What is Clinical Supervision?

“Clinical supervision is a complex practice. This practice becomes less complex when the clinical supervisor and clinical supervisee build an alliance that maximizes both persons abilities.”
Supervisors never stop learning.
Supervisors never stop teaching.

Key Points

✓ Supervision is holistic and based on the quality of attention.
✓ Supervision is strengths-based, not punitively managed.
✓ The only way to connect with other people is to experience them – not just think about or at them.
✓ Supervisees do not change because of logic.
✓ Change is about connection – the ability to relate.
✓ Technique is what a supervisor uses until the real supervisor shows up. Change happens in relationship, not expertise.
The “disease” called disconnection: it can spread like a virus.

At work, supervisee’s goal should be to spend most of their time developing three professional spheres:
- what they like to do (counseling)
- what they do best (groups, families, individuals, C/M ...)
- what adds value to the organization.

There are various psychological/career inventories that aim to assess job fit.
Connection

- Connection is the bond an individual experiences with another person, a group, or anything else that stirs feelings of attachment, loyalty, excitement, inspiration, comfort, and a willingness to make sacrifices.
- Working on a connected team galvanizes people in ways nothing else can. But positive connections in clinical settings are not always intentionally cultivated.
- And, the recent economic crisis has created a climate of fear, anxiety, and mistrust. As a result, disengagement, one of the chief causes of underachievement and depression, is on the rise, and that can have significant professional and personal implications.

Being an active listener – hearing more than just the words.

Analytical Learning Style
- clear thinker – rational - logical problem solver
- data-driven - learns by mental analyses

Conceptual Learning Style
- imaginative – visionary - intuitive about ideas
- enjoys the unusual - learns by experimenting

Structural Learning Style
- practical thinker – cautious about new ideas
- likes guidelines – predictable – learns by doing

Social Learning Style
- relational – intuitive about people
- socially aware – empathic – learns from others

Learning Styles
- one measure of how people prefer to think and behave
Sort through the layers of data.
Be curious about how your supervisee “is doing.”

Chiji is a Chinese word that means “important moment” or “significant opportunity.”

Whether this moment leads to a positive or negative outcome depends on the actions of the individual.

CHIJI

Learning Activities

Case Conceptualization and Presentation:

✓ “drawing” the client on a whiteboard
✓ role playing the client – practicing their presence
✓ role playing the supervisor – what would they recommend
✓ “looking” at transference/counter-transference
✓ using “parallel process”
✓ in group supervision, sculpting the family
✓ in group supervision, staffing the case
✓ complete genogram of self and report back to supervisor
Learning Activities

Assessment, Diagnosis, and Treatment Planning:
- supervisee completes ASI / other assessments on self
- supervisee diagnoses self – tell you what they learned
- give case studies to develop diagnoses, using DSM-5
- present a DSM-5 category once a quarter
- once a quarter, each supervisee presents the specifics of different EBP/treatment modalities, including tools etc.
- using taped sessions, supervisee points out strengths and areas they need to work on and transcribes a section
- research new assessments that could work with clients

Learning Activities

Professional Development:
- narrative assignment: why do you want to be a clinician
- what is their learning style – what is the best way to give them feedback they can “hear”
- what does supervisee feel they need to learn
- supervisee has input into what, why, and how they will learn
- what are the supervisee’s short-term/long-term goals
- what populations would the supervisee like exposure to
- what diagnoses would the supervisee like exposure to

Learning Activities

Ethical Practice Development:
- reading assignments (ethical codes, law)
- defining “ethical practice”
- looking at case studies specific to ethical dilemmas
- supervisee maps out how they developed their personal ethics – and how those influence professional ethics
- what is it like working with this specific client
- what attractions/distractions are there with this client
- what has surprised you about counseling – what do you like and what will take time to acclimate to
Help your supervisee to see all angles of the situation.

