

## **BECOMING AND BEING A COMPETENT CLINICAL SUPERVISOR: KEY INGREDIENTS**

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## **IDENTIFY POSITIVE ASPECTS OF EFFECTIVE SUPERVISORS**

### **GUIDING PRINCIPLES**

- **Effective supervisors must:**
  - be competent in the areas of the supervisee's practice
  - limit supervision to those areas in which they have sufficient training and supervision
  - not provide supervision in areas in which they are not entitled to practice

### **GUIDING PRINCIPLES (cont.)**

- **An essential component of being an effective supervisor is the capacity to develop a supportive and effective supervisory working alliance**
- **Effective supervisors have many traits similar to effective therapists**

### **PERSONAL QUALITIES**

- **Able to maintain equilibrium in the face of crises**
- **Adaptable and flexible**
- **Attentive**
- **Capable of self-regulation**
- **Collaborative**
- **Dependable**
- **Effective conflict management skills**
- **Empathic and understanding**
- **Encouraging**

### **PERSONAL QUALITIES (cont.)**

- **Exhibit appropriate values and attitudes**
- **Genuine**
- **Interpersonally sensitive**
- **Motivated**
- **Nonauthoritarian**
- **Open minded**
- **Own role in conflict situations**
- **Respect for boundaries**

### **PERSONAL QUALITIES (cont.)**

- Self-aware
- Self-revealing
- Sense of humor
- Socially skilled
- Supportive
- Trustworthy and exhibit integrity
- Warm

### **WORKING ALLIANCE QUALITIES**

- Establish an emotional bond or relationship that includes support, trust, respect, care, and role clarity
- Demonstrate facilitating attitudes, behaviors, and practices
  - empathy; warmth; understanding; validation; acceptance; approachability and attentiveness; flexible; genuine; respect for personal integrity, autonomy, and strength; teamwork; nonjudgmental

### **WORKING ALLIANCE QUALITIES (cont.)**

- Develop an agreement on goals and tasks
- Work through and resolve conflicts
- Use appropriate self-disclosure
- Appreciate the dynamics of the supervisory relationship

### **DIVERSITY QUALITIES**

- Model sensitivity, respect, openness, and curiosity about diversity in all forms (e.g., gender, race, ethnicity, class, religion, geography, disability status, sexual orientation)
- Demonstrate awareness of culture specific norms
- Possess a knowledge of factors that affect worldview

### **DIVERSITY QUALITIES (cont.)**

- Refrain from using stereotypes
- Manifest self-awareness of one's own diversity status and its impact on the supervisory relationship
- Address the implications of various forms of diversity as they influence therapeutic and supervisory relationships
- Model multicultural competence in the supervision process

### **EDUCATOR QUALITIES**

- Communicate expectations and develop shared expectations
- Ensure clarity of roles
- Display clinical competence, capability, and expertise in the area of the supervisee's practice
- Demonstrate knowledge (practical, theoretical, empirical) and skill with regard to supervisory relationship, methods, and techniques

### **EDUCATOR QUALITIES (cont.)**

- Provide instruction and concrete guidance
- Teach practical skills
- Emphasize technical skills and knowledge orientation
- Communicate case conceptualizations with strong theoretical and empirical underpinnings

### **EDUCATOR QUALITIES (cont.)**

- Encourage trainee to experiment with novel strategies and to take therapeutic risks
- Tolerate and accept mistakes
- Provide clear and direct feedback, give constructive criticism balanced with encouragement, and provide formative and summative evaluation

### **EDUCATOR QUALITIES (cont.)**

- Identify and bring up potential conflict situations or areas of discomfort with the supervisee
- Cultivate in the supervisee a sense of accomplishment, imagination, respect, inner harmony, and wisdom
- Model effective supervision

### **EDUCATOR QUALITIES (cont.)**

- Convey an interest in and enthusiasm about supervision and invest time in the process
  - advance plan for supervisory sessions
  - utilize notes to link goals to successful execution
  - live supervision
  - co-therapy

### **THERAPEUTIC QUALITIES**

- Allow for appropriate disclosure of personal and clinical issues, actions, feelings, attitudes, and conflicts
- Emphasize personal growth over the teaching of technical skills
- Evidence the capacity to enhance supervisee self-confidence

