



The Advanced Clinical Supervisor:

**Next Level Tools for Ethical Supervision** 

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### **COURSE-PACK OF ACTIVITIES & HANDOUTS**



### The Advanced Clinical Supervisor:

Next Level Tools for Ethical Supervision



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### Today's Agenda

- Quick Supervision Basics Overview
- Supervision Best Practice Reminders
- Supervision Techniques, Roles, Functions & Competencies
  Supervision Conceptual Model
- > Supervisee Stages of Development & Critical Issues > Choosing & Applying Interventions
- 5. Evaluation & Assessment Diversity & Cultural Competence Considera
   Crisis Intervention in Distance Counseling Diversity & Cultural Competence Considerations



### Working in ZOOM Today

- 1. Handouts
- 2. Mute/Unmute
- 3. Use of Chat for asking questions (for discussion following each segment)





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### **COURSE-PACK OF ACTIVITIES & HANDOUTS**

IN ORDER OF USE



The Advanced Clinical Supervisor:

Next Level Tools for Ethical Supervision



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### OVERVIEW OF THE BASICS OF SUPERVISION

- 1. Facilitation of Development
- 2. Hierarchical and Evaluative
- 3. Extends Over Time
- 4. Monitors Quality
- 5. Gatekeeping
- 6. Supervisor Liability



(Bernard & Goodyear, 2009, p. 7)

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### Fosters Exploration Learning Development Transmission Skills Knowledge Attitudes

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### PURPOSE OF SUPERVISION Gate Keepers - Client Care - Personal & Professional Development - Development of Professional Accountability - Continuation of teaching - Self-Supervision Skills

### ACA 2014

### F.5.a. Ethical Responsibilities

Students and supervisees have a responsibility to understand and follow the *ACA Code of Ethics*. Students and supervisees have the same obligation to clients as those required of professional counselors.





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### **ACA 2014**

### F.2.a. Supervisor Preparation

Prior to offering supervision services, counselors are trained in supervision methods and techniques. Counselors who offer supervision services regularly pursue continuing education activities, including both counseling and supervision topics and skills.





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### ACA 2014

### F.2.b. Multicultural Issues/ Diversity in Supervision

Counseling supervisors are aware of and address the role of multiculturalism/ diversity in the supervisory relationship.





### **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 supervisees on the basis of their actual performance on relevant and established program requirements.





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### **APA 2017 Code of Ethics**

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### **AAMFT 2015**

### 4.4 Oversight of Supervisee Competence.

Marriage and family therapists do not permit students or supervisees to perform or to hold themselves out as competent to perform professional services beyond their training, leve experience, and competence.



Marriage and family therapists take reasonable measures to ensure that services provided by supervisees are professional.





### **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 3.03 Performance Evaluation Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate

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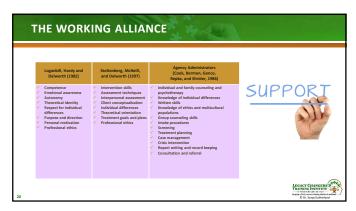
competence.

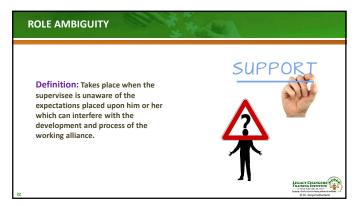
manner and on the basis of clearly stated criteria.



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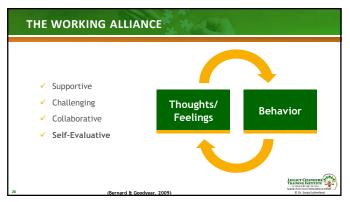






## THE WORKING ALLIANCE Supportive Challenging Collaborative Self-Evaluative CHALLENGE CHALLENGE AGENCY CHANGER AGENCY CHAN





### QUALITIES OF EFFECTIVE SUPERVISEES

Discuss with supervisees:

- ✓ Prepared
- ✓ Participants
- ✓ Requests
- $\checkmark \ \text{Read and research}$
- ✓ Constantly evaluative
- ✓ Open to feedback
- ✓ Honesty





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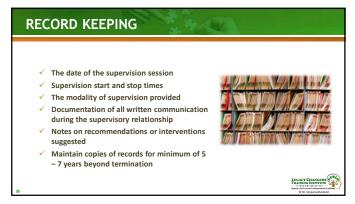
### State-level ACES Active license

