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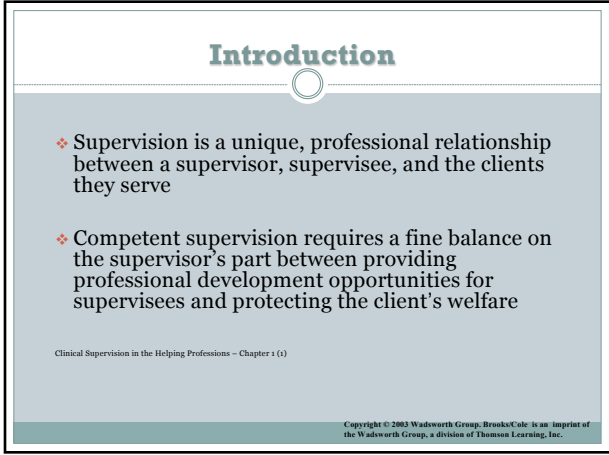
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**Introduction**

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❖ Two types of supervision:

1. Clinical - focus on the supervisee providing services to clients
2. Administrative - focus on supervisee's personal matters, timekeeping, and record keeping

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**Goals of Supervision**

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❖ Promoting supervisee growth and development, and teaching the supervisee

❖ Protecting the welfare of the client

❖ Gatekeeping for the profession by monitoring the supervisee's development

❖ Empowering the supervisee to carry out the above goals as an independent professional

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**Objectives for the Supervisee**

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❖ Become knowledgeable of counseling theories, methods, and practice

❖ Become competent in the application of counseling methods to work with a diverse population

❖ Have a broad understanding of diagnosis and treatment methods

❖ Know the limits of their competence and how to seek out consultation and supervision

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### Objectives for the Supervisee

- ❖ Develop the basic helping skills of empathy, respect, and genuineness
- ❖ Be aware of how their personal issues affect their clinical work
- ❖ Know which clients they work with best and which ones they do not and why that is the case
- ❖ Know how to recognize and work with resistance in clients

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### Objectives for the Supervisee

- ❖ Know the relevant ethical codes of the profession
- ❖ Have sound judgment and a clear decision-making model regarding clinical and ethical issues
- ❖ Be aware of the legal aspects that affect clinical practice
- ❖ Have an awareness of how multicultural issues affect the counseling process

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### Objectives for the Supervisee

- ❖ Acquire self-confidence with increased practice
- ❖ Develop the ability to examine one's role as a counselor
- ❖ Be willing to expand their skills even though they risk making mistakes, and also to talk about this in supervision
- ❖ Strive to create one's own style of counseling
- ❖ Develop the practice of self-evaluation

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**Roles and Responsibilities of Supervisors**

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**Introduction**

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- ❖ Roles - involve the functional relationship between supervisors and those they supervise
  
- ❖ Responsibilities - describe the clinical, ethical, and legal duties of the supervisor

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11

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**Role of the Supervisor**

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1. Teacher
  - ❖ Instruct on topics of assessment diagnosis, counseling approaches, ethics, legal issues, and other topics
  
2. Mentor
  - ❖ Provide direction and guidance for supervisees

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12

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### Role of the Supervisor

3. Consultant

❖ Help supervisee resolve a problem or make a decision

4. Counselor

❖ Help supervisee deal with burnout, stress, and countertransference issues

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### Role of the Supervisor

6. Adviser

❖ Give an opinion about what to do in a given situation

5. Sounding Board

❖ Create a safe place where the supervisee can discuss ideas and receive feedback

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14

### Role of the Supervisor

7. Administrator

❖ Attend to policies and procedures of the organization, licensing body, or professional association

8. Evaluator

❖ Supervisor is ethically and legally required to provide the supervisee with regular and systematic feedback

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### Role of the Supervisor

#### 9. Recorder and Documenter

- ❖ Provide evidence of evaluation forms, recommendation forms, claim forms, and records of sessions

#### 10. One who empowers

- ❖ Provide supervisee with ability to do something alone

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### Responsibilities of Supervisors

- ❖ Supervisor is ultimately responsible, both legally and ethically, for the actions of his/her trainees

- ❖ Possess knowledge of every case/client with whom their supervisee is working

- ❖ Educate supervisees to critical ethical issues involved in working within a managed care system

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### Responsibilities of Supervisors

- ❖ Provide feedback and evaluation to supervisees regarding their performance

- ❖ Monitor the actions and decisions of the supervisee

- ❖ Document the supervisory sessions

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18

**Responsibilities of Supervisors**

- ❖ Supervise only within the scope of one's expertise and consult when necessary
- ❖ Provide supervisees with due process information
- ❖ Develop a written contract with supervisee

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**Responsibilities of Supervisors**

- ❖ Monitor the personal development of the supervisee as it affects his/her counseling
- ❖ Model effective problem-solving skills and assist supervisees in developing their own problem-solving capabilities

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**Responsibilities of Supervisors**

- ❖ Promote the supervisee's ethical knowledge and behavior
- ❖ Promote the knowledge and skills required to understand and work effectively with client's individual and cultural differences

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**The Supervisory Relationship**

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**Three Essential Components of the Supervisory Relationship**