### **THERAPEUTIC QUALITIES (cont.)**

- Address supervisees' resistances in an atmosphere of safety
- Identify with and observe the experiences of the supervisee as well as the client
- Interpret

### **THERAPEUTIC QUALITIES (cont.)**

- Participate in self-reflection and self-monitoring of the emotional/interpersonal processes associated with the supervisor-supervisee interaction
- Be open to feedback by self, supervisees, and peers about own style of relating

### **THERAPEUTIC QUALITIES (cont.)**

- Model respect of both one's own and one's trainee's differences in values, experiences, and personal privacy
- Develop an awareness of the beliefs, values, and dispositions that inevitably influence their conduct
- Self-disclose to normalize supervisee's experiences

### **THERAPEUTIC QUALITIES (cont.)**

- **Manage countertransference:**
  - supervisor's unresolved personal issues
  - supervisee's interpersonal style
  - supervisee-supervision environment interaction
  - problematic client-supervisee interaction
  - supervisee-supervisor interaction
  - supervisor-supervision environment interaction

### **THERAPEUTIC QUALITIES (cont.)**

- **Manage countertransference by:**
  - consulting with colleagues
  - discussing with the supervisee when deemed appropriate
  - increasing one's own knowledge and skills
  - increasing self-awareness through self-reflection
  - personal therapy

### **THERAPEUTIC QUALITIES (cont.)**

- **Respond nondefensively to:**
  - complaints
  - issues of conflict
  - negative feedback from supervisee

### **DEVELOPMENTAL SENSITIVITY QUALITIES**

- Knowledgeable and sensitive to the developmental levels or appropriateness of their supervisees
- Adjust the nature of the supervision accordingly
- Emphasize the client initially, and then focus on supervisee's personal issues, and eventually, the supervisee as a learner

### **DEVELOPMENTAL SENSITIVITY QUALITIES (cont.)**

- Provide novice supervisees:
  - highly directive, didactic, technical-skill based training geared toward skill acquisition
  - high degree of instruction
  - a lot of support and encouragement
  - a holding environment that is safe, secure, and structured

### **DEVELOPMENTAL SENSITIVITY QUALITIES (cont.)**

- Provide advanced supervisees:
  - theory-anchored conceptualizations with multi-levels and complex dynamic views of change
  - evaluation of alternative conceptualizations
  - attention to transference dynamics
  - emphasis on personal issues, relationships, and countertransferences as they impact on practice

### **DEVELOPMENTAL SENSITIVITY QUALITIES (cont.)**

- Provide advanced supervisees (cont.):
  - focus on professional development, including mentorship for future career success
  - interpersonal sensitivity
  - holding environment that is more collaborative, consultative, mutual, and peer-like and that encourages developmentally-appropriate autonomy

### **ETHICAL QUALITIES (ACES GUIDELINES)**

- Conduct effective performance evaluation and monitoring of supervisee activities
- Maintain confidentiality in supervision
- Ensure ability to work with alternative perspectives
- Adhere to session boundaries and interact with respect

### **ETHICAL QUALITIES (cont.) (ACES GUIDELINES)**

- Orient to professional roles and monitor site standards
- Be well-trained, knowledgeable, and skilled in the practice of supervision and the content of the area being supervised
- Model appropriate disclosure to clients
- Model ethical behavior and responses to ethical concerns

### **ETHICAL QUALITIES (cont.)**

- Provide crisis coverage and intervention
- Avoid or manage dual roles
- Differentiate supervision from psychotherapy and counseling
- Avoid sexual encounters and manage sexual feelings

## HOW DOES THE SUPERVISEE FACILITATE EFFECTIVE SUPERVISION?

## SUPERVISEE QUALITIES

- Assertive and independent
- Ask for help when needed
- Demonstrate a need to grow
- Actively participate in the supervision process
- Implement supervisors' directives when client welfare is of concern

## SUPERVISEE QUALITIES (cont.)

- Integrate theory and practice
- Self-aware of emotional response to clients
- Flexible
- Interested in the supervisor's feedback, opinions, and formulations
- Adhere to ethical codes and standards

## EFFECTIVE MATCHES

- Good developmental fit
- Similarities along dimensions of theoretical orientations
- Similarities in behavioral style