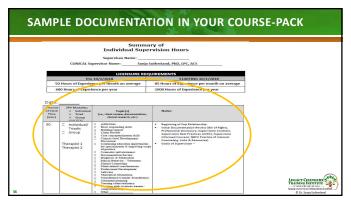
### Supervisors should screen supervisees Review state laws, policies & procedures Review goals, benefits, risks Post-screening documentation Supervisee guidance

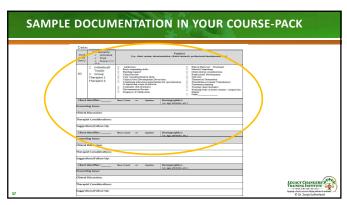


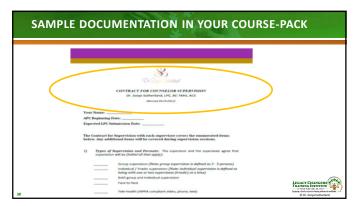




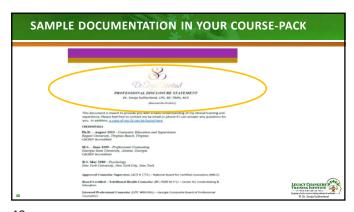












### Professionally oriented website links that should be included on your site 1. Local, state, provincial and national statues 2. Codes of professional membership organizations 3. Professional certifying bodies 4. State or provincial licensing boards 5. State rules and opinions on questions pertaining to internet counseling/supervision

### Distance Supervisors should: 1. Be aware of potential social media-based ethical violations a. Prohibition of the establishment of a "personal virtual relationship" with supervisees (Facebook, etc.....) b. Beware of supervisors posting on social media that may unintentionally compromise supervisee's/client's confidentiality c. Prohibits supervisors visiting supervisee's/client's social media pages d. Separate professional and personal social media pages and emails, etc....



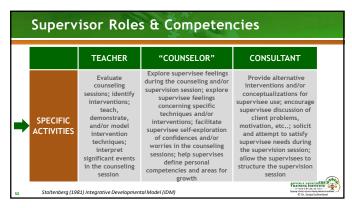


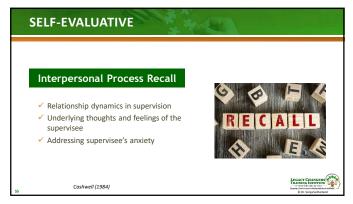
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	ld	eal supervisors ar	e
	empathic	open & flexible	supportive
	respectful	integrity	sense of humor
	invested	honest	tactful
	experienced	encouraging	concerned
	non-critical	genuine	knowledgeable
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# 1. Monitoring Client Welfare 2. Enhancing Growth Within Stages 3. Promoting Transition from Stage to Stage 4. Evaluating the Supervisee Loganbill, Hardy & Delworth (1983). Supervision: A Conceptual Model

Su	pervisor	Roles & Co	ompetenci	es	
		TEACHER	"COUNSELOR"	CONSULTANT	
	FOCUS OF INTERACTION	On the supervisee as a counselor	On the supervisee as a person	On the client of the supervisee	
51 5.	toltenberg (1981) Integrative	Developmental Model (IDM)			LANGERS STITUTE IN THE PROPERTY OF THE PROPERT

S	upervisor	Roles & C	ompetenc	ies	es	
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<b>→</b>	GOAL OF SUPERVISOR	To instruct	To facilitate supervisee self- growth as a counselor	To generate data		
	Stoltenberg (1981) Integrati	ve Developmental Model (IDM	)	France beat	HANGERS INSTITUTE	







### SELF-EVALUATIVE

### Interpersonal Process Recall Supervisory Inquiry Questions

- 1. What do you wish you had said to him/her?
- 2. How do you think he/she would have reacted if you had said that?
- 3. What would have been the risk in saying what you wanted to say?
- 4. If you had the chance now, how might you tell him/her what you are thinking and feeling?
- 5. Were there any other thoughts going through your mind?
- 6. How did you want the other person to perceive







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### SELF-EVALUATIVE

### Interpersonal Process Recall Supervisory Inquiry Questions

- 7. Where those feelings located physically in some part of your body?
- 8. Were you aware of any feelings? Does that feeling have any special meaning for you?
- 9. What did you want him/her to tell you?
- 10. What do you think he/she wanted from you?
- 11. Did he/she remind you of anyone in your life?



