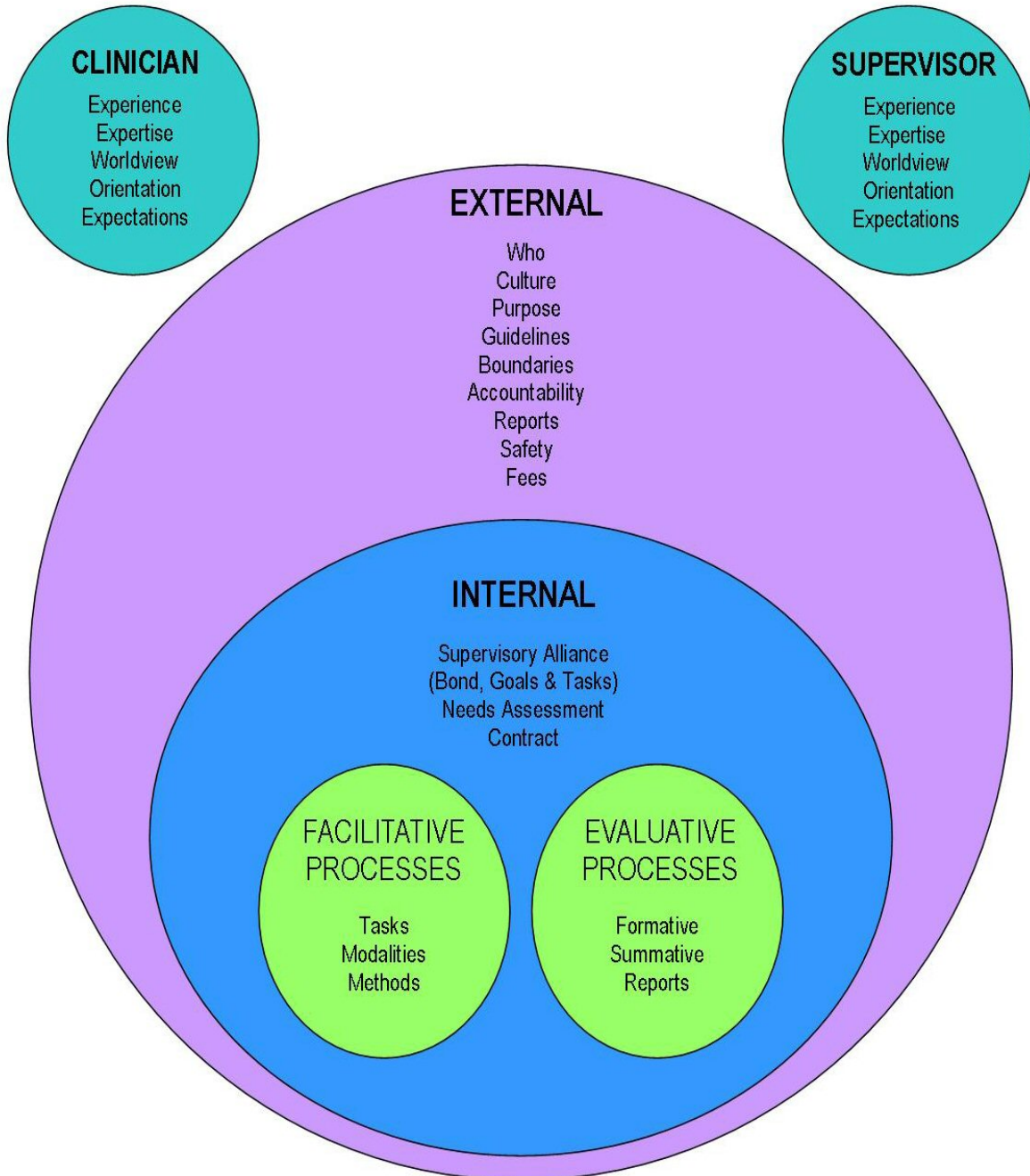


SUPERMOUSE: STRUCTURING SUPERVISION AND FORMING THE SUPERVISORY RELATIONSHIP

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*Give me 6 hours to chop down a tree and I will spend the first four sharpening the axe
(Abraham Lincoln)*

STEPS FOR STRUCTURING SUPERVISION

(Note: Chapter numbers refer to chapters in the book Reflective Practice in Supervision (Hewson and Carroll, 2016))

Don't just jump into "doing" supervision. The success of supervision depends on how well you have negotiated the external and internal structure and formed a safe, strong, collaborative supervisory alliance.

1. Role Induction: Of practitioner and supervisor
2. External Structure: All parties except those within the supervisory relationship
Negotiate contract with stakeholders
3. Internal Structure: Private relationship between supervisor and practitioner
Negotiate contract with practitioner to build a safe, strong working alliance
4. Conduct supervision: Facilitative and evaluative tasks

1. ROLE INDUCTION

Supervisors (Chapter B6) and practitioners (Chapter B5) need role induction (pre-reading, (e.g. Carroll and Gilbert 2012), workshops or didactic input at the start of supervision) on the theory and methods of supervision and their responsibilities.

