

## APA 2017

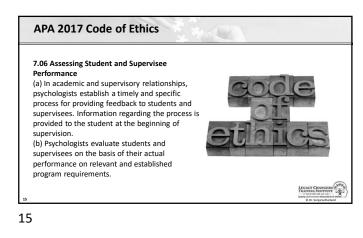
# 7.06 Assessing Student and Supervisee Performance

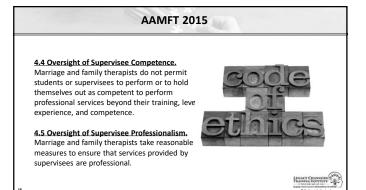
(a) In academic and supervisory relationships, psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision.
(b) Psychologists evaluate students and

(b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.



### O Dr. Sorra Sutherland





# NASW 2018

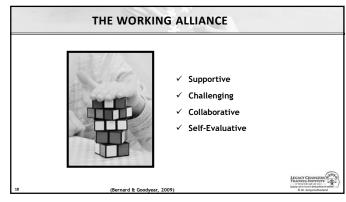
**3.01 Supervision and Consultation** (a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

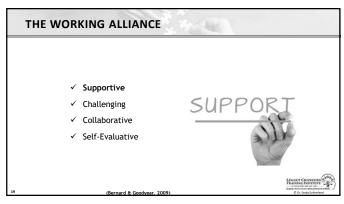
3.03 Performance Evaluation

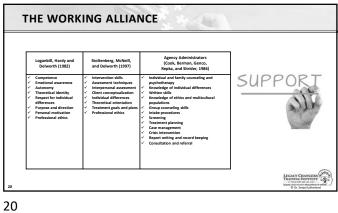
Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.



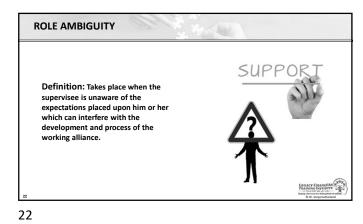
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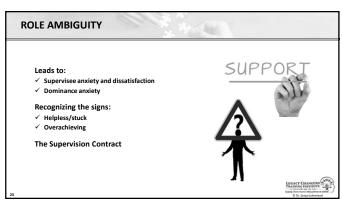


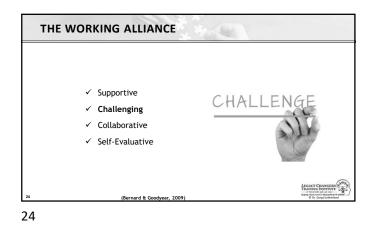


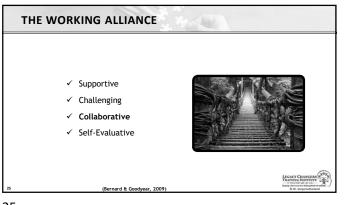




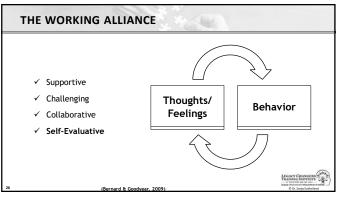


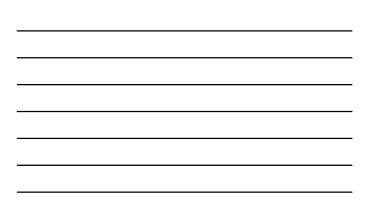


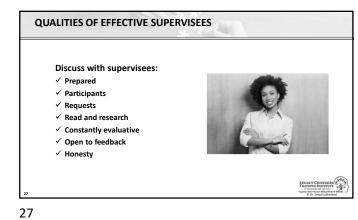




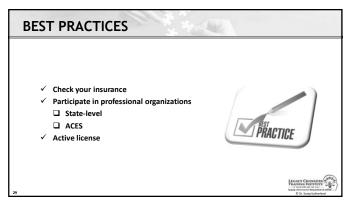




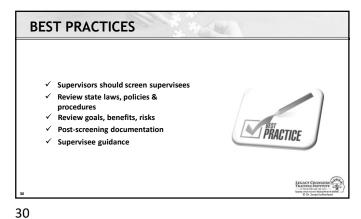




Supervision Best Practice Reminders







 BEST PRACTICES

 • What are your boundaries?

 • When are you accessible and when are you not?