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Cashwell (1984)

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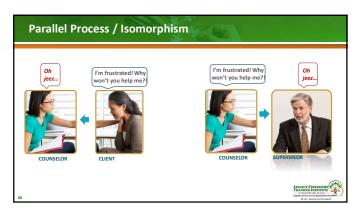
### **SELF-EVALUATIVE**

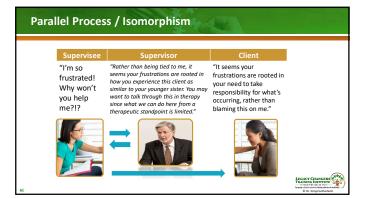
### Parallel Process / Isomorphism

- $\checkmark \ \ \text{Relationship dynamics}$
- ✓ Analyze difficulties with supervisees
- $\checkmark \ \, \text{Broad application in supervision}$

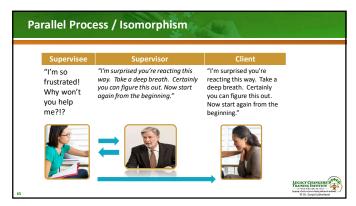


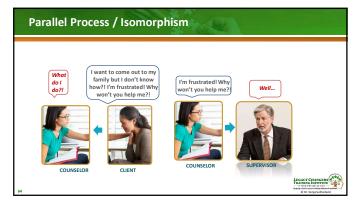
LEGACY CHANGERS



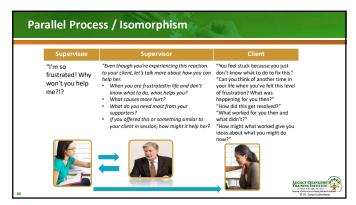


















### CORTEZ

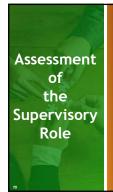
(adapted from ACA Ethics case study

Your supervisee Cortez is a 1st year post-masters clinician. He has been with you for 7 months. Cortez is a 48-year-old Latino male. He enjoys close family relationships with his father who is 70 years old (lives with him), his younger sister and brother, and his daughters who are 75 and 75 years old. He attends church regularly, but he is not involved in any of the activities provided by the church other than Sunday services.

Today he has brought to you his most recent case. For the last 6 months, he has been counseling a 45-year old African American woman with a presenting problem of difficulty coping with the death of her mother. Her mother and grandmother (who is also deceased) suffered from progressive Alzheimer's disease. Cortez's client revealed to him that she administered a lethal dose of sleeping pills to her grandmother during the final stages of the Alzheimer's, and that she has also caused the death of her mother by withholding cardiac medication. It was then revealed that it is likely she will have to take care of a third relative with Alzheimer's disease, an elderly Aunt.

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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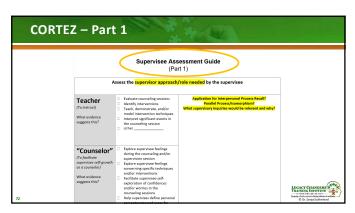
### CORTEZ - Part 1

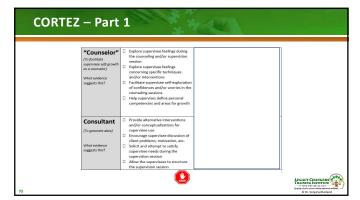
According to these approaches to supervision, what do you think Cortez needs from his supervisor?

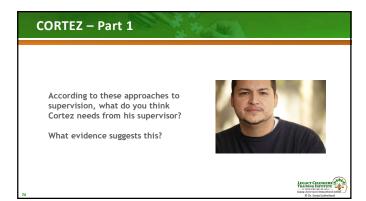
What evidence suggests this?

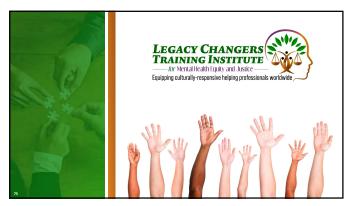




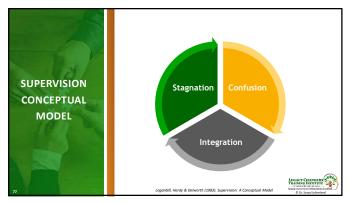












### **STAGE 1 OF SUPERVISEE DEVELOMENT**

### Stagnation

- Poor initial awareness and insight as to their impact on others (client; supervisor)
- 2. High self focus
- 3. Tendency towards black and white thinking
- 4. Strong dependency on the supervisor

