

SUPERVISION MODELS

Module 2

The classic East Indian story of the six blind men who encountered an elephant for the first time. Each attempted to understand it. Each, having touched a different part of the elephant, made his own inferences about its nature.

One man touched its side and likened the elephant to a wall.

The second man touched its tusk and likened it to a spear.

The third man touched its knee and likened it to a tree.

...and so on (Saxe, 1865).

SUPERVISION MODELS

- The Supervision models provide a conceptual framework for supervisors. Therefore supervisors can make supervision cohesive and these models guide supervisors to address supervisees' needs.

MAJOR CATEGORIES OF CLINICAL SUPERVISION MODELS

Models Grounded in Psychotherapy Theory	Developmental Models	Supervision Process Models
Psychodynamic	Loganbill, Hardy, & Delworth	Discrimination model (Bernard)
Humanistic-relationship	IDM (Stollenberb & McNeill)	Events-based (Ladany, Friedlander, & Nelson)
Cognitive-behavioral	SCDS (Rigazio-Digilio & Anderson)	Hawkins & Shohet
Systemic	Reflective	SAS (Holloway)
Constructivist <ul style="list-style-type: none"> • Narrative • Solution-Focused 	Life-Span (Ronnestad & Skovholt)	(Bernard & Goodyear, 2014)

SECOND GENERATION MODELS

- **Combined models**
 - Combine two established models either from the same category or across two categories.
- **Target models**
 - Are those that have been developed to focus on important issues such as multicultural counseling.
- **Common factors models**
 - Are proposed by those who attempted to look a major sueprvision models to determine what characteristics they all have in common.

PSYCHOTHERAPY-BASED MODELS OF SUPERVISION

- Psychotherapy
- Psychoanalytic
- Client-Centered
- Cognitive-Behavioral
- Systemic
- Constructivist
- Integrative

PSYCHODYNAMIC SUPERVISION

1. The ability to be in relationship with clients and, by inference, with supervisors, “because a psychodynamic psychotherapist views the relationship as the crucible of psychotherapeutic change, not just as a preliminary to effective interventions, relationship competency implies developing relationship skills that go beyond these capacities” (Sarnat, 2010, p.23)
2. The ability to self-reflect, which includes “a highly developed capacity to bear, observe, think about, and make psychotherapeutic use of one’s own emotional, bodily, and fantasy experiences when in interaction with a client” (Sarnat, 2010, p. 23)
3. Assessment and diagnosis from a psychodynamic framework
4. Interventions that are theoretically consistent and in keeping with the centrality of the therapeutic relationship

PSYCHODYNAMIC CONT.

- Frawley-O'Dea & Sarnat (2001) propose three dimensions as the context for psychodynamic supervision:
 - Dimension 1: The nature of the supervisor's authority in relationship to the supervisee.
 - Two poles: authority (knowledge) objective (uninvolved expert) who helps the supervisee know what is true about the client and 'correct' technique
 - Dimension 2: The supervisor's focus.
 - Relevant data supervision is based on. Specifically, the supervisor can focus attention on (a) the client, (b) the supervisee, or © the relationship between supervisor and supervisee.
 - Dimension 3: The supervisor's primary mode of participation.
 - Roles and styles supervisors adopt. i.e. didactic teacher, Socratic (asker of questions), a container of supervisee affects, etc.

HUMANISTIC- RELATIONSHIP ORIENTED SUPERVISION

- Rogers (1942) and Covner (1942) were among the first to introduce electronically recorded interviews and transcripts in supervision. Prior to that, it was all self-report.
- Listened to early recordings and concluded mere didactic training (then called nondirective methods) was insufficient.
- Supervisor's respect for supervisee as an individual with unique learning needs.
- Supervisory stance: collaborative, relational, and emphasizes the development of the person of the supervisee (Farber, 2012)
- Supervisory context “offers the trainee an experiential reference point for cultivating skill in the use of self in psychotherapy to support and encourage change in the client” (Farber, 2012, p.175).
- Skill building (self-efficacy of supervisee, basic interviewing skills, rating scales to assess supervisee level of demonstrating skill, etc.)