 • Phone consultation policy

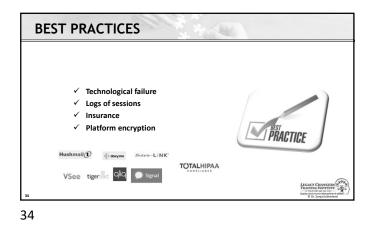
 • Text policy

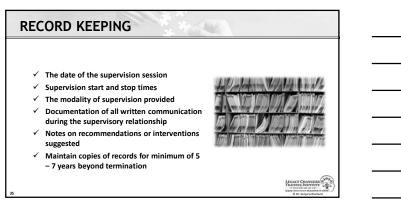
 • Synchronous video supervision

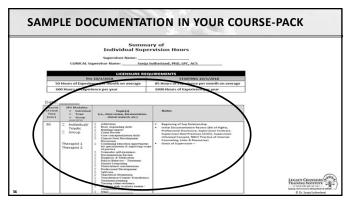
 • Email

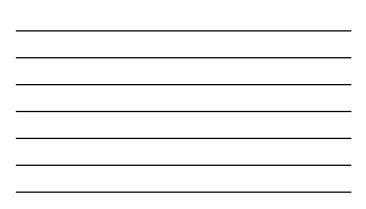
 • Voicemail

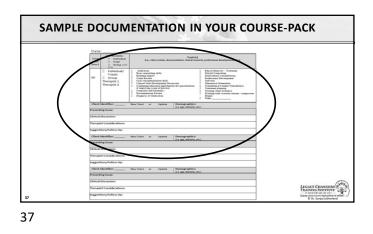




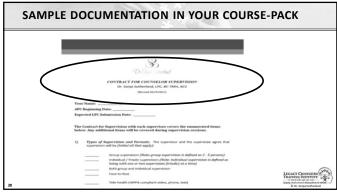




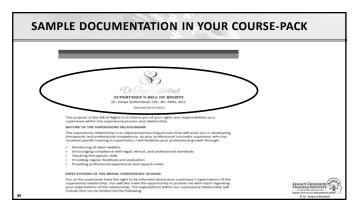


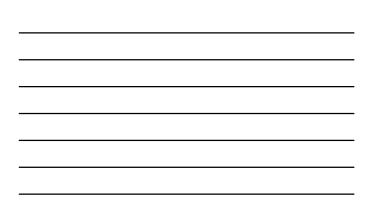


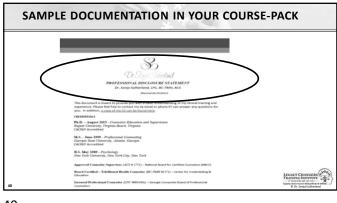




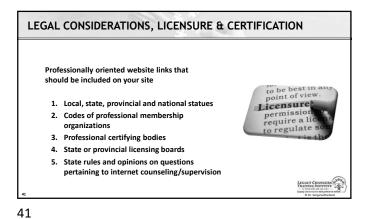










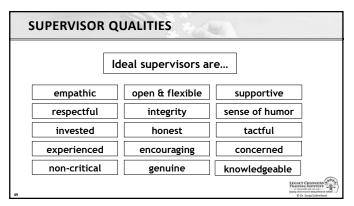


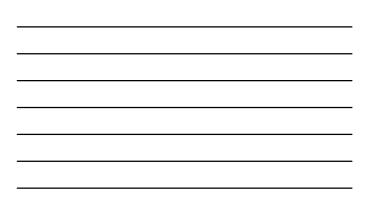


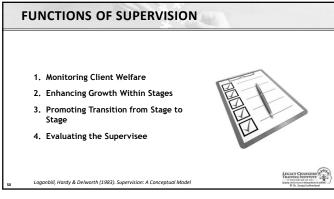




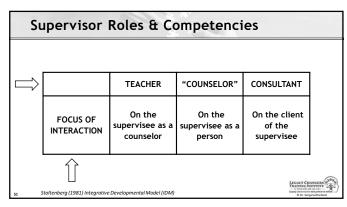






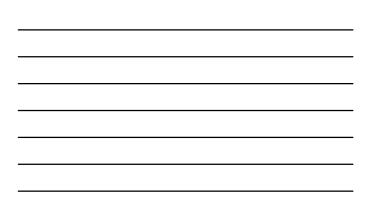








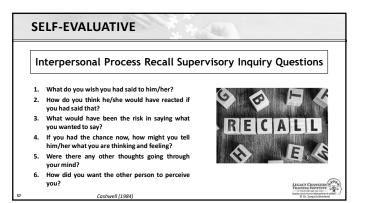
SI	upervisor	Roles & C	ompetenc	ies	
[		TEACHER	"COUNSELOR"	CONSULTANT	
	FOCUS OF	On the supervisee as a counselor	On the supervisee as a person	On the client of the supervisee	
$\Rightarrow$	GOAL OF SUPERVISOR	To instruct	To facilitate supervisee self- growth as a counselor	To generate data	

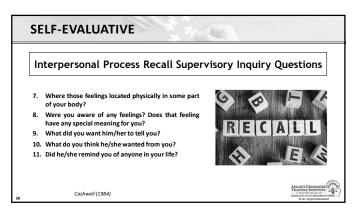


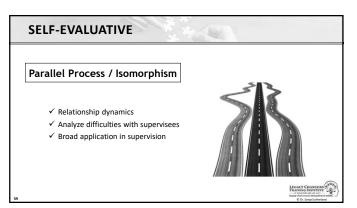
Superv	pervisor Roles & Competencies			
	TEACHER	"COUNSELOR"	CONSULTANT	
SPECIFIC ACTIVITIES	Evaluate counseling sessions; identify interventions; teach, demonstrate, and/or model intervention techniques; interpret significant events in the counseling session	Explore supervisee feelings during the counseling and/or supervision session; explore supervisee feelings concerning specific techniques and/or interventions; facilitate supervisee self-exploration of confidences and/or worries in the counseling sessions; help supervises define personal competencies and areas for growth	Provide alternative interventions and/or conceptualizations for supervisee use; encourage supervisee discussion of client problems, motivation, etc; solicit and attempt to satisfy supervisee needs during the supervision session; allow the supervisees to structure the supervision session	6

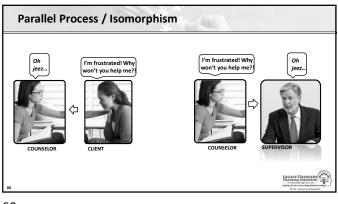


SELF-EVALUATIVE Interpersonal Process Recall ✓ Audio-Video Tape sessions ✓ Review prior to supervision  $\checkmark~$  Create a non-threatening environment  $\checkmark~$  Play portions of tape in session RECAL ✓ Facilitate self-discovery by asking relevant open-ended questions ✓ Attend to non-verbals ✓ Process incongruence  $\checkmark~$  Explore to resolution ✓ AVOID TEACHING LEGACY CHANG TRAINING INSTIT No al Cashwell (1984)