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



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### **STAGE 2 OF SUPERVISEE DEVELOMENT**

### Confusion

- 1. Instability, disorganization, disruption, conflict
- Liberated from rigid ways of thinking about clinical application
- Ambivalence fluctuate between feelings of failure and incompetence to feelings of great expertise and ability
- 4. Dependent on supervisor with disappointment and anger

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



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### **STAGE 3 OF SUPERVISEE DEVELOMENT**

### Integration

- Reorganization, integration, flexibility, new cognitive understanding
- Increased awareness and taking responsibility for what is occurring in supervision and in client relationships sense of direction and future
- 3. Realistic view of self-acceptance of stronger and weaker areas
- 4. More reasonable view of supervisor

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



### CORTEZ - Part 2

According to this conceptual model of supervision, what do you observe about Cortez' stage of development?

What evidence suggests this?





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CORTEZ -	- Part	2		
		Supervisee Assessr (Part 2)		
,	Stagnation What evidence suggests this?	Poor initial awareness and insight as to their impact on others (client; supervisor) High self-focus Tendency towards black and white thinkling Strong dependency on the supervisor	Notes	
,	Confusion What evidence suggests this?	Instability, disorganization, disruption, conflict Uberated from rigid ways of thinking about clinical application Ambivalence - Buctuate between feelings of failure and incompetence to feelings of great expertise and ability Dependent on supervisor with disappointment and anger	Motes	
	Integration What evidence suggests this?	Reorganization, integration, flexibility, new cognitive understanding	Notes	LEGACY CHANGERS TRAINING INSTITUTE  IN NO. I be likely by long.  Demy short women being present within.  O. Dr. Sorial Sufficiency

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Confusion What evidence suggests this?	In trabality, disorganization, disorganization, disorganization, disorganization, disorganization, comittee Internated from rigid ways of thinking about clinical application.  In Antibulance - Ructuate between feelings of fallow and incompetence to feelings of great expertite and ability.  In perpendient on supervisor with disappointment and anger	Notes
Integration What evidence suggests this?	Reorganization, integration, flashility, new cognitive metabolity, new cognitive metabolity, new cognitive metabolity for what is occurring in supervision and in client relationships sense of direction and future.  Deads	Notes

### CORTEZ - Part 2

According to this conceptual model of supervision, what do you observe about Cortez' state of development?

What evidence suggests this?





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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
- 8. Issues of Professional Ethics

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



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### **8 CRITICAL ISSUES IN SUPERVISION**

- Issues of Competence Skills, Technique, Mastery
- Issues of Emotional Awareness

   Knowing oneself, Awareness
   of Feelings



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

### 3. Issues of Autonomy - Sense of Self, Independence, Self-directedness 4. Issues of Identity - Theoretical consistency, synthesized theoretical identity, Conceptual integration

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

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### 5. Issues of Respect for Individual Differences - Non-Judgmentalness, Acceptance of other's perspectives Valuing of others (changed from Tolerance, Non-Judgmentalness, Acceptance of others) 6. Issues of Purpose and Direction - Setting goals, Direction in Counseling, Appropriate short or long-term goals Loganbill, Hardy & Delworth (1983). Supervision: A Conceptual Model

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## 7. Issues of Personal Motivation Personal Meaning, Reward Satisfaction 8. Issues of Professional Ethics Values Loganbill, Hardy & Delworth (1983), Supervision: A Conceptual Model





### **CORTEZ – Part 3**

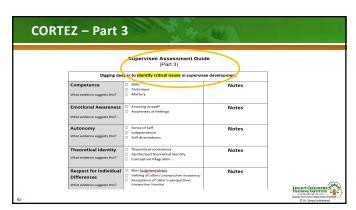
Based on what you know of Cortez, which critical issue(s) might he be dealing with right now?

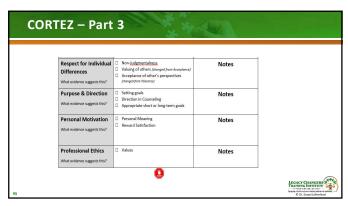
What evidence suggests this?

For each of those critical issues, in which stage of development does he seem to be (stagnation, confusion, integration)?