## TRAINING EFFECTIVE SUPERVISORS

## GUIDING PRINCIPLES

- Becoming a supervisor requires a significant transition from being a clinician
- Supervision is a competence that includes knowledge, skills, and attitudes
- Acquiring supervision competencies is a life-long, cumulative developmental process with levels of proficiency beyond competence (capability)

### **DEVELOPMENTAL TRAJECTORY (WATKINS)**

- A series of models of supervisor development, but little empirical data
- Number of stages across models ranges from 3-4
- Marked similarity across models
- All models portray beginning supervisors as vulnerable - anxious, insecure, dependent, somewhat naïve, lacking in skill and knowledge about supervision

### **DEVELOPMENTAL TRAJECTORY (cont.)**

- All models depict a gradual process in which vulnerability, anxiety, insecurity, naivety, and dependence lessen; knowledge, skill, and autonomy increase; and supervisor identity takes form

### **DEVELOPMENTAL TRAJECTORY (cont.)**

- All models convey that the highly developed supervisor is a master who possesses a high level of integration, skill, self-awareness, professionalism, and independence

### **DEVELOPMENTAL TRAJECTORY (HESS)**

- **Beginning level supervisors:**
  - transition from being supervised to supervising
  - may be unaware of supervisory issues such as structuring supervision and techniques of supervision
  - benefit from supervision that is concrete, client focused, and technique oriented

### **DEVELOPMENTAL TRAJECTORY (cont.)**

- **Beginning level supervisors (cont.):**
  - encounter problems with trainee resistance to supervision, not knowing how to intervene, not understanding the case, lack of knowledge of techniques and research
  - progress to the next phase if they effectively master this stage

### **DEVELOPMENTAL TRAJECTORY (cont.)**

- **Intermediate level supervisors:**
  - realize their impact on the supervisee
  - recognize the quality of the supervisee's clinical work and competence
  - explain the client in a way the trainee never conceived and provide insight as if the client were theirs
  - view supervision as a professional activity that is important

## **DEVELOPMENTAL TRAJECTORY (cont.)**

- **Intermediate level supervisors (cont.):**
  - encounter problems with restricting the supervision role and being too intrusive
  - progress to the next phase if they effectively master this stage

## **DEVELOPMENTAL TRAJECTORY (cont.)**

- **Advanced level supervisors:**
  - have a consolidated identity
  - build supervision on the same level of trust and confidentiality that supports good therapy
  - ensure that the student's learning agenda is the focus of supervision
  - give the supervisee the credit for the good work rather than take the credit themselves

## **WHEN TO TRAIN**

- **Graduate training**
- **Pre-doctoral internship**
- **Postdoctoral level**
- **Beyond the postdoctoral level**

## **WHAT TO TRAIN**

- **Models of supervision**
- **Supervision methods and techniques**
- **Supervisory relationship**
- **Supervision research**
- **Therapist development**
- **Ethical, legal, and professional regulatory issues**
- **Evaluation**
- **Executive/managerial skills**

## **WHAT TO TRAIN (HOLLOWAY)**

- **Tasks of supervision**
  - clinical and counseling skills
  - case conceptualization
  - professional role
  - emotional awareness
  - self-assessment and self-evaluation

## **WHAT TO TRAIN (Cont.) (HOLLOWAY)**

- **Functions of supervision**
  - monitoring/evaluating
  - instructing/advising
  - modeling
  - consulting
  - supporting/sharing

## **WHAT TO TRAIN (cont.)**

- **Supervisory competence**
  - knowledge—scientific foundations and research, assessment, intervention, consultation, supervision, ethical and legal issues, professional development, diversity, evaluation of competence, specialty practice
  - skills—balance multiple roles (clinical, evaluation, establishing a supervisory alliance, supervisory techniques, etc.)
  - attitudes/values—respect for differences/ sensitivity to diversity, awareness of the social context, ethical and legal practice

## **HOW TO TRAIN**

- **Coursework/ didactic models:**
  - offer a developmental sequence of training with a survey course followed by in-depth study during internship and post-doctoral training
  - provide an introduction to supervision research and theoretical literature
  - infuse supervision training across graduate curriculum