1. Understand goals of supervision and how the different Supervisory Spaces (Chapter A3) address different purposes.
2. Understand their role and responsibilities in each Supervisory Space
3. Understand the principles of reflective practice
4. Gain skills in reflective methods
5. Understand legal issues in supervision (later in this document)
6. Understand the "dark side" of reflective practice (Chapter B2)

2. EXTERNAL STRUCTURE

Supervision doesn't happen in a vacuum. It's essential that you identify all stakeholders (see next page) and negotiate the following:

PURPOSE Stakeholders' requirements

ACCOUNTABILITY Who is accountable to whom for what?

REPORTING Who talks to whom about what? Who reports to whom about what? When and why? In what form? Supervisee's access to reports? Appeal process?

SUPERVISION How much, how often? Sufficient for goals? Degree of choice?

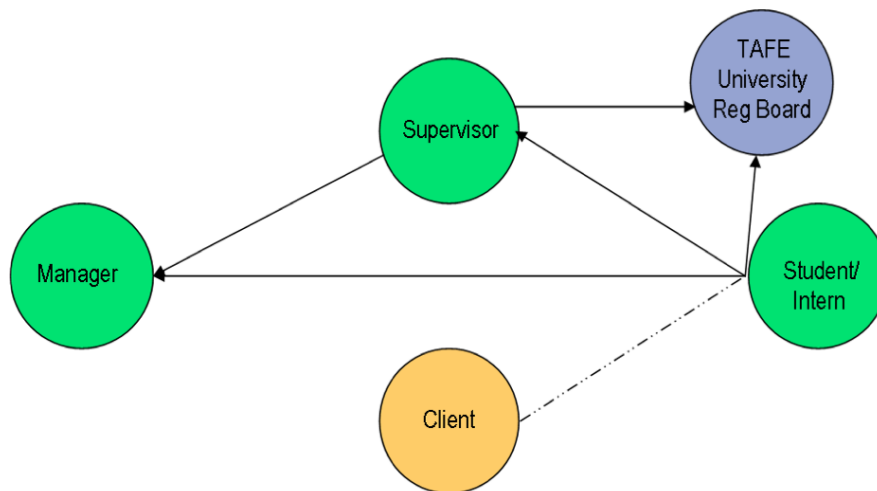
GUIDELINES AND POLICIES of stakeholders/organisation that need to be followed (e.g. home-visiting policy)

BOUNDARIES Between supervision and management and other roles.

SAFETY Limits on confidentiality. Professional indemnity. Policies for safe practice and notification. Risk assessment and management. Dispute management procedures.

MAPPING STAKEHOLDERS

In this example, the practitioner is a trainee enrolled in a College/University course



Who is accountable to whom for what?

Who talks to whom about what?

Who reports to whom about what? When and why? In what form?

NEGOTIATIONS WITH MANAGER

Ensure Manager is aware of requirements of the practitioner's program

Negotiate work duties to ensure they meet program requirements

Negotiate timing and nature of feedback/reports from Supervisor to Manager (e.g. copy of report to educational institution, or "no report unless dangerous, illegal or unethical behaviour" or other form of reporting?)

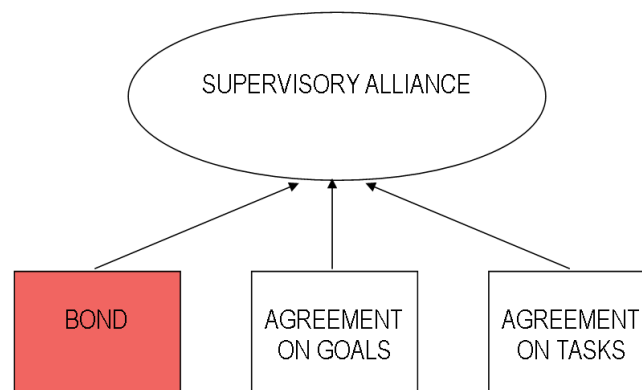
Ensure practitioner has full access to all reports (no private verbal reports)

Identify organisation policies that practitioner must adhere to (e.g. home visit policy)

Specify emergency supervision arrangements if supervisor is not available

Any other relevant issues from External Structure list (above)

3. INTERNAL STRUCTURE



Bordin (1983) characterised the alliance in terms of the Bond, the agreement on Goals and the agreement on Tasks to achieve these goals.

The first step in forming a safe working alliance is to attend to the bond between the supervisor and the practitioner.

It is preferable that the practitioner has a **choice** of supervisor. To make an informed choice they need to know about the supervisor (this could be written as the Supervisor's Position Statement, see below). When choice isn't possible, this position statement provides a basis for negotiations on how to build a relationship.