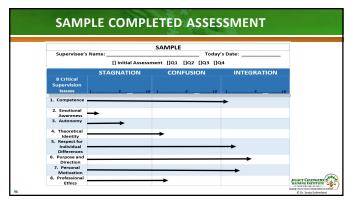


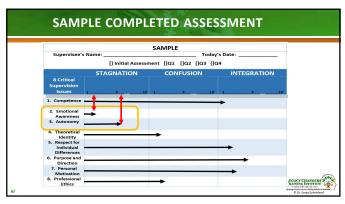
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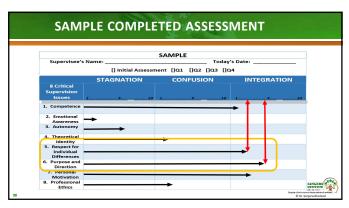


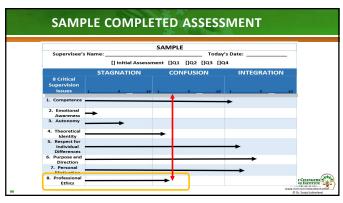


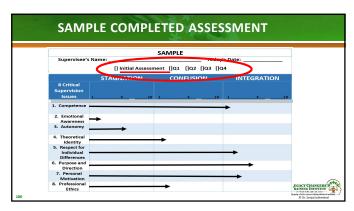
### Now that you have identified Cortez' critical issues, it's time to pull together his assessment in one place. This will be the document you will review with him each quarter in supervision. Your ratings here are based on your earlier more detailed assessments, which you will use to clarify your ratings during the conversation.

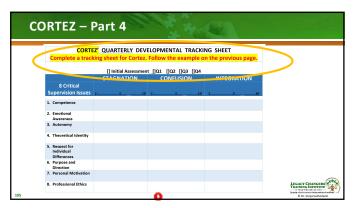


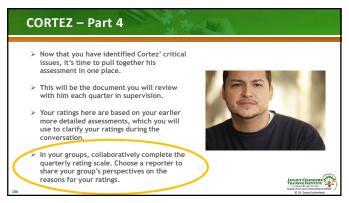
















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### SUPERVISION FUNCTIONS & RELATED INTERVENTIONS

- 1. Monitoring Client Welfare
- 2. Enhancing Growth Within Stages
- 3. Promoting Transition from Stage to Stage
- 4. Evaluating the Supervisee



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

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### 1. Monitoring Client Welfare Primary ethical responsibility of supervisor Prescriptive interventions

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

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

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### SUPERVISION FUNCTIONS & RELATED INTERVENTIONS

- 1. Monitoring Client Welfare
- 2. Enhancing Growth Within Stages
  - Deepen and enrich the experiencing of each developmental stage



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

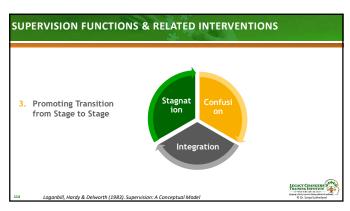
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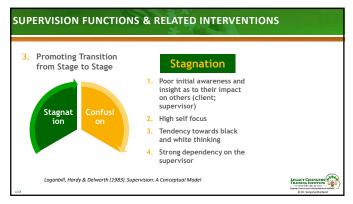
### SUPERVISION FUNCTIONS & RELATED INTERVENTIONS

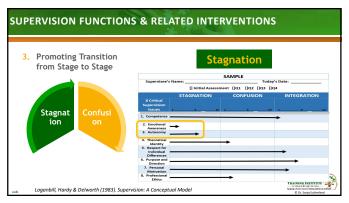
- 1. Monitoring Client Welfare
- 2. Enhancing Growth Within Stages
- 3. Promoting Transition from Stage to Stage

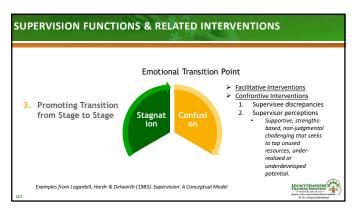


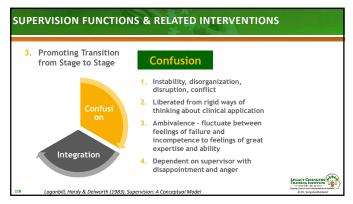
Loganbill, Hardy & Delworth (1983). Supervision: A Conceptual Model