## **HOW TO TRAIN (cont.)**

- **Supervision of supervision:**
  - discussion
  - observation (e.g., videotape, audiotape, 2-way mirror)
- **Observation of senior supervisors providing supervision**
- **Supervision groups on supervision**
- **Consultation**

## **TRAINING PROCESS**

- **Provide substantial feedback and monitoring loops on the supervisory process throughout graduate training**
- **Emphasize a climate of openness with a balance of support and challenge**

## **TRAINING PROCESS (cont.)**

- **Train to:**
  - recognize that attention to diversity in all of its forms relates to every aspect of the supervision process and requires specific competence
  - recognize that attention to legal and ethical issues is essential

## **TRAINING PROCESS (cont.)**

- **Train to:**
  - view motivation as a supervisory task
  - respond to supervisee anxiety, fear, anger, trauma, pain, frustration, burn-out

### **TRAINING PROCESS (cont.)**

- Train to:
  - increase awareness of options during supervision
  - anticipate potential impasses, to avoid what is possible to avoid, and to plan for creatively addressing the inevitable conflicts that emerge
  - understand and handle the power issues that naturally occur in the supervisory relationship

### **TRAINING PROCESS (cont.)**

- Train to:
  - recognize that supervision is influenced by both professional and personal factors
  - recognize that both self- and peer-assessment occur regularly across all levels of supervisory development
  - develop strategies to learn to react nondefensively when challenged by supervisees
  - provide formative and summative evaluative feedback

### **ASSESSING SUPERVISORY COMPETENCE**

### **EVIDENCE**

- Successful completion of a course on supervision
- Verification of previous “supervision of supervision” documenting readiness to supervise independence
- Direct observation of supervision

### **EVIDENCE (cont.)**

- Documentation of supervisory experience reflecting diversity
- Supervisee feedback
- Self-assessments, leading to requesting consultation when necessary
- Self-awareness of readiness for delivery of services
- Assessment of supervision outcomes

### **EVIDENCE (cont.)**

- Trainee’s acquisition in supervision of knowledge, skills, and attitudes identified as relevant
- Trainee performance in the clinical setting
- Client change and clinical outcomes

## **EVIDENCE (cont.)**

**(FALENDER & SHAFRANSKE)**

- **Ability to evaluate the supervisory process as evidenced by:**
  - employing a format for assessment of incoming supervisees to identify strengths and areas that need improvement, as well as a plan for their development during the training
  - constructing a supervision contract
  - using tools to assess supervisee performance and behavior

## **ASSESSING SUPERVISORY COMPETENCE (cont.)**

- **Ability to evaluate the supervisory process as evidenced by (cont.):**
  - engaging in self-assessment and administering self-assessment measures to the supervisee
  - providing formative and summative feedback on an ongoing basis
  - eliciting and using feedback from supervisees

## **ASSESSMENT TOOLS**

- **Instruments tap into supervisees' perception of the supervisor or the supervisors' self-perception of their role and behavior in supervision**
- **These instruments help supervisors improve their performance and allow supervisees to express their satisfaction with the process**

## **ASSESSMENT TOOLS (cont.)**

- **Supervisory Styles Inventory (SSI) (Friedlander & Ward, 1984) assesses trainee's perceptions of their supervisor's style on the following domains:**
  - attractiveness
  - interpersonal sensitivity
  - task orientation
- **High scores on attractiveness and interpersonal sensitivity correlate with positive trainee perceptions of the supervisor**

## **ASSESSMENT TOOLS (cont.)**

- **Outcome of assessment of client progress—Outcome Questionnaire (Lambert & Hawkins, 2001)—reflective of diagnosis and symptoms of the client that also have applications for feedback to the supervisee**

## **ASSESSING SUPERVISORY COMPETENCE (CONT.)**

- **Supervisor Utilization Rating Form (Vespa et al., 2002)—shows promise in articulating behaviors effective for supervision and in highlighting differences in perceptions of supervisees and supervisors as a function of developmental level**
- **Criteria for supervisor competence is sometimes correlated with trainee satisfaction**

## THE RIPPLE EFFECT

- **A good supervisor produces more than a splash in the supervisory relationship**
- **The effect a good supervisor produces is lasting like a ripple**