COGNITIVE-BEHAVIORAL SUPERVISION

- **Goals and Processes**
- **CBT Supervisors set an agenda for each supervision session, set homework collaboratively with supervisee, and assess what has been learned from session to session continuously.**
- **Structure:**
 - Check-in
 - Agenda setting
 - Bridge from previous supervision session
 - Inquire about previously supervised therapy cases
 - Review of homework
 - Prioritization and discussion of agenda items
 - Assign new homework
 - Supervisor's capsule summaries
 - Elicit feedback from supervisee

CBT SUPERVISION CONT.

- Boyd (1978) articulated a list of propositions common to CBT Supervision:
 1. Proficient therapist performance is more a function of leaned skills than a “personality fit.” The purpose of supervision is to teach appropriate therapist behaviors and extinguish inappropriate behavior.
 2. The therapist’s professional role consists of identifiable tasks, each one requiring specific skills. Training an supervision should assist the trainee in developing these skills, applying and refining them.
 3. Therapy skills are behaviorally definable and are responsive to learning theory, just as are other behaviors.
 4. Supervision should employ the principals of learning theory within its procedures.

(Boyd, 1978, p. 89)

SYSTEMIC SUPERVISION

1. Developing a systemic formulation (i.e., conceptualizing the problem in terms of recursive family processes)
2. Helping the supervisee forge a systemic therapeutic alliance (i.e., a working alliance with each member of the family)
3. Introducing and reinforcing the process of reframing (to relabel or redefine problems so that they can be resolved more productively)
4. Assisting the supervisee in managing negative interaction that occur within therapy, building cohesion among family members, and assisting with family restructuring and parenting skills
5. Understanding and applying existing evidence based family therapy models.

(Celano et al., 2010)

SYSTEMIC CONT.

- Family-of-origin issues as additional focus of supervision
 - *(t)he activation of family-of-origin dynamics is a supervision issue because they affect the degree of objectivity and emotional reactivity that counseling have with their clients and hence their therapeutic capabilities...Therefore, supervision should provide trainees with opportunities to attain higher levels of differentiation and emotional maturity (Montgomery, Hendricks, & Bradley, 2001, p. 310).*

SOLUTION-FOCUSED SUPERVISION

1. A positive opening followed by a problem description
2. Identifying positive supervision goals
3. Exploring exceptions for both supervisees and clients
4. Developing other possibilities by discussing hypothetical situations with the supervisee as well as considering what meaning is embedded in supervisee's worries about worst case scenarios
5. Giving feedback and clinical education
6. Assisting the supervisee in forming the first little step for their upcoming counseling session
7. Following up in subsequent supervision sessions about changes that occurred for both client and supervisee based on solution-focused techniques and philosophy

INTEGRATIVE SUPERVISION

- Supervisor helps supervisee:
 - conceptualize a case from a particular theoretical perspective.
 - Select an appropriate theoretical modality or technique appropriate to the case.
 - Adjust or add supplemental theories or techniques as needed for case.
- Supervisor must have ability and desire to supervise from multiple perspectives as well a commitment to devote the time necessary to assist supervisee in understanding the constraints and implication of integration (Bernard & Goodyear, 2014).

DEVELOPMENTAL MODELS

LOGANBILL, HARDY, & DELWORTH MODEL

- Professional Issues (adapted from Chickering's (1969) vectors of developmental tasks):
 - Competence
 - Emotional awareness
 - Autonomy
 - Professional identity
 - Respect for individual differences
 - Purpose and direction
 - Personal motivation
 - Professional ethics

LONGANBILL, HARDY, & DELWORTH CONT.

- Stagnation Stage
 - Novice Supervisees
 - Unawareness of deficiencies or difficulties
 - Experienced Supervisee
 - Stagnation/stuckness
 - Or blind spot concerning his/her functioning in a particular area
 - Supervisee at this stage is likely to engage in cognitively simple, black/white thinking, and lack insight into his/her impact on supervisor or client.
 - Or may experience supervision as uninteresting or dull.
 - Two patterns exist at this stage: supervisee is dependent on supervisor or idealizes supervisor. OR may view supervisor as somewhat irrelevant, at least with respect to issue supervisee is dealing with.
 - Tone: neutrality or unawareness
- Confusion Stage
 - Onset of confusion stage is either gradual or abrupt.
 - Key characteristics: instability, disorganization, erratic fluctuations, disturbance, confusion, and conflict.
 - Realization that answer will not come from supervisor. Anger or frustration toward supervisor as withholding or incompetent is the supervisees perception of this experience.
- Integration Stage
 - “calm after the storm”
 - Characterized by a new cognitive understanding, flexibility, personal security based on awareness of insecurity and ongoing continual monitoring of the important issues of supervision.
 - Supervisees at this stage see the supervisor in realistic terms, a person with strengths and weaknesses.
 - Supervisee take responsibility for what occurs during supervision sessions and has learned to makes best use of supervisor’s time and expertise.

counselor cycles and recycles through the stages, increasing levels of integration at each cycle

THE INTEGRATED DEVELOPMENTAL MODEL (IDM)

- The IDM describes counselor development as occurring through four stages (see levels below), each of which is characterized by changes on three overriding structures (see supervisee characteristics) that provide markers in assessing professional growth.

- Levels
 1. Limited training/experience
 2. Transitioning
 3. Personalized approach, use of self in therapy
 - 3i. Integrated: supervisee reaches level 3 across domains of assessment, treatment, conceptualizations

- Supervisee Characteristics
 - Self-Other Awareness: Cognitive and Affective
 - Motivation
 - Autonomy

Level 1. These supervisees have limited training, or at least limited experience in the specific domain in which they are being supervised

Motivation: both motivation & anxiety high; focused on acquiring skills. Want to know 'best' or 'correct' approach.

Autonomy: dependent on supervisor. Needs structure, positive feedback, and little direct confrontation.

Awareness: high self-focus, limited self-awareness; apprehensive about evaluation.

Level 2. Supervisees at this level are “making the transition from being highly dependent, imitative, and unaware in responding to a highly structured, supportive, and largely instructional supervisory environment”; usually after 2-3 semesters of practical experience (UCCS labs)

Motivation: fluctuating, vacillates between being very confident to unconfident and confused.

Autonomy: although functioning more independently, experiences conflict between autonomy & dependency. Can manifest as pronounced resistance to supervisor.

Awareness: greater ability to focus and empathize with client. Balance still an issue, problem can be veering into confusion and enmeshment with client.

Level 3. Supervisees at this level are focusing more on a personalized approach to practice and on using and understanding of “self” in therapy

Motivation: consistent; occasional doubts about one's effectiveness will occur, but without being immobilizing.

Autonomy: a solid belief in one's own professional judgment has developed as the supervisee moves into independent practice. Supervision tends to be collegial as differences btwn supervisor/supervisee expertise diminish.

Awareness: the supervisees return to being self-aware but with different quality from level 1. Supervisees are able to remain focused on client while also stepping back to attend to their personal reactions to clients- use this for decision making about client.

Level 3i (Integrated). This level occurs as the supervisee reaches level 3 across multiple domains (e.g. treatment, assessment, conceptualization). The supervisee's task is one of integrating across domains. It is characterized by a personalized approach to professional practice across domains and the ability to move easily across them. This supervisee has strong awareness of his/her strengths & weaknesses

IDM CONT.

- **8 Domains of Professional Functioning**
 1. **Intervention skills**
 - Confidence & ability to carry out therapeutic interventions
 2. **Assessment techniques**
 - Confidence & ability to conduct psychological assessments
 3. **Interpersonal assessment**
 - Conceptualizing client problems
 4. **Client conceptualization**
 - Diagnosis, but also therapist's understanding of how client circumstances, history, and characteristics affect his/her functioning.
 5. **Individual differences**
 - Understanding of ethnic and cultural influences on individuals
 6. **Theoretical orientation**
 - Level of complexity and sophistication of the therapist's understanding of theory
 7. **Treatment plans, goals**
 - How the therapists plans to organize his/her efforts in working with clients
 8. **Professional ethics**
 - How professional ethics intertwine with personal ethics

IDM SUPERVISOR INTERVENTIONS

■ Facilitative interventions

- Enable the supervisee to retain some control in the relationship.
- 3 specific interventions:
 - Cathartic
 - Interventions that elicit affective reactions
 - Catalytic
 - Open-ended questions intended to encourage self-exploration or problem solving (e.g., supervisor: “what keeps you from acting on what you are understating about his client?”)
 - Supportive
 - Interventions that validate the supervisee

■ Authoritative interventions

- Provide more relational control to the therapist or supervisor.
- 3 specific interventions:
 - Prescriptive
 - Giving advice and making suggestions
 - Informative
 - Providing information
 - Confronting
 - Pointing out discrepancies the supervisor observes between or among the supervisee (a) feelings, (b) attitudes, and/or behaviors.

SYSTEMIC COGNITIVE-DEVELOPMENTAL MODEL (SCDS)

■ Based on Cognitive Style of Supervisee

■ Sensorimotor

- These supervisees are affected emotionally and/or viscerally by experiences
- Supervisor: Use directive style that allows for processing of emotions in a safe environment.
- Supervisor: Help supervisee translate the emotional data into viable framework for conducting therapy.

■ Concrete

- See world, and clients, through a linear, cause-effect lens.
- Describe events of client often in same order client presented it.
- May have difficulty seeing alternative perspectives.

■ Formal

- These supervisees analyze situations from multiple perspectives and are naturally reflective.
- Can modify treatment plans easily based on supervisory feedback.
- Have no difficulty linking a specific session to larger themes in therapy.
- If formal orientation is too dominant, supervisees have difficulty translating understanding of client themes to actual practice.
- Can also underestimate the role of feelings and behavior in counseling.
- Analytical abilities as strength, may have difficulty when these are challenged.

■ Dialectic

- Supervisees challenge their own assumptions that inform their case conceptualization
- These supervisees are drawn to think about *how* they think.
- More likely to consider historical and cultural contexts.
- May become overwhelmed by multiples perspectives, unable to commit.

REFLECTIVE DEVELOPMENTAL MODELS

- Focus on supervisee's
 - Skills/strategies
 - Personal issues
 - Case conceptualization
- And facilitates supervisee's reflections on above

RONNESTAD & SKOVHOLT LIFESPAN DEVELOPMENTAL MODEL

■ Phases

- Lay Helper
 - Identifies a problem quickly, provides strong emotional support
 - Gives advice based on one's own experiences
- Beginning Student
 - Feel dependent, vulnerable, and anxious
 - Search for "right way" to function
 - Looking for models to emulate
- Advanced Student
 - (usually advanced practice or internship stage)
 - Functioning at established, professional level
 - Pressure to "do it right"
 - Conservative, cautious, and thorough style
- Novice Professional
 - Post-graduate
 - Increasingly integrates his/her own personality in treatment
 - Seeks compatible work roles and environments
- Experienced Professional
 - Developing a working style that is highly congruent with own values, interests, and personality
 - Techniques used are flexible and personalized
 - Understand it is impossible to have clear answers for situations they encounter
 - Look to areas to expand knowledge
- Seasoned Professional
 - Usually more than 20 years experience
 - Individualized and authentic approaches
 - Felt competence but modes about own impact on clients
 - Skeptical that anything really new will be added to the field
 - Loss is a prominent theme in this phase, look toward retirement

RONNESTAD & SKOVHOLT LIFESPAN DEVELOPMENTAL MODEL CONT.

- Themes of Counselor Development
 - Professional Development
 - Locus of Functioning
 - Continuous Reflector
 - Commitment to Learn
 - Cognitive Map Shifts
 - Ongoing Professional Development
 - Anxiety
 - Clients as Teachers
 - Influence of Personal Life
 - Realignment from Self as Hero to Client as Hero

SUPERVISION PROCESS MODELS

DISCRIMINATION MODEL

■ Foci

■ Intervention

- Observable skills in session- supervisee
- Supervisee's level of counseling intervention delivered

■ Conceptualization

- How the supervisee understands the session
 - Themes/patterns
 - Choice of intervention

■ Personalization

- How supervisee interfaces a personal style with counseling simultaneously
- Keeps personal issues and countertransference out of counseling session

■ Roles

■ Teacher

- Supervisor provides instruction, modeling, and feedback

■ Counselor

- Supervisor enhances supervisee reflectivity, especially about internal reality rather than cognitions

■ Consultant

- Supervisor takes a more collegiate role
- Challenge supervisee to trust own insights about their work and act on their own

BERNARD'S DISCRIMINATION MODEL

- <https://www.youtube.com/watch?v=7w0szCNcKR8>