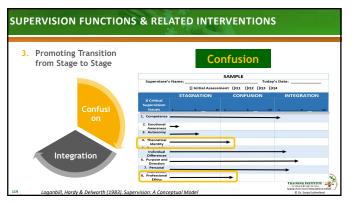


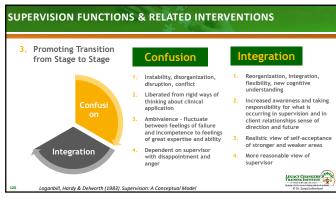


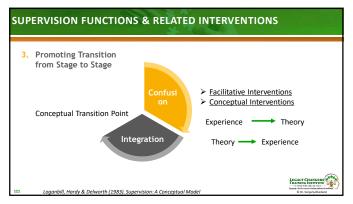


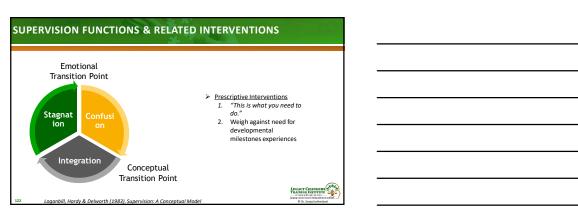






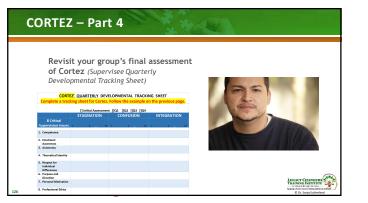












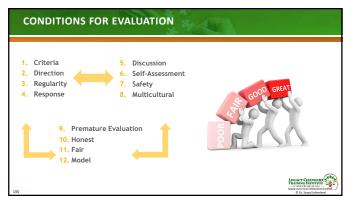
	Superv	isor Role	Roles & Competencies		
		TEACHER	"COUNSELOR"	CONSULTANT	
	FOCUS OF INTERACTION	On the supervisee as a counselor	On the supervisee as a person	On the client of the supervisee	
<b>→</b>	GOAL OF SUPERVISOR	To instruct	To facilitate supervisee self- growth as a counselor	To generate data	
127	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 supervise discussion of client problems, motivation, etc; solicit and attempt to satisfy supervisen session; allow the supervision session is supervision session.	ERS UTE

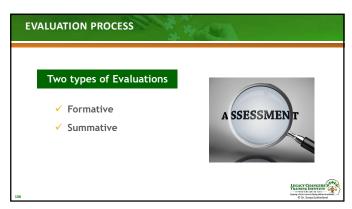


## 1. Monitoring Client Welfare 2. Enhancing Growth Within Stages 3. Promoting Transition from Stage to Stage 4. Evaluating the Supervisee

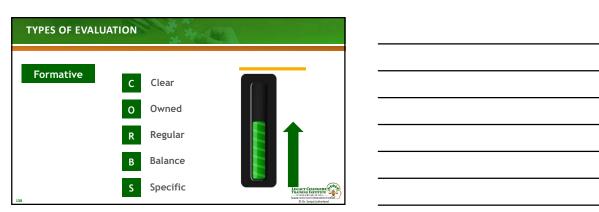


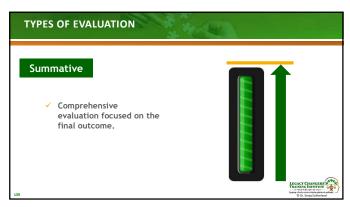










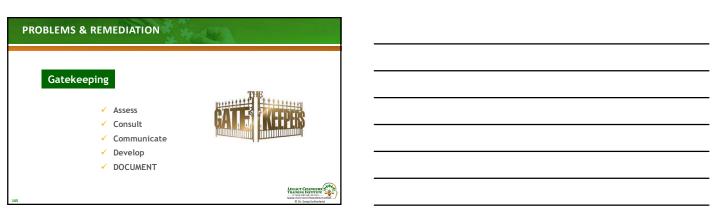






## E.6.b. Gatekeeping and Remediation Through initial and ongoing evaluation, supervisors are aware of supervises limitations that might impede performance. Supervisors assist supervises in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervises 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.