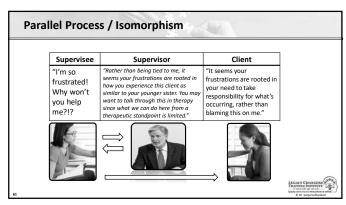




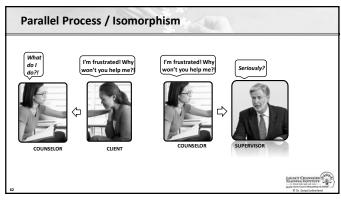


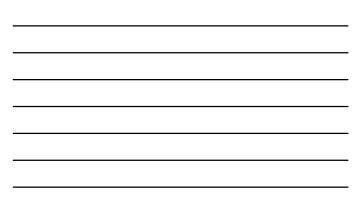


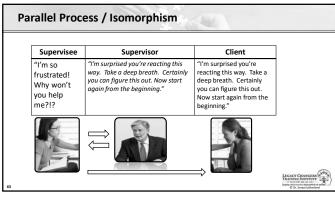


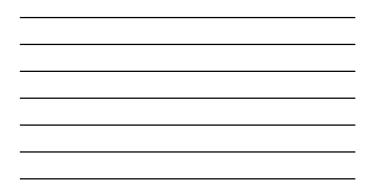


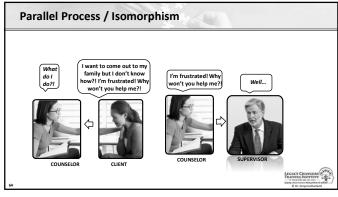


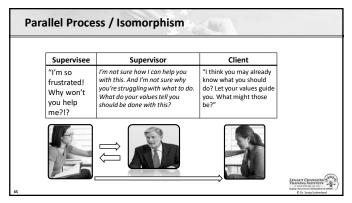




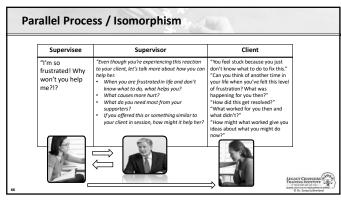




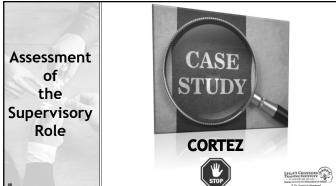


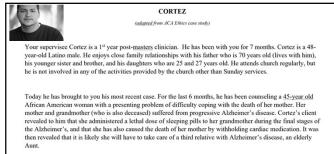






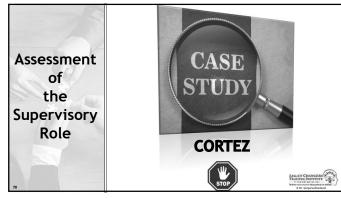


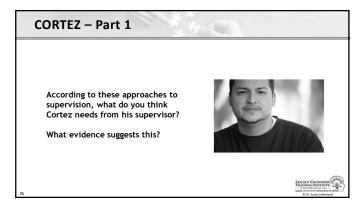


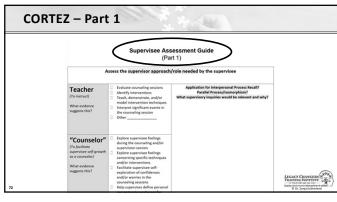


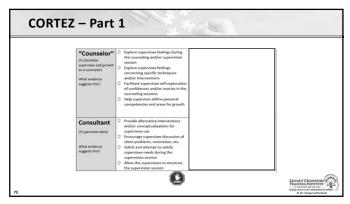
As you engaged with Cortez to help him determine how to clinically assess this client and update his treatment plan, Cortez indicated he didn't know what to think about the fact that his client aided in the deaths of her grandmother and mother. He believes strongly in familismo, and his spiritual beliefs tell him that this is wrong.

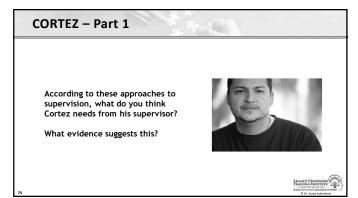
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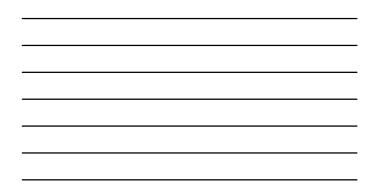




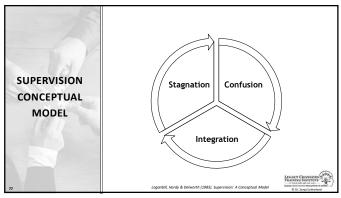


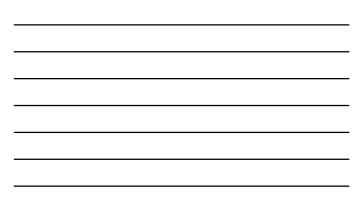


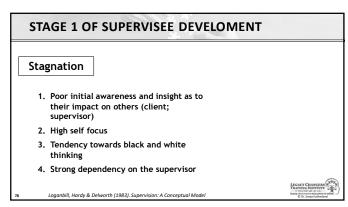


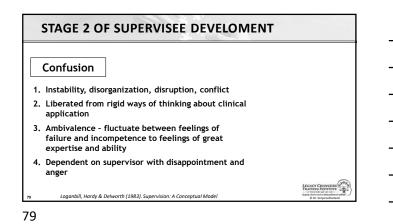




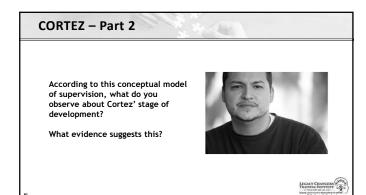


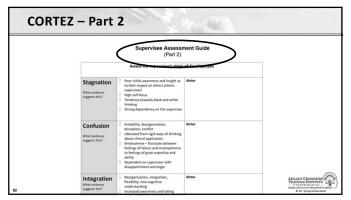


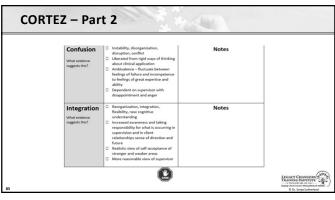




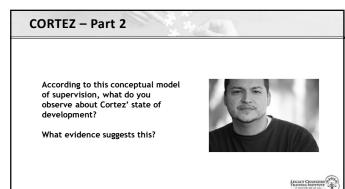












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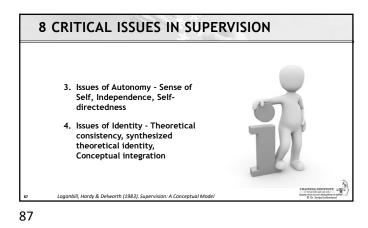
# 8 CRITICAL ISSUES IN SUPERVISION 1. Issues of Competence 2. Issues of Emotional Awareness 3. Issues of Autonomy 4. Issues of Theoretical Identity 5. Issues of Respect for Individual Differences 6. Issues of Purpose and Direction 7. Issues of Personal Motivation

