

Evaluation of the Supervisee

Before you begin...

- Read Chapter 7 in Borders & Brown (2005)
- Consider how you might define the role of effective evaluation in clinical supervision.
- Review ethical guidelines related to Supervisory Role in Appendix C (p.126-127 in Borders and Brown)
- Reflect on evaluations you have received from clinical supervisors. What was helpful? What was unhelpful?

Learning Objectives

- Articulate the importance of the supervisory relationship in effective evaluation.
- Explain the importance of developing supervision goals in conjunction with the supervisee.
- Outline the range of factors that influence the evaluation process.
- Understand how to effectively deliver both formative and summative feedback to a supervisee.

Importance of Evaluation

Evaluation in supervision...

- Is a central role of the clinical supervisor
- Is an ethical responsibility
- Supports supervisors gatekeeper function
- Contributes to learning
- Meets supervisee's desire for feedback

Positive Supervisory Environment

- Before meaningful evaluation can occur a positive supervisory environment must be created.
- A positive environment is created by attending to the factors discussed in Module 4: Supervisory Relationship and Process (e.g., the supervisory relationship, multicultural issues, anxiety, resistance)

Positive Supervisory Environment

The positive supervisory environment will be:

- Constructive
- Accepting
- Supportive
- Respectful
- Appropriately challenging, providing a balance of challenge and support
- *Versus judgmental and critical*

Evidence of a Positive Supervisory Environment

- Supervisee feels comfortable expressing self-doubt
- Supervisee willingly shares sessions that did not go well
- Feedback is presented along with strengths
- Feedback is delivered from a “May I suggest a way to strengthen your counseling work” rather than “You are doing these things incorrectly.”

Supervisee Defensiveness

Definition: feelings of resistance, anxiety or frustration resulting from receiving critical feedback in supervision

To reduce defensiveness:

- Discuss evaluation openly from the beginning of the supervisory relationship
- Make clear the structure and expectations of supervision
- Use collaborative goal setting
- Provide **ongoing and continuous** feedback

Discuss Evaluation Openly

From the first supervisory session the supervisee should hear...

“An important role for me as your clinical supervisor is to evaluate your counseling work to assure your clients are receiving quality services, to serve a gatekeeping function and to endorse you to interested groups (licensing and credentialing bodies).”

Clear Structure and Expectations

From the first supervisory session the supervisee should be told...

“I will evaluate your work based on the following criteria...”

Collaborative Goal Setting

Goals for clinical supervision should be co-created by:

- Jointly examining supervisees strengths and weaknesses
 - What does supervisee know about himself/herself as a counselor?
 - What skills do they identify as needing improvement?
 - What blind-spots might supervisee possess?
- Negotiating learning goals with the supervisee

Collaborative Goal Setting

Goals for clinical supervision should be co-created by:

- Being clear about your goals for the supervisee
- Making certain supervisee knows specific issues and skills upon which he/she will be evaluated
- Keeping goals open to revision

Ongoing and Continuous Feedback

Throughout the supervisory process the supervisee should hear...

- “You show good grasp of...”
- “You appear to be struggling to effectively...”
- “In this session you demonstrated solid use of the technique...”
- “I would like to see you demonstrate this particular theme in your next session with this client.”

Factors that Influence Evaluation

Similarities and differences between the supervisee and yourself

- Age
- Interests
- Gender
- Race/ethnicity
- Multiple/Dual relationships
- Initial impressions of supervisee
- Theoretical orientation and counseling style
- Honest self-appraisal of your objectivity
- Supervisees openness to feedback

Factors that Influence Evaluation

- Feedback and evaluations **does not equal** criticism.
- Supervisors ability to effectively provide constructive feedback
- Recognize your role is to help supervisee learn in-depth about themselves as a counselor and how this impacts clients.

Giving Critical Feedback

- Challenging feedback: addressing skills or techniques that need improvement
- Supportive feedback: highlighting skills or techniques the supervisee utilizes well
 - Balance of both **challenge** and **support** is key
 - Communicate clearly how and when you will provide feedback
 - Supervisees need to hear supportive feedback
 - Important to consider the ratio of challenge to support (varies from supervisee to supervisee and session to session)

Types of Supervisory Feedback

- Formative Feedback
 - Regularly occurring feedback on supervisees skills, abilities and cognitions for purpose of helping supervisee improve performance
- Summative Feedback
 - An articulation of the supervisors overall impressions of the supervisees personal and professional development throughout their supervision

Formative Feedback

Formative Feedback

- Is likely to be communicated verbally
- Is likely to be case-based
- To be successful, must be given regularly

Examples of Formative Feedback

- Tentative critical statements about performance of a counseling technique
- Interactive discussion of case conceptualization

Preparing to Give Formative Feedback

- Review supervisee's learning goals
- Require supervisee to provide you with:
 - Case notes
 - Recorded session
 - A few specific questions about the recorded session
 - Use available information to prioritize up to three points of feedback

Delivering Formative Feedback

The best formative feedback is tentative.

- “It seems to me you may have been a little too timid with your client. What are your thoughts about that?”
- When planning to try different interventions,
 - “Are you feeling like you might be able to challenge him a little more next time?”

Summative Evaluations

The goal of summative evaluation is to crystalize for the supervisee your impressions of their development to date and to document progress for constituent groups.

- Should be based on criteria you outlined with supervisee early on
- Should be provided in writing as well as verbally in session

Summative Evaluations

- Evaluation may be:
 - Narrative
 - On a standardized form (from licensure agency, University, training programs, etc.)
- See example on pages 94-95 of Borders and Brown

Supervision Case Notes as Evaluation

- You are responsible for documenting your supervision sessions
 - discussion of a particular client
 - developmental challenges of a supervisee
- Case notes are invaluable for providing data for summative evaluation

Supervision Case Notes

- Minimum requirement for case notes:
 - Name of supervisee
 - Date and time of meeting
 - Plans for the supervision meeting
 - Types of feedback given or techniques utilized

Peer Evaluation

- **Definition:** Objective feedback on counseling skills provided by another counselor who is not the clinical supervisor
- **Goal:** to assist supervisees in learning to evaluate themselves and to receive appropriate feedback from peers
 - In written or verbal format
 - Taken from tape reviews and session notes

Supervisee Self Evaluation

- May be formative or summative, depending on goals
- Definitely should be completed at end of supervision process
- Structure (in writing)
 - Reflect on learning goals
 - Describe progress made toward goals
 - Articulate important learning about self
 - Might ask supervisee to rate themselves on an appropriate assessment

Supervisee Feedback for Supervisor

- Supervisee should provide you feedback on the supervision experience
- Can be:
 - Informal (throughout the process)
 - Summative (Likert rating or written feedback at end)
- Give the supervisee the choice to share feedback in session or in writing after the supervision is over.