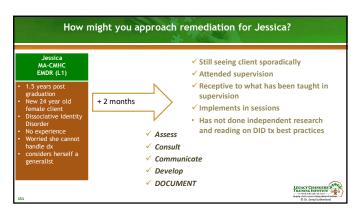




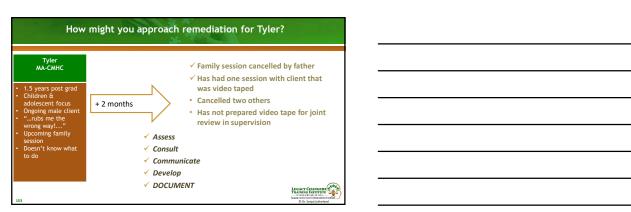
pervisor Roles & Competencies				
	TEACHER	COUNSELOR	CONSULTANT	
FOCUS OF INTERACTION	On the supervisee as a counselor	On the supervisee as a person	On the client of the supervisee	
			LEGAC TRAINI —— 17 ten Jennes	

	TEACHER	COUNSELOR	CONSULTANT
SPECIFIC CTIVITIES	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 supervisee 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 supervision session structure the supervision session

Jessica MA-CMHC EMDR (L1)			
1.5 years post graduation New 24 year old female client Dissociative Identity Disorder No experience Worried she cannot handle dx considers herself a generalist	<ul> <li>JESSICA is your supervisee. given a provisional diagnosis worked with this diagnosis has been in the field 1.5 yea patients and diagnoses. She a generalist</li> </ul>	s of Dissociative Identity D pefore and is worried that ars post graduation and sec	isorder. Jessica has never she cannot handle it. She es a range of different

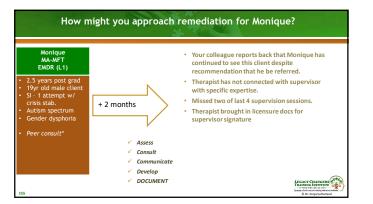


### Tyler MA-CMHC 1.5 years post grad Children & adolescent focus Ongoing male client "...rubs me the wrong way!..." Upcoming family session Doesn't know what to do Doesn't



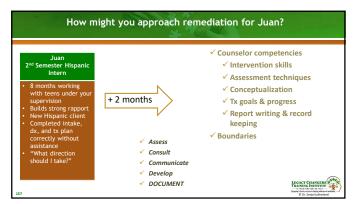
# Supervisee Case Studies: Supervisor Roles & Competencies Monique MA-MFT EMDR (L1) 2.5 years post grad 19yr old male client 5 SI - 1 attempt w/ crisis stab. Autism spectrum Gender dysphoria Peer consult\* MONIQUE is supervised by a peer of yours who has come to your supervision group for a consult. 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.

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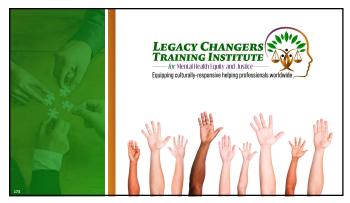


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### Supervisee Case Studies: Supervisor Roles & Competencies 2<sup>nd</sup> Semester Intern 8 months working JUAN is a final semester intern who has been interning for the last 8 months at the psychiatric facility where you are on staff and supervise him. Juan assists with teens under your supervision Builds strong you in providing support for your caseload of 15 teenagers whose diagnoses encompass mood dysregulation and behavioral disorders with varying severity. Juan is 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, and is responsive to rapport New client Completed intake, 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 dx, and tx plan correctly without assistance "What direction should I take?" 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?"









### SUPERVISOR LIABILITY

 Direct Liability can be incurred when the actions of supervisors are the cause for harm (i.e. inappropriate or no direction on client care; expectations beyond supervisee competence)



✓ Vicarious liability pertains to the responsibilities supervisors have to oversee the actions of their supervisees



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### **CRISIS INTERVENTION BASICS**

- ✓ Crisis a serious or decisive state where an action will have positive or negative consequences
- ✓ Crisis counseling a process that has its focus on the emotional ramifications of a crisis
- Crisis intervention steps to address the immediate problem using a variety of resources







### **ETHICS OF TMH CLINICAL SERVICE PROVISION**

- ✓ ACA Code of Ethics Section H
- ✓ AAMFT Code of Ethics Standard VI
- ✓ NBCC Guide for Online Counseling
- ✓ Individual State-level TeleMental Health Rules



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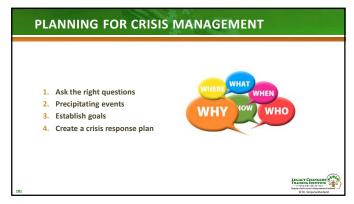
### **HOW TO BE PREPARED FOR A CRISIS**