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8. Issues of Professional Ethics

Loganbill, Hardy & Delworth (1983). Supervision: A Conceptual Model

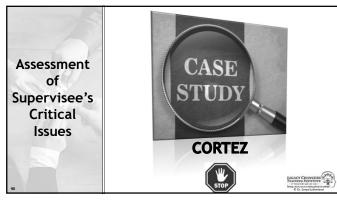


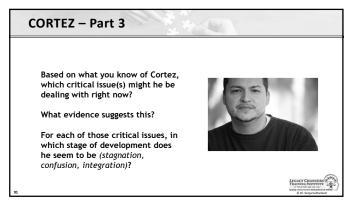


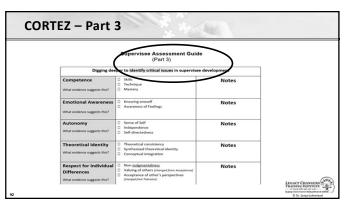
 8 CRITICAL ISSUES IN SUPERVISION
 5. Issues of Respect for Individual Differences - Non-Judgmentalness, Acceptance of other's perspectives Valuing of others (changed from Tolerance, Non-Judgmentalness, Acceptance of other's)
 6. Issues of Purpose and Direction -Setting goals, Direction in Counseling, Appropriate short or long-term goals

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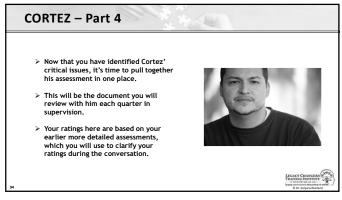


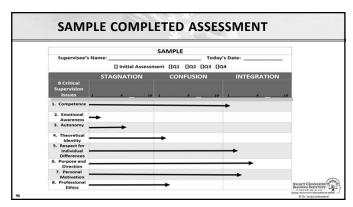




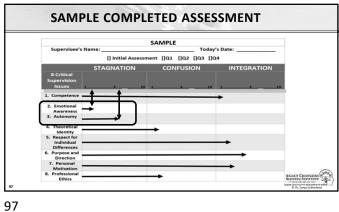
Respect for Individual	Non-Judgmentalness.	Notes
Differences What evidence suggests this?	Valuing of others (changed from Acceptance) Acceptance of other's perspectives [changed from Tolerance]	Notes
Purpose & Direction What evidence suggests this?	Setting goals     Direction in Counseling     Appropriate short or long-term goals	Notes
Personal Motivation What evidence suggests this?	Personal Meaning     Reward Satisfaction	Notes
Professional Ethics What evidence suggests this?	Values	Notes

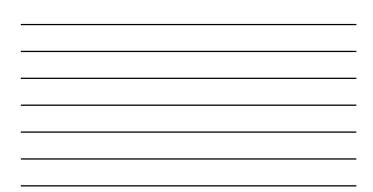


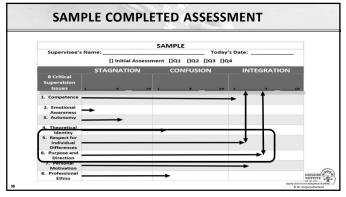




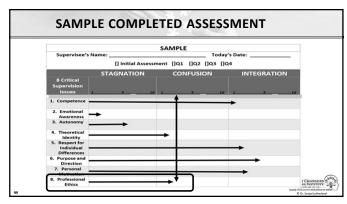


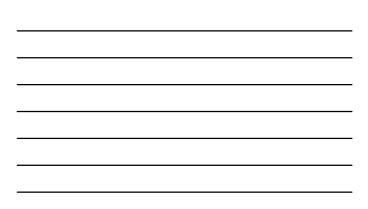


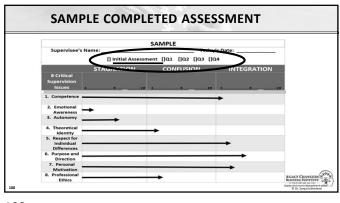




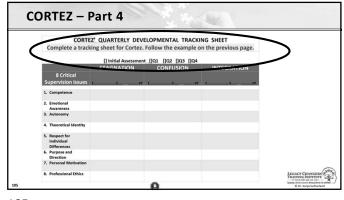


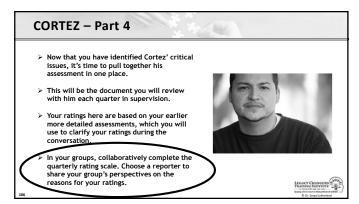






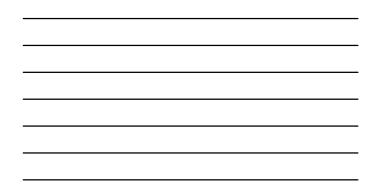




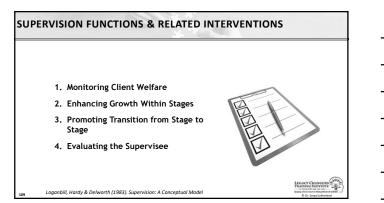


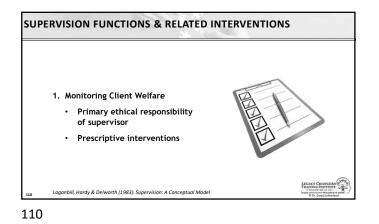


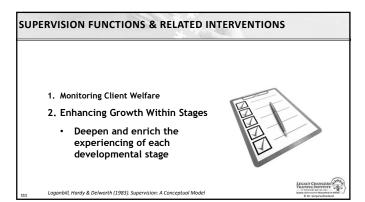




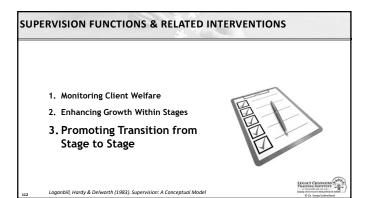




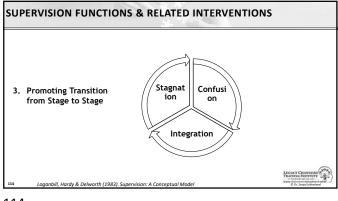




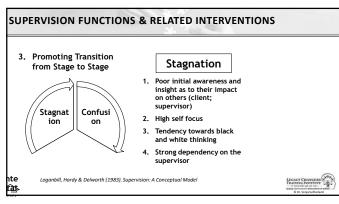




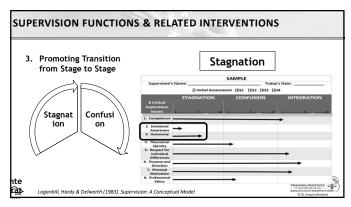




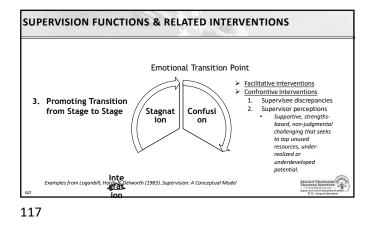




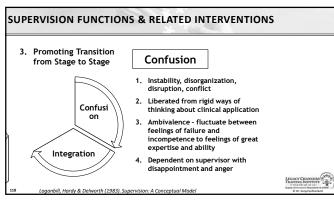




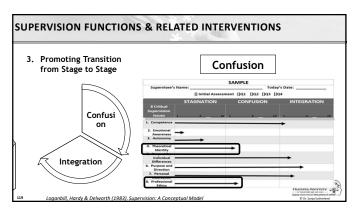


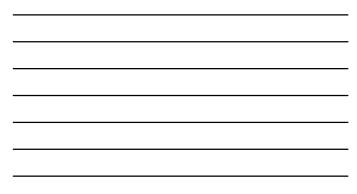


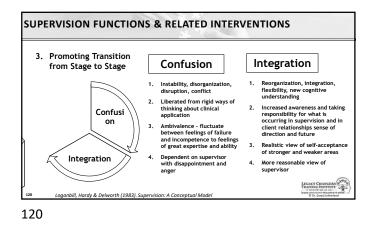


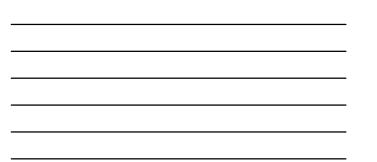


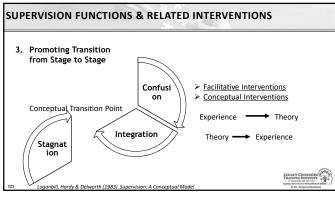




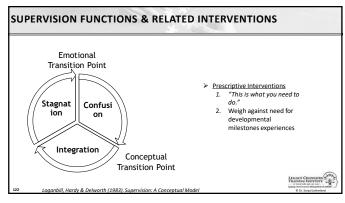


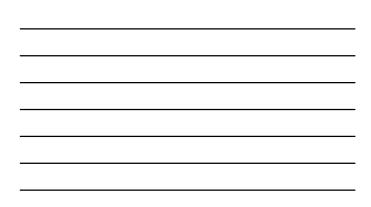






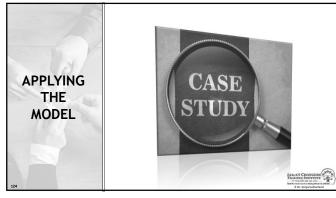


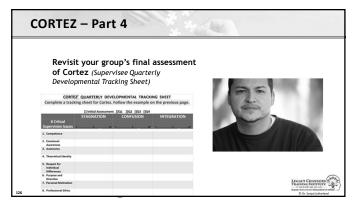






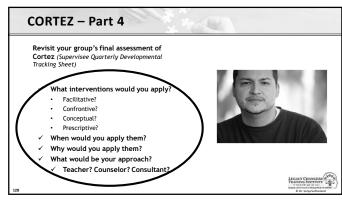
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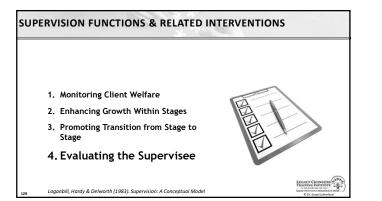






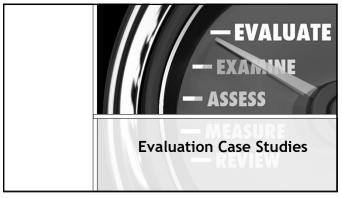
Supervisor Roles & Competencies					
		TEACHER	"COUNSELOR"	CONSULTANT	]
	FOCUS OF INTERACTION	On the supervisee as a counselor	On the supervisee as a person	On the client of the supervisee	
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127			areas for growth	supervision session	terland



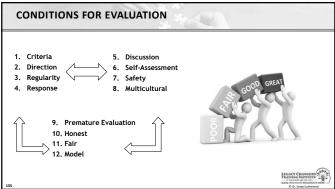


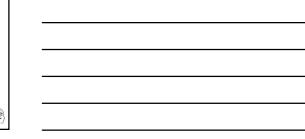


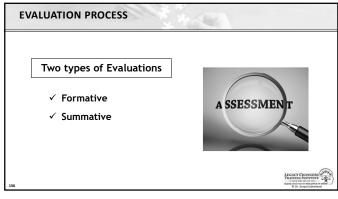




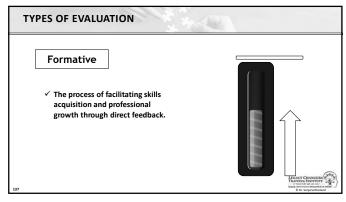


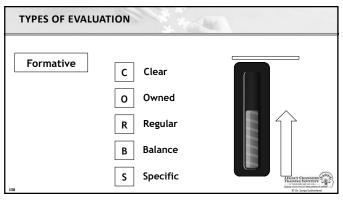


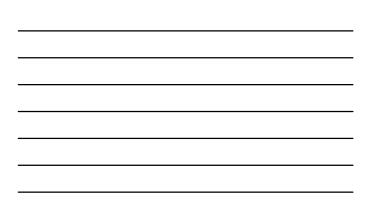


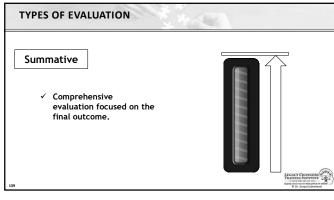






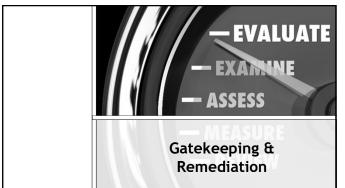


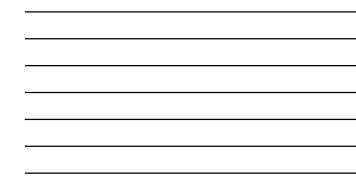












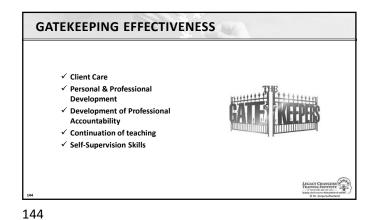
# ACA 2014 Code of Ethics

E6.b. Gatekeeping and Remediation Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.



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PROBLEMS & REMEDIATION	
Gatekeeping ✓ Assess ✓ Consult ✓ Communicate ✓ Develop ✓ DOCUMENT	SATE KEPB
145	LEGACY CHANGERS

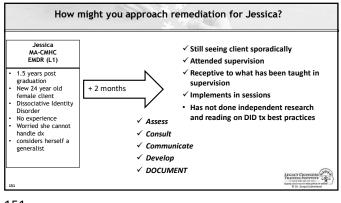
	TEACHER	COUNSELOR	CONSULTANT
FOCUS OF INTERACTION	On the supervisee as a counselor	On the supervisee as a person	On the client of the supervisee

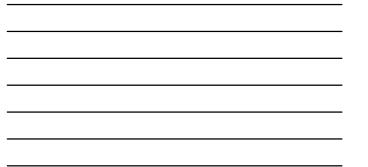


	TEACHER	COUNSELOR	CONSULTANT	
SPECIFIC ACTIVITIES	Evaluate counseling sessions; identify interventions; teach, demonstrate, and/or model intervention techniques; interpret significant events in the counseling session	Explore supervises feelings during the counseling and/or supervision session; explore supervises feelings concerning specific techniques and/or interventions; facilitate supervises etire-topioration of confidences and/or worries in the counseling sessions; help supervises define personal competences and areas for growth	Provide alternative interventions and/or conceptualizations for supervisee use; encourage supervisee discussion of client problems, motivation, etc.; solicit and attempt to satisfy supervise needs during the supervision session; allow the supervision structure the supervision session	

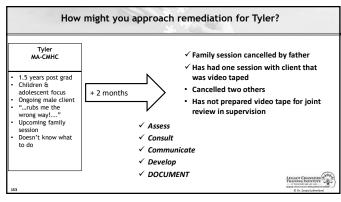
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Τ-	+/	

Jessica MA-CMHC EMDR (L1)				
<ul> <li>1.5 years post graduation</li> <li>New 24 year old female client</li> <li>Dissociative Identity Disorder</li> <li>No experience</li> <li>Worried she cannot handle dx</li> <li>considers herself a generalist</li> </ul>	given a provisio worked with th has been in the	onal diagnosis of Dissoci is diagnosis before and field 1.5 years post gra	t a new client to supervisi ative Identity Disorder. Jes is worried that she cannot duation and sees a range of ime private practice. She	sica has never handle it. She of different

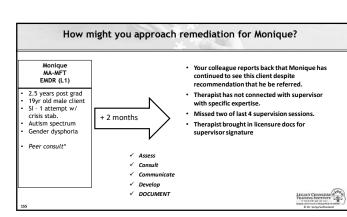


Supervisee Case Studies: Supervisor Roles & Competencies		
Tyler MA-CMHC		
1.5 years post grad     Children &     adolescent focus     Ongoing male client     "rubs me the     wrong way!"     Upcoming family     session     Doesn't know what     to do	<ul> <li>TYLER is another of your supervisees. He has also been in the field for 1.5 years post graduation and has a full-time private practice. He has been working as a therapist in a practice with a pediatrician since that time. He primarily sees children and adolescents that are referred to him by the in-house pediatrician. Tyler is having a difficult time with an adolescent client who he says he does not like. In supervision he told you, "something about him just rubs me the wrong way". There is an opportunity for the Tyler to facilitate a family session with a father who is reluctant to get involved. Although he has worked with families and teens before, he emails you and says he has no idea what to do in the session and that he is not looking forward to it.</li> </ul>	
152	LEGACY CLARONERAS' TRAINING LASTITUT benefit to the second s	



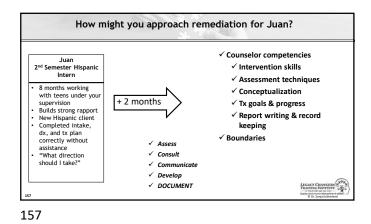


Supervisee Case Studies: Supervisor Roles & Competencies		
Monique MA-MFT EMDR (L1)		
<ul> <li>2.5 years post grad</li> <li>19yr old male client</li> <li>SI - 1 attempt w/ crisis stab.</li> <li>Autism spectrum</li> <li>Gender dysphoria</li> <li>Peer consult*</li> </ul>	MONIQUE is supervised by a peer of yours who has come to your supervision group for a consult. Monique is 2.5 yrs post graduation and closing in on licensure. She has a male client she has seen on two occasions, who has a suicide attempt by documented history (treated inpatient for 1 week), but who also indicates it wasn't intentional, and it's not something he would ever do again (walked out in the middle of the street). The client is 19 years old, rates as moderate on the autism spectrum, and struggling with gender dysphoria. Your collegue is seeing consultation because he (the supervisor) does not specialize in working with autism, nor gender dysphoria. He is unsure how to guide his supervisee.	
154	HEART CLAURER (****)	



