THE SUPERVISING RELATIONSHIP
PRESENTED BY THOMAS G DURHAM, PHD

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Presented by
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Using GoToWebinar – (Live Participants Only)

- Control Panel
- Asking Questions
- Audio (phone preferred)
- Polling Questions

WEBINAR PRESENTER

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LEARNING OBJECTIVES

- Discuss the importance of collaboration in the development of an effective supervisory relationship
- Explore the factors of a supervisory alliance that promote change
- Discuss the tutorial role of supervision
- Analyze effective approaches to conflict and resistance in the supervisory relationship
- Explain the importance of gaining sensitivity to the diverse experience of supervision
POLLING QUESTION #1

How would you classify your role as an addiction professional?
A. Counselor/therapist  
B. Clinical supervisor  
C. Program/clinical director  
D. Executive Director  
E. Other – not listed here

A PARALLEL MODEL OF TEACHING: MODELING RELATIONSHIPS

The Clinical Relationship
- The primary factor in client outcome
- The strength of the clinical relationship is the single most important factor in creating change
- Strong supervisory relationships lead to strong clinical relationships

Strong Supervisory Relationships Lead to Collaboration

Thoughts about Collaboration:
- Collaboration is about connecting
- Change happens from compassion
- Supervision is about quality of attention
The supervisor can be a role model for collaboration:
- Connecting with supervisees
- Primary factor in outcome
  - Teaching
  - Supervising
  - Counseling
- Self disclosure/sharing
- Dissonance and conflict
- Bi-directional

Strong supervisory relationships lead to strong clinical relationships

"I crave companions, not competitors" (Wheatley 2006)

An Alliance That Will Provide a Means for.....
- A healthy supervisory relationship
- Professional growth
- Increased self awareness
- Improved Client Care
- Improved Therapeutic Relationships
- Positive Stress Management

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POLLING QUESTION #2

Which of the following do you place more importance on in your role of clinical supervisor?

A. Monitoring the work of supervisees
B. Promoting growth and development of supervisees

THE SUPERVISORY RELATIONSHIP AS A MULTI-PERSON SYSTEM

- Transference
- Counter-transference
- Supervisory triads
- Parallel process

Parallel Process
Motivational Interviewing: The Key to Develop a Strong Supervisory Alliance

- A high level of trust
- Increased comfort
- Increased self-efficacy
- Greater self-knowledge
- Self-identification of internal resources for change

...and self motivation which leads to empowerment and growth

Empowerment and Growth are the Antithesis to “Resistance” in Supervision

Conflicts in the Supervisory Relationship

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POWER AND AUTHORITY

- **Power**: the ability to influence or control others
- **Authority**: the right to control others

Leadership: the ability to use authority to make others powerful

(Zander & Zander, 2002)

The Tutorial Role: Supervisor as a Teacher

- Responsible for facilitating:
  - Developing counselor knowledge
  - Promoting self-awareness
  - Professional growth
- Transmits knowledge for practical use:
  - Assessment and diagnosis
  - Counseling approaches and skills
  - Ethics and legal issues
- Maximizes supervision
  - Individualizes the tutorial process

The Tutorial Role: Supervisor as a Coach

- Demonstrating and modeling
- Guidance
- Input (feed up back and forward)
- Suggest strategies for individualizing work with clients
THE TUTORIAL ROLE: SUPERVISOR AS A CONSULTANT

- Sounding Board
- Advisor
- Case consultation and review
- Advocate
- Case conceptualization
- Work to achieve mutual goals

UNDERSTAND UNIQUE LEARNING NEEDS OF EACH supervisee

- Identifying learning needs
- Determining strengths and priorities for improvement
- Promoting self-awareness
- Ensure clarity of expectations
- Consider uniqueness of each supervisee
- Career ladder and career path for workforce development

CREATING AN EFFECTIVE LEARNING ENVIRONMENT

- Use MI approach
- Support counselors at all levels
- Needs assessment and mutual planning
- Training opportunities for counselors
- Promote autonomy
**Polling Question #3**

When providing clinical supervision, do you provide direct observation of the work of your supervisees?

A. Yes
B. No

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**Dimensions of Multicultural Supervision**

- Intrapersonal
  - Self-Identity
- Interpersonal
  - Expectations, Biases and Prejudice
  - Interpersonal Cultural Identity and Behavior
- Social/Political
  - Privilege, Oppression and Institutionalism

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**Supervision Multicultural Competence**

- Racial Identity
- Gender
- Sexual Orientation
- Religion or Spirituality
- Nation of Origin/Culture

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Ethnicity

• What aspects of your cultural background are important in your life?
• What are some of similarities and differences you have with the counselors you supervise?
• To what degree do you address cultural issues in supervision?
• How can cultural differences either complicate or augment the supervisory process?
• How do your supervisees take into account their own cultural background in the counseling process?

GUIDELINES FOR GAINING SENSITIVITY TO THE DIVERSE EXPERIENCES OF SUPERVISEES

- Become self-aware – of one's own identity as well as biases
- Engage in a supervisee-centered relationship
- Know supervisees' individual needs
- Be culturally responsive by appropriately using cultural knowledge and learning styles
- "Teach to their Strengths"
SUPervision and Diversity: Obligations of Supervisors

- Examine your own biases and assumptions
- Explore and discuss differences openly
- Increase personal sensitivity
- Value differences
- Create collaboration
- Provide proactive staff training

QUESTIONS
AND ANSWERS
WITH YOUR PRESENTER

“LIVE AS IF YOU WERE TO DIE TOMORROW. LEARN AS IF YOU WERE TO LIVE FOREVER”
-Gandhi

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REFERENCES

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