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- ❖ The interpersonal structure of the relationship, including the dimensions of power and involvement
- ❖ The phases of the relationship
- ❖ The supervisory contract

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**Essential Elements of a Supervisor-Supervisee Relationship**

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- ❖ Trust, respect, safety, and self-disclosure
- ❖ Transference and countertransference
- ❖ Role of diversity issues
- ❖ Establishing appropriate boundaries

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**Tasks in the Early Phase of the Relationship**

- ❖ Clarify the nature of the relationship
- ❖ Develop ways to work collaboratively and effectively in supervision
- ❖ Design a supervision contract

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**Tasks in the Early Phase of the Relationship**

- ❖ Select supportive teaching interventions
- ❖ Develop competencies
- ❖ Design treatment plans

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**Tasks in the Mature Phase of the Relationship**

- ❖ Emphasis on increasing the individual nature of the relationship
- ❖ Emphasis on increasing social bonding
- ❖ Behavior becomes less role bound

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**Tasks in the Mature Phase of the Relationship**

- ❖ Trainees develop skills of case conceptualization
- ❖ Trainees increase their level of self-confidence
- ❖ Personal issues are explored as they relate to professional performance

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**Tasks in the Termination Phase**

- ❖ There exists a greater collaborative working structure
- ❖ Trainees understand the linkage between theory and practice
- ❖ There is less need for direction from the supervisor

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**Tasks in the Termination Phase**

- ❖ Time for a summative evaluation process
- ❖ Discussion of the meaning of termination, including the feelings and thoughts associated with termination
- ❖ Talk about future professional development and goals

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**Challenges for the Supervisees**

- ❖ Dealing with doubts and fears
- ❖ Identifying unresolved personal problems
- ❖ Avoiding the role of problem solver

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31

**The Supervisee's Anxiety**

- ❖ Supervisors can help trainees deal effectively with performance anxiety
- ❖ In group supervision, a supervisee may encounter "participation anxiety"

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32

**Supervisee's Reactions to Client Failures**

- ❖ Counselors find it difficult to deal with the failure of clients to benefit from therapy
- ❖ The job of the supervisor is to help the supervisee to bring about a positive outcome in therapy

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**Methods of Supervision**

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**Supervision Formats**

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**1. Individual supervision**

- ❖ Most common form
- ❖ Supervisor and supervisee meet face to face to discuss cases and a variety of topics surrounding the supervisee's development as a clinician
- ❖ Frequency and duration vary

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**Supervision Formats**

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**2. Group supervision**

- ❖ Preferred by supervisors because:
  1. Economy of supervising several supervisees at once
  2. Benefits to the supervisees of group interaction and learning from one another
- ❖ Hours of group supervision are limited

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**Supervision Formats**

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**3. Peer supervision**  
 ❖ Group of similarly trained clinicians that meet together on a regular basis to supervise one another

**4. Team supervision**  
 ❖ Group of mental health professionals from different disciplines who meet to discuss issues

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37

**Stages of Group Supervision**

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**1. Initial stage**  
 ❖ Time to formulate goals

❖ Discuss how group supervision works

❖ Prepare supervisees to actively engage themselves in the forming of the agenda for each session

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**Stages of Group Supervision**

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**2. Transition stage**  
 ❖ Group characterized by anxiety, resistance, struggle for control, and conflicts

❖ Supervisees may wonder about others' acceptance or rejection of them

❖ Supervisees struggle with appearing competent

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39

**Stages of Group Supervision**

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- 3. Working stage
  - ❖ Group is active in problem solving and learning from each other and the supervisor
- 4. Ending stage
  - ❖ Group begins to prepare for taking the learning of the group and putting it into practice

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**Supervision Methods**

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- ❖ Case consultation - most common method; involves a discussion of the supervisee's cases
- ❖ Co-therapy - involves the supervisor and the supervisee working together as co-therapists with a client or a group

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41

**Supervision Methods**

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- ❖ Live observation - supervisor directly observes a supervisee in action
- ❖ Videotaping - supervisee records one or more sessions and tapes are reviewed in the supervisory sessions

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42

**Supervision Methods**

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- ❖ **Audiotaping** - involves the use of audiotapes to record and review counseling sessions
  
- ❖ **Computer-assisted** - use computers to provide feedback for supervisees to view while conducting a therapy session

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43

**Supervision Methods**

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- ❖ **Online techniques** - use of the Internet via computers to provide supervision from any location
  
- ❖ **Role play** - involves the enactment of any variety of scenarios with supervisor and the supervisee

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44

**Supervision Methods**

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- ❖ **Role reversal** - supervisee plays the role of the client while the supervisor plays the role of the therapist
  
- ❖ **Modeling** - teaching the supervisee through the supervisor's behavior

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**Supervision Methods**

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- ❖ Demonstration - showing the supervisee how to perform specific tasks and skills
- ❖ Coaching - supervisor facilitates the supervisee in identifying relevant topics for supervision
- ❖ Methods involving writing activities

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46

**How to Choose Your Supervision Methods**

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Consider the following questions when choosing a supervision method:

- ❖ What are the needs of the supervisee?
- ❖ What is the goal of supervision in this case?
- ❖ Over what period will supervision occur?
- ❖ Is the method consistent with my style?
- ❖ How can I become more skilled in the use of this approach?

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