- ✓ Set Expectations
- ✓ Laws and ethics
- √ Specific client's needs
- ✓ Crisis protocol
  - Development
  - Implementation
  - Follow up

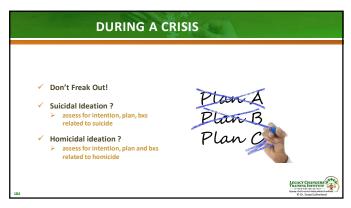


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## PLANNING FOR CRISIS MANAGEMENT Crisis Protocol Provide a local or national crisis hotline resources 1-800-273-TALK Chat-based or text-based crisis hotlines International hotlines such as the Befrienders/Samaritan 911



### If your client verbalizes suicidal or homicidal ideation, AND cannot commit to a safety plan, AND refuses voluntary admission to a hospital, AND/OR you lose communication AND cannot regain it, you will need to follow through with your planned crisis protocol.



### **FOLLOWING A CRISIS**

- 1. If client is admitted...
- 2. Reassess the client...
- 3. If Distance/Online counseling is to be continued...





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### **ADDITIONAL RESOURCES**

- ✓ BeFrienders Worldwide: International Suicide Prevention Support Network
  - http://www.befrienders.org/
- ✓ I am alive Chat Crisis Site
- https://www.imalive.org/





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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 40-year-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

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.

### **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.



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### SUPERVISORY EFFECTIVENESS

How do you measure supervision effectiveness in the area of cultural competence <u>responsiveness</u>?

"Supervision, whether in the same room or via the Internet, is "effective" to the extent that it facilitates growth in professional identity."



Perry (2012). Constructing Professional Identity in an Online Graduate Clinical Training Program

Possibilities for Online Supervision. Journal of Systemic Therapies, 31(3), 53-67.

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### WHAT IS CULTURAL COMPETENCE RESPONSIVENESS 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.





### WHAT IS CULTURAL COMPETENCE RESPONSIVENESS IN SUPERVISION?

- It is essential that supervisors initiate discussions and practices that address multicultural competence, for the benefit of the therapist and the client (Inman & Ladany 2014).
- When supervisors attend to issues related to diversity, supervisees report that they experience increase satisfaction with supervision (Murphy & Wright, 2005).





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### WHAT IS CULTURAL COMPETENCE RESPONSIVENESS IN SUPERVISION?

1. Competency 1 - Counselor
(Supervisor) Self-Awareness:
Privileged and marginalized clinicians
(supervisors) develop self-awareness,
so that they can explore their attitudes
and beliefs, and develop knowledge,
skills, and action relative to their selfawareness and worldview. (Multicultural
& Social Justice Counseling Competencies)



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Ratts et al., 2016

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### WHAT IS CULTURAL COMPETENCE $\underline{\mathit{RESPONSIVENESS}}$ IN SUPERVISION?

2. Competency 2 - Client
(Supervisee) Worldview: Privileged
and marginalized clinicians
(supervisors) are aware,
knowledgeable, skilled, and actionoriented in understanding
clients' (supervisee's) worldview.
(Multicultural & Social Justice Counseling
Competencies)



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Ratts et al., 2016

### WHAT IS CULTURAL COMPETENCE <u>RESPONSIVENESS</u> IN SUPERVISION?

3. Competency 3 - Counseling (Supervisory) Relationship:
Privileged and marginalized clinicians (supervisors) are aware, knowledgeable, skilled, and actionoriented in understanding how client (supervisee) and clinician(supervisor) privileged and marginalized statuses influence the counseling relationship. (Multicultural & Social Justice Counseling Competencies)



Ratts et al., 2016



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### WHAT IS CULTURAL COMPETENCE RESPONSIVENESS IN SUPERVISION?

3. Competency 3 - Counseling (Supervisory) Relationship:
Privileged and marginalized clinicians (Supervisors) are aware,
knowledgeable, skilled, and actionoriented in understanding how client (Supervisee) and clinician(Supervisor) privileged and marginalized statuses influence the counseling relationship. (Multicultural & Social Justice Counseling Competencies)



Ratts et al., 2016



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### WHAT IS CULTURAL COMPETENCE RESPONSIVENESS IN SUPERVISION?

4. Competency 4 - Counseling (Supervision & Advocacy Interventions: Privileged and marginalized clinicians (supervisors) intervene with, and on behalf, of clients (supervisees) at the intrapersonal, interpersonal, institutional, community, public