Effective Supervisor Qualities

Effective supervisors are not created overnight. Supervision requires commitment and practice on the part of the supervisor. Effective supervisors:

- have great empathy for their supervisees – see what they see
- consistently use reward - seldom use punishment - never ridicule
- have a deep sense of personal responsibility - enjoy their work - like people - feel secure in their own abilities - are continually growing p/p
- have a profound respect for the dignity and worth of each individual and accept their fellow learners as they are without reservation
- are open to new things, ideas - avoid drawing premature conclusions
- have high levels of patience
- recognize the uniqueness/strengths of each individual & build on these
- reflect on experiences – analyze them in terms of success and failure

Effective Supervisor Qualities

Effective supervisors are not created overnight. Supervision requires commitment and practice on the part of the supervisor. Effective supervisors:

- create an environment that minimizes anxiety and encourages freedom
- have a keen sense of fairness and objectivity in relating to others
- are sensitive to the needs, fears, problems, & goals of fellow learners
- are humble in regard to their role
- avoid use of power unless duties are not being successfully completed
- do not pretend to have all the answers
- enjoys learning alongside supervisees
- are continually expanding their range of interest
- are committed to and involved in their own lifelong learning
- have a good sense of humor – have fun – don’t take self too seriously
Wisdom is built by teaching, modeling, mentoring, directing, and experiencing.

Experiential Learning Cycle

DO IT.

Now What?
What will I do differently next time?

What?
What happened?
What were the results?

So What?
What do these results imply?
How did I influence the outcome?

Share your experiences of being in a tight spot and what you learned from that experience. Teach using yourself and your clinical stories.
What's Your Style?

• What is your engagement style? your supervisee’s?
• What is your learning style? your supervisee’s?
• What is your motivational style? your supervisee’s?
• What is the learning culture of your agency? Does it promote learning?

Experiential Activities

Outside of the agency:
– go to an AA or other step meeting
– go to a detox and getting permission to observe
– ride on a police patrol
– spend a Friday or Saturday evening at a busy ER
– visit a cultural center and learning about the similarities and differences
– go to an ethnic restaurant
– visit a VA hospital – call ahead to ask for a tour
– visit a different treatment modality than own agency

Experiential Activities

Outside of the agency:
– go to a foreign film with subtitles
– attend a training, class, lunch & learn, conference
– present at a training, class, lunch & learn, conference
– join/participate in professional organization related to work
– volunteer
– develop stress management and self-care skills
– get counseling for yourself
– learn about peer mentoring, recovery coaches, etc.
– advocate for clients in the community, state & federally
– go to court with a client or attend other court proceeding
Often, the best answer is no answer.
The supervisee should leave with as many questions as he or she arrived with.

Experiential Activities
Within the Agency:
- actively engage and contribute to supervision
- role play counseling scenarios
- sculpt a family
- ask questions - share stories
- experiment, within reason, using different tx modalities
- attend inservices – create and deliver an inservice
- tape sessions regularly – get feedback – critique yourself
- create your own genogram of self
- shadow in other departments (intake, assessments, etc.)
- develop connections with peers and other co-workers

Experiential Activities
Within the Agency:
- actively engage community members to come in and share
- increase rolodex of community resources and supports
- have social services and POs come in to supervision to share their job description and needs
- host team-building activities
- bring in a speaker or trainer for brief education bytes
- process how helping others is impacting self
What are you “modeling?”

Adult Learners

- tend to be self-directed
- have a rich reservoir of experience that can serve as a resource for learning
- are frequently affected by their need to know or do something
- tend to have a life-, task-, or problem-centered orientation to learning as opposed to a subject-matter orientation
- are generally motivated to learn from within (internally/intrinsically) as opposed to being obligated, or subject to, external or extrinsic forces

“You did what??”
Allow supervisees to stretch their boundaries.
Supervision Outcomes

✓ shared learning for learning objectives
✓ continuous negotiation or openness to renegotiation
✓ non-prescriptive
✓ open to change
✓ value to process
✓ intrinsically motivated

Supervision Process

• integrates thinking and learning
• problem-centered rather than content-oriented
• demand mutual respect and equality for learners
• incorporate and promote dialogue and openness
• recognize the value of experience in contributing to learning
• include projects and/or active learning as opposed to lectures and passive learning
• build in monitor for feedback and evaluations

Supervision Content

• applies learning to practical applications
• subjects of supervision are relevant to client population
• issue-centered curricula versus supervisee-focused
• multiple and diverse sources of information
• variety of formats – individual, group, staffing, case management
Supervisees need experiences with duty to warn, involuntary commitments, and other such events.

Contemplative Supervision
There is always a need for a healthy sense of humor!

Many of our fears are tissue paper thin, and a single courageous step would carry through them. (Brendan Francis Behan)