SUPERVISOR'S POSITION STATEMENT

Provide (written or verbal) a description of the supervisor and what they bring to the supervisory relationship:

- Qualifications and experience
- Beliefs (Practice Framework, Chapter A7)
 - worldview (e.g., consult to clients or expert intervention on clients; abstinence or harm minimisation)
 - theory of change (biochemical, behaviour, affect, cognitions, unconscious)
- unit of change (e.g., individual, family, community)
- Professional/therapeutic orientation
- Relevant personal and cultural information
- Supervision style/model and expectations (e.g. live observation, self disclosure)

The next step is to conduct a pre-supervision meeting to start to get to know each other and explore a range of important issues

AGENDA FOR PRE-SUPERVISION MEETING

Goal – build a strong supervisory relationship

Organisation (purpose, structure and climate)

Relevant experience (personal & professional)

Assumptive world, theory of change, professional orientation and beliefs

Cultural differences (e.g. race, gender, religion, age, sexuality, profession)

Supervision approach - negotiate appropriate degree of self-disclosure
congruent with therapeutic approach

Strengths and resources

Previous supervision experiences – what worked – what didn't work? –
unresolved issues?

Needs and expectations (“psychological contract” – unwritten set of
expectations – individual's interpretation of exchange of promises)

Boundaries (management, therapy)

External structure – clarify all organisational and course and accreditation
requirements (accountability, evaluations, reports, limits on confidentiality,
managing disputes, etc. – ensure the practitioner knows requirements)

Purpose and length of initial contract

Place, frequency and duration of meetings

Fees (if applicable)

Preparatory work (skills and knowledge) by practitioner and by supervisor

Any other matters

CHOICE

NEEDS ASSESSMENT AND CONTRACTING

The next steps are to:

- Conduct needs assessment
- Negotiate goals, tasks and methods
- Contract (including goals, tasks and methods)

When conducting needs assessment, take into account different perspectives on needs:

- Context and requirements of the work setting
- Specified learning outcomes of practitioner's professional program
- Practitioner's stage of professional development (L plates, etc.)
- Practitioner's personal learning needs

DIRECT METHODS OF ASSESSMENT

- Observe sessions
- Co-therapy or co-consultants
- Video-tapes
- Audio-tapes

INDIRECT METHODS OF ASSESSMENT

- Role-plays
- Hypotheticals
- Reports by others - including previous supervisor's reports
- Self-report (written or verbal) Self report is the quickest method, but it can be unreliable because many practitioners are reluctant to volunteer areas of weakness. To seek accurate information, ask: "Have you had the opportunity to develop sufficient skills in ...?"

ADULT LEARNING PRINCIPLES

Start to negotiate a contract based on the principles of adult learning (Knowles, 1984). Adults:

- Prefer to be self-directed
- Respond best when they are internally motivated (They resist learning when they feel ideas or actions are being imposed on them)
- Bring life experiences and knowledge that can enrich the learning process
- Are goal oriented
- Respond best when the material is relevant – when they feel they have a need to know
- Respond better when there is an opportunity for immediate application
- Respond better when they are respected

LEGAL ISSUES (Falvey, 2002; Harrar et al., 1990; Knapp and Vandecreek, 1997)

VICARIOUS LIABILITY *Respondeat superior* “let the master respond”. Supervisor can be held liable for actions of supervisee.

NEGLIGENT ENTRUSTMENT Do not instruct supervisee to act beyond their ability

DUE PROCESS To meet the requirements for Due Process, ensure clarity of requirements & processes and provide warnings and remediation.

CONFIDENTIALITY Principle of no surprises - clarify limits of confidentiality. Disclose only necessary and sufficient information

LEGAL PROTECTION

CONTRACTS AND DOCUMENTATION

- Clear contract with organisation including accountability/responsibility/reporting
- Clear contract with supervisee including accountability/responsibility/reporting
- Ensure organisation has clear policies on critical issues (e.g. suicide risk assessment notifications, violence/intoxicated clients, home visits) and specify these in contracts)
- Specify evaluation and reporting processes in contracts
- Ensure adequate records are maintained (especially when giving instructions regarding care of a client at risk)

CONSULT AND DOCUMENTATION

- Consult with university, board, senior colleagues,
- Manager and/or professional association
- Document consultations

COMPETENCE AND AVAILABILITY

- Practise only within level and area of competence
- Maintain competence through ongoing supervision and professional development
- Don't supervise too many supervisees
- Ensure supervisee has adequate training before practise/supervision
- Ensure supervisee not over-extended or working outside their area of competence Ensure back-up supervision available for absences and emergencies
- Ensure direct assessment (by self of other qualified person) if any doubts about safety

ETHICS

- Avoid dual relationships (if dual roles are necessary - maintain safe, clear boundaries)
- Ensure free informed consent from supervisee for self-disclosure
- Ensure professional codes of conduct are addressed in supervision

DUE PROCESS

- Advise supervisee of criteria to be used in assessments
- Give support and opportunity to rectify any problems before reporting elsewhere (except in cases of mandatory reporting)
- Establish and follow clear concern/grievance processes (including when and how confidentiality will be breached in terms of reports to Management/University/Board)
- Ensure adequate records are maintained of due process steps (including records of dates and reasons for missed or cancelled sessions)

ACCREDITATION

- Only sign off on competencies after adequate assessment of competence

INSURANCE

- Are you insured to supervise in your workplace? .

CONTRACTING

See *Supervision Contracts* on www.reflectivesupervision.com

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