Supervisee C	ase Studies: Supervisor Roles & Competencies
Juan 2 <sup>nd</sup> Semester Intern	
8 months working with teens under your supervision     Builds strong rapport     New client     Completed intake, dx, and tx plan correctly without assistance     "What direction should I take?"	• JUAN is a final semester intern who has been interning for the last 8 months at the psychiatric facility where you are on staff and supervise him. Juan assists you in providing support for your caseload of 15 teenagers whose diagnoses encompass mood dysregulation and behavioral disorders with varying severity. Juani s 25, and seems to easily build strong rapport with the teens, probably because of their closeness in age and his familiarity with teen culture. He has been good about avoiding boundary crossings with the teens, probably bacause of their closeness in age and his familiarity with teen culture. He has been good about avoiding boundary crossings with the teens, and is responsive to supervision, and says he is learning a lot from you and from his experiences. You have a new client on your caseload. Juan started this case with you from the beginning, did the intake (with you present) without significant assistance from you (since he's observed and assisted for the last 6 months). You have confirmed Juan's initial impressions of the dx (Major Depressive Disorder) and his tx plan draft. The case is similar to several he has helped you with in the past. Juan asks you in supervision – "What direction should I take?"



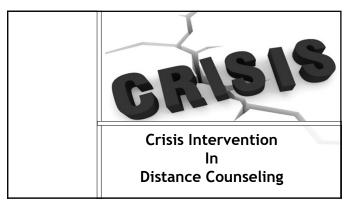




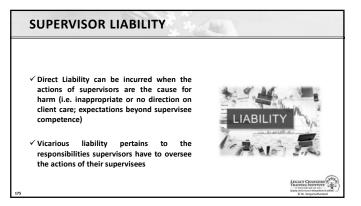
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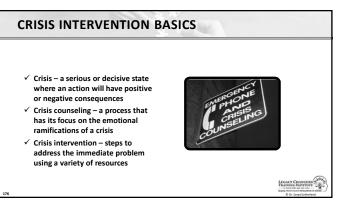


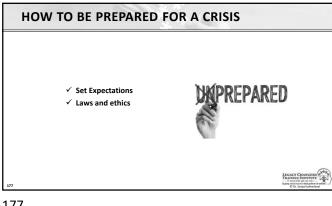


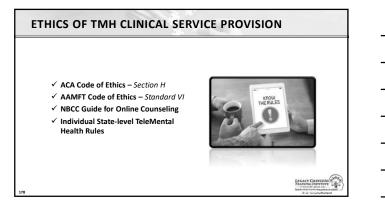


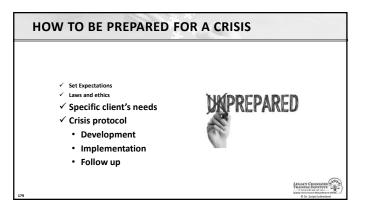
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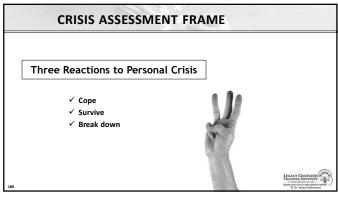




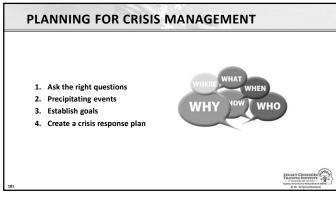




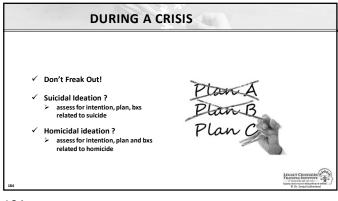


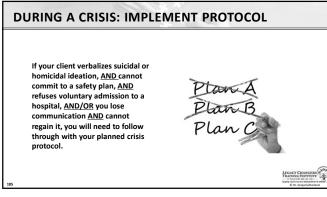


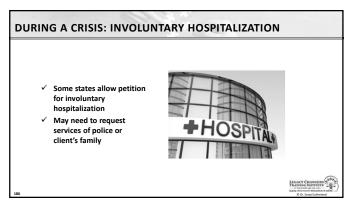


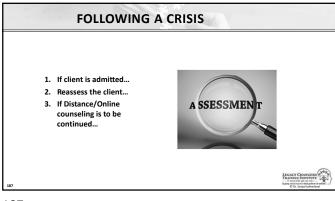






















### SUPERVISION SCENARIO

You are supervising Sherry and Tanisha twice monthly (3 hrs per month) in group supervision. Cortez attends this group once per month as well. Sherry is a 40year-old, Caucasian, cisgender, female, doctoral student who is completing her required counseling internship (eating disorders specialization) in your group practice. She is fully licensed. Tanisha is a 30-year-old non-binary person of color who has been in the field for 2 years and is in her 2<sup>nd</sup> year of her associate licensure.

Tanisha is engaged in video-based counseling with a Caucasian 65-year-old male client who can no longer drive due to increased vision impairment. His company retired him 5 years ago during an organizational restructuring. He still has access to benefits through his company. Tanisha is on his plan and had the first availability for seeing him.

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## SUPERVISION SCENARIO

He has been experiencing heavy depression and has been increasingly verbally aggressive with his wife since retirement. She has given him an ultimatum - go to therapy or get a divorce. Divorce is not what he wants.

