrounds” (M. Jackson)
- Discussion of cultural variables generally has positive outcomes enhancing the supervisory relationship and supervisees’ overall satisfaction (Garmon et al., 2001)

# The Culturally Competent Supervisor

(Sue, Arredondo, & McDavis, 1992)

- Aware of own assumptions (values, biases, preconceptions, personal limitations, stereotypes)
- Actively attempts to understand the worldview of culturally different supervisees or supervisees' culturally different clients without negative judgments
- Actively develops and practices appropriate, relevant, and sensitive intervention strategies and skills for working with culturally different supervisees and clients

# Unintentional Racism in Counseling (Ridley, 1995)

- Color blindness: Treating all clients equally regardless of culture
- Color conscious: All problems are perceived as cultural
- Clients may transfer their good/bad feelings about others to counselor
- Counselors may transfer their good/bad feelings about others to client
- Counselors may misinterpret cultural ambivalence
- Client may respond to counselor's own unexamined racism
- Counselor may misinterpret client nondisclosure

# Multicultural Questions to Consider

- What is *supervisee's* racial (ethnic) identity?
- What is history of *supervisee's* race (ethnic group) in this country?
- What is *supervisee's* experience with persons in *supervisor's* race (ethnic group)?
- What is *supervisee's* primary language?
- If EOL, how difficult is it for *supervisee* to comprehend subtle nuances of English language?

# Multicultural Questions to Consider

- How can *supervisor* be sure *supervisee* has understood?
- How can *supervisor* be sure he/she understands *supervisee*?
- Are communication patterns different?
- Does silence mean same thing to *supervisor* and *supervisee*?



# Multicultural Questions to Consider

- What is role of religion in *supervisee's* life?
- Does religion mean same thing to *supervisor* and *supervisee*?
- What are key values? Same/different for *supervisor* and *supervisee*?
- How does *supervisee* understand client problems?

# Multicultural Questions to Consider

- What is *supervisee's* SES? How has this impacted *supervisee*?
- Is *supervisee's* SES different from *supervisor's*? from majority of members of *supervisee's* cultural group?

# Multicultural Questions to Consider

- What are predominant gender roles in *supervisee's* culture? Different/similar compared to *supervisor*?
- Does gender of *supervisor* pose problems for *supervisee*?
- How does *supervisee's* culture view the counseling/helping process?
- What is value of self-disclosure in *supervisee's* culture?

# Multicultural Questions to Consider

- What is *supervisee's* concept of time?
- What value does *supervisee* place on past? present? future? timeliness?

# Bridging/Overcoming Cultural Differences

- Listening
- Perception checking
- Seeking feedback from supervisee and others
- Resisting judgmental reactions
- Cultivating self-awareness
- Taking risks
- Developing and using cultural knowledge

# Implications for Supervision

- Critical role of supervisor in educating supervisees re: multicultural issues
- Responsibility of supervisor for his/her own multicultural development
- “It is the *supervisor’s* responsibility to introduce multicultural issues early in the supervision relationship ... and invite *supervisee* to discuss them at any time ... regarding both counseling and supervision relationships.” (Borders & Brown, 2005, p. 70)
- Supervisor may find it helpful to consult with other colleagues regarding multicultural issues and concerns.

# Follow up Reading

- Ancis, J. R., & Marshall, D. S. (2010). Using a multicultural framework to assess supervisees' perceptions of culturally competent supervisors. *Journal of Counseling and Development, 88*, 277-284.
- Christiansen, A. T., Volker, T., Kafescioglu, N., Karakurt, G., Lowe, W., Smith, W., & Wittenborn, A. (2011). Multicultural supervision: Lessons learned about an ongoing struggle. *Journal of Marital and Family Therapy, 37*, 109-119.
- Ober, A. M., Granello, D. H., & Henfield, M. S. (2009). A synergistic model to enhance multicultural competence in supervision. *Counselor Education and Supervision, 48*, 204-221.
- Dressel, J. L., Consoli, A. J., Kim, B. S. K., & Atkinson, D. R. (2007). Successful and unsuccessful multicultural supervisory behaviors: A Delphi poll. *Multicultural Counseling and Development, 35*, 51-64.