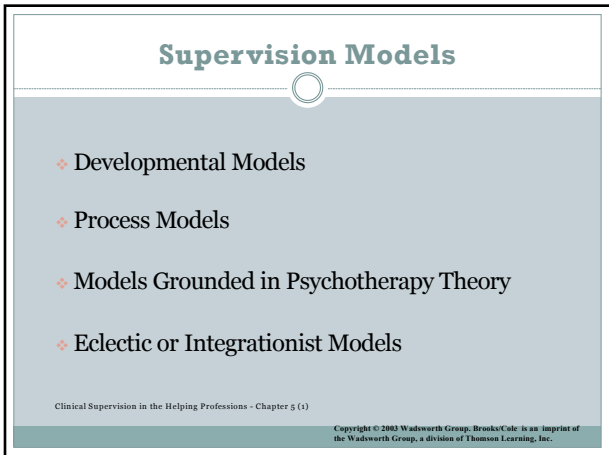


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Developmental Models

- Two Basic Assumptions:
 - In the process of moving toward competence supervisees move through a series of stages that are qualitatively different from one another
 - Each supervisee stage requires a qualitatively different supervision environment if optimal supervisee satisfaction and growth are to occur

4

Developmental Models

- ❖ Developmental models view supervision as an evolutionary process
- ❖ Stages of development in this process have defined characteristics and skills
- ❖ Supervision methods adjusted to fit the skill level of supervisees as they grow professionally

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5

Integrated Developmental Model (IDM)

- Three levels of developmental stages:
- ❖ Level 1- Supervisees are entry-level and generally lack confidence and skill
 - ❖ Level 2- Supervisees increase confidence and begin to rely on their own abilities
 - ❖ Level 3- Supervisees provide most of the structure

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6

Beginning Stage of Developmental Model Operationalized

The supervisor:

- ❖ Assumes primary responsibility
- ❖ Encourages supervisee
- ❖ Assesses supervisee's strengths and weaknesses
- ❖ Discusses assessment with supervisee

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Process Models

• The Discrimination Model (Bernard, 1979) attends to four separate foci for supervision:

- 1. Intervention Skills: What the trainee is doing in the session that is observable by the supervisor (interventions, skills, techniques, etc.)
- 2. Conceptualization Skills: How the trainee understands what is occurring in the session, identifies patterns, or chooses interventions—all covert processes
- 3. Personalization Skills: How the trainee interfaces with a personal style with therapy at the same time he or she attempts to keep therapy uncontaminated by personal issues and countertransference responses
- 4. Professional Behaviors: How the trainee "acts" and attends to professional issues such as ethics, dress, paperwork, etc.

8

Process Model

The supervisor makes a judgment about the trainee's abilities within each focus area, a role is chosen to accomplish the supervision goals. Within the supervision process (or session), three roles may be assumed by the supervisor:

1. Teacher
 - Supervisor takes responsibility for determining what is necessary for the supervisee to learn. Evaluative comments are also part of this role.
2. Counselor
 - Supervisor addresses the interpersonal or intrapersonal reality of the supervisee. In this way, the supervisee reflects on the meaning of an event for him- or herself.
3. Consultant
 - Supervisor allows the supervisee to share the responsibility for learning. Supervisor becomes a resource for the supervisee but encourages the supervisee to trust his or her own thoughts, insights, and feelings about the work with the client.

9

Psychodynamic Models

❖ The following are examples of the types of questions and statements that may be made by a supervisor with a psychodynamic orientation:

“What similarities do you see between our supervisory work and the relationship you share with your client?”

“Think out loud for a bit about what purpose your client’s resistance might be serving.”

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10

Person-Centered Models

❖ Assumption is that the supervisee has immense resources for both personal and professional development

❖ Learning that occurs grows out of a collaborative effort with the supervisee assuming an active role

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11

Person-Centered Models

❖ Supervision outcomes hinge upon the quality of the relationship between the supervisor and supervisee

❖ Supervision downplays the evaluative role of the supervisor and questions the role of the supervisor as gatekeeper for the profession

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12

Person-Centered Models

- ❖ Supervisor provides an atmosphere where the supervisee's growth can flourish
- ❖ Supervisor values supervisee's potential for growth and accepts the supervisee as a person "in process"

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13

Person-Centered Models

- ❖ Below are examples of the kinds of statements or questions used by the person-centered supervisor:
- "I'd like to hear you talk more about how it was for you to be with the client for that session."
- "To what degree do you feel you understand the world of your client?"

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Cognitive-Behavioral Model

- ❖ Assumption is that the manner in which individuals process information influences their behavior, emotions, and physiology
- ❖ A key task is teaching these techniques and correcting misconceptions

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Cognitive-Behavioral Model

❖ Nine steps in cognitive-behavioral supervision:

1. Check-in
2. Agenda setting
3. Bridge from previous supervision session
4. Inquiry about previously supervised therapy cases

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16

Cognitive-Behavioral Model

5. Review of homework since previous supervision session
6. Prioritization and discussion of agenda items
7. Assignment of new homework

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17

Cognitive-Behavioral Model

8. Supervisor's capsule summaries
9. Elicit feedback from therapist

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18

Family Therapy Model

- ❖ Encourages supervisees to examine their own intergenerational dynamics and to learn about becoming a family therapist
- ❖ The assumption is that a trainee’s mental health, is defined by relationships with his or her family of origin, and has implications for professional training and supervision

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19

Family Therapy Model

- ❖ Lack of awareness of a supervisee’s family origin can interfere with his/her ability to work with a family
- ❖ Supervisor assists the supervisee in exploring his or her own family dynamics

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20

Integrative Models of Supervision

- ❖ These models rely on more than one technique or theory
- ❖ Based on the assumption that trainees function from the perspective of integrative models of counseling
- ❖ Approaches based on a combination of techniques, common principles, and concepts

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Integrative Models of Supervision

Two of the most common pathways in the integrative model approach are:

1. Technical eclecticism- borrowing of techniques from various theories
2. Theoretical integration- refers to a conceptual or theoretical creation beyond a mere blending of techniques

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Integrative Models of Supervision

- ❖ Attempts to look beyond and across the confines of single-school approaches to see what can be learned from other perspectives
- ❖ When blending different theoretical frameworks together, look for a fruitful merger

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23