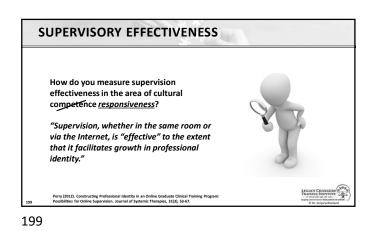
During supervision you learn that Tanisha's client has made negative comments about race, age and gender identity, which would be considered microaggressions. While the client does know Tanisha is African-American, he does not know Tanisha identifies as non-binary. It has come out in session that when he was downsized, he was replaced by a younger African-American male who he believes was gay, and also unqualified to replace him. He spoke derogatorily of black men and the LGBTQIA+ community as a whole. As Tanisha described some of his statements, she could tell Sherry was visually uncomfortable and unusually quiet, which made Tanisha choose to leave out some details of the experience.

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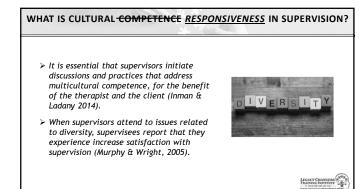
### SUPERVISION SCENARIO When you as the supervisor ask Tanisha what her experience is working with this client, your supervisee Tanisha states that she can "handle" the situation and that she does not want her client to feel embarrassed or bad by confronting him about these microaggressions. Cortez verbalized that he thought the client was wrong, and also indicated he would not confront him because of his age. Until now within supervision, you as the supervisor have not broached the topic of race, ethnicity, gender identity, sexual orientation, age differences, etc. within the supervisory relationships.

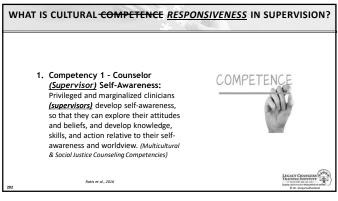
GACY CHANGERS

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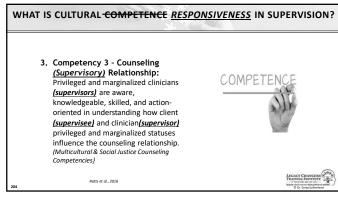


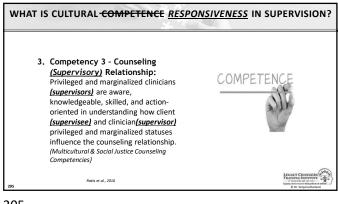
# WHAT IS CULTURAL COMPETENCE <u>RESPONSIVENESS</u> IN SUPERVISION? Supervisory cultural competence responsiveness involves the ability to engage in actions or create conditions that maximize the optimal development of supervisors and supervisees. It begins the parallel process that shows up between supervisees and their clients.



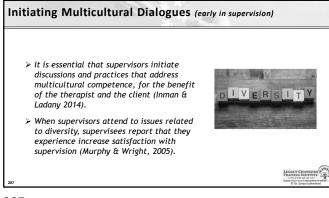


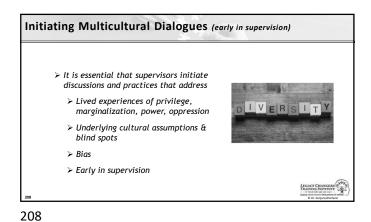


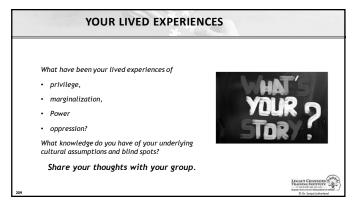


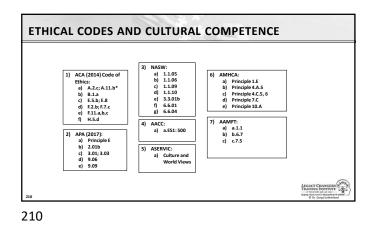




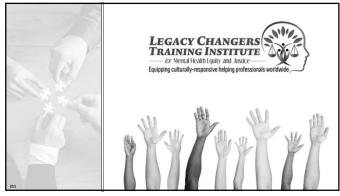


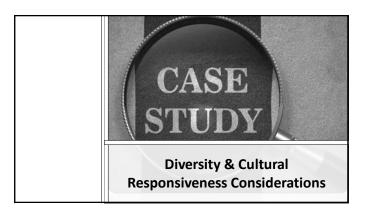












## Ideas for Culturally Responsive Group Supervision

In your groups, again review the supervision case study. Discuss from a cultural competence development standpoint.

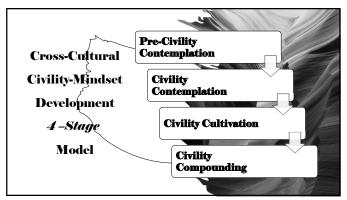
- 1. What do you see in this supervisory dynamic?
- 2. What might be some courses of action in this scenario as a supervisor?
- How might approaching this in a triadic or group session be different from doing so in an individual session?

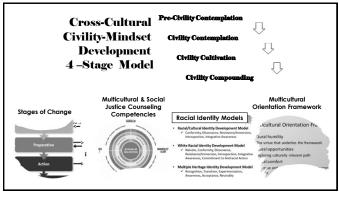




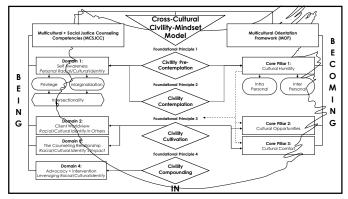
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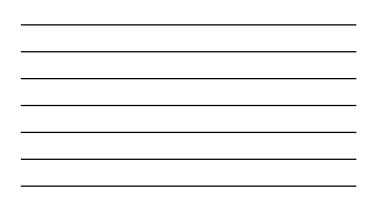










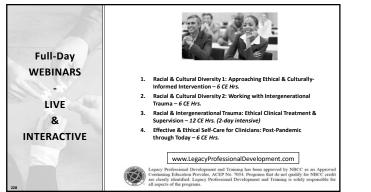




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Best Practices in Clinical Supervision

https://www.acesonline.net/resources/best-practices-clinical-supervision

Best Practices in Counseling Supervision -https://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181364

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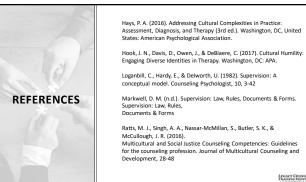
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