



KEYS TO SUPERVISION

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SUPERVISION TRAINING CURRICULUM

- **Functions of Supervision: Administrative, Educational, Supportive**
- **Standards; Ethical Considerations**
- **Best Practices in Supervision**
- **Evaluation Methods**
- **Innovations & Continuing Education**



DEFINITION OF SUPERVISION

(KADUSHIN, 1992)

- **Supervision is an interactional process**
- **Cooperative, democratic, participatory, mutual, respectful & open**
- **Administrative, educational and supportive functions**
- **Ultimate objective: delivery of best possible service to clients in accordance to agency procedures**
- **Supervision indirectly affects services offered clients thru impact on the supervisees**



WHAT TYPES OF SUPERVISION ARE YOU INVOLVED IN?

Administrative? (operations, staff, morale, ethics, budgetary, hiring-firing, raising money, grant-writing, policies, program implementation, quality control, evaluation, etc.)

Educational? (In-service training, orientation, licensing, credentialing, etc.)

Supportive? (Emotional and resource support to promote work efficacy, competence, confidence, etc.)

All three?



NASW & SUPERVISION

NASW Standards for Social Work Practice in Client Protection explicitly states one of the supervisor's tasks as:

- “management of work-related stress & assistance to staff in coping with their work related stress.”
- Ultimate objective: to offer the client most effective & efficient service



REMEMBERING GOOD SUPERVISION EXERCISE

Recall one of your best supervisors or a mentor in your life

- What were some of her/his memorable characteristics?
- How were you treated?



VALUE OF SUPPORTIVE SUPERVISION

- Improves supervisee empathy & clinical skills
- Prevents burnout
- Helps alleviate job stress
- Improves work performance and satisfaction
- Mediates negative effects of work environment
- Consistent with values & ethics of the profession
- Contributes to personal growth and improving the quality of service provided to clients



WHAT'S YOUR SUPERVISION SUPERVISION STYLE?

- Autocratic
- Authoritarian
- Directive
- Controlling
- Rogerian
- Laissez faire
- Collaborative
- Democratic



SOURCES OF SUPERVISEE DISSATISFACTION IN SUPERVISION

- Hesitant about confronting my agency administration with the needs of her supervisees
- Not sufficiently critical about my work, I don't know what I am doing wrong/ what needs to change
- Does not provide much real help in dealing with problems I face with my clients
- Tends to be capricious and arbitrary in the use of his authority
- Does not provide enough regularly scheduled, uninterrupted conference time
- Too controlling and dominant so that he restricts my autonomy and initiative as a professional
- Shows little real appreciation of the work I'm doing
- My supervisor is hesitant about making decisions and/or taking responsibility for decisions, the entire burden of the case decision rests on

me
(Kadushin, 1973)



POWER, PROBLEMS & COMPLEXITIES

What do you do when you have an irresolvable conflict with a supervisee?

What about a supervisee with a personal problem?

What are dual relationships?

What about culturally sensitive supervision?



DUAL/MULTIPLE RELATIONSHIPS

- Avoid situations in which there is high potential for exploitation
- No sexual relationships
- No family members
- No therapy clients
- Avoid being friends with supervisees



PARALLEL PROCESSING

- The parallel process is an unconscious replication in the supervisory session of therapeutic difficulties that a supervisee has with a client.
- Awareness, Reflexive Process



OBJECTIVES OF SUPERVISION

- Short-range
- Long-range
- Customizing Supervision based on supervisee needs
- Contracting issues



EFFECTIVE SUPERVISION & LEADERSHIP CHARACTERISTICS

- **Characteristics associated with getting the job done; technical skills, ability to get what people need to be effective**
- **Characteristics associated with seeing that workers are comfortable, satisfied, happy & have a sense of psychological well-being**



WHAT'S A "GOOD" SUPERVISOR?

- Establishes full, free communication
- Confidence & trust toward supervisee
- Problem-solving orientation
- Consultative-leadership relationship
- Benign/safe relationship
- Professionally competent
- Balance of agency output and worker socio-emotional needs



GOOD SUPERVISOR CONTINUED

- Accepts & is comfortable with appropriately implemented administrative authority & power
- Clear procedures & feedback
- Balance of stability & change
- Effective communicator in hierarchy
- Physically & psychologically available
- Unobtrusive supervision



GOOD SUPERVISION CONTINUED

- Active preparation
- Willingness to share
- Non-defensive
- Ongoing personal & professional growth
- Positive, forward looking attitude
- Readily offers praise
- Cultural sensitive



CHARACTERISTICS CONTINUED

Be able to discuss organizational problems in a constructive way

Be able to tolerate others making mistakes

Be able to give and take criticism

Enjoy decision making

Be able to work with others in a team approach

Be able to effectively manage paperwork



AVOIDING SUPERVISION AS TREATMENT

- Experienced practitioner not equivalent to competent supervisor; supervision is not equivalent to therapy
- Clinical supervisor – intensive teacher-learner relationship; often vaguely defined, lacking precise guidelines
- Supervisors need acknowledged forms of support and accountability for their performance



SUPERVISEE BILL OF RIGHTS

- 1. Supervision consistently & regularly**
- 2. Growth oriented supervision that respects personal privacy**
- 3. Technically sound and theoretically grounded**
- 4. Be evaluated on criteria that are made clear in advance & evaluations based on actual observations of performance**
- 5. A supervisor who is adequately skilled in clinical practice & trained in supervision practice.**



EXPECTATIONS OF THE SUPERVISEE (MUNSON, 2002)

Take that extra step in dealing with difficult cases

Take responsibility for job organizational matters

Manifest a willingness to work hard

Freely talk about problem cases & situations

Be honest about how they are feeling

Show respect for the supervisor

Demonstrate basic interpersonal skills

Have a genuine interest in learning



EXPECTATIONS OF THE SUPERVISEE

Be willing to work with the supervisor

Be motivated to learn

Be able to set goals with assistance

Be willing to discuss work & thoughts about work

Present themselves as professionals

Be aware of themselves

Have integrity

Have a sense of respect for others



SUPERVISEE EXPECTATIONS

Be able to effectively engage clients as well as agency staff members

Ask questions on an ongoing basis

Take notes on a timely basis

Be willing to read up on topics in their practice area

Be open and curious about learning

Have an ability to assess their learning needs



SUPERVISION PROCESS EXAMPLE

- Standard Supervision:
 - Old cases, new cases, red flag cases, modality training, clinical consultation for problem cases
 - Red flag: dangerousness and ethical concern cases
 - Assigned readings re: new types of cases e.g. anorexia
- Supervision protocol for clinical hours:
 - Written contract, agreement to follow ethics, regularity
 - Agreement to get raw data: notes, direct observation, video
 - Confidentiality issues – training, sharing info
 - Malpractice insurance
 - Agree if critical incidents occur – immediate notification
 - Significant concerns re: practice, ethics will be documented in writing and be addressed for correction
 - If disagreement then agree to have 3rd party consultant
 - Predetermine supervisory goal modifications
 - Additional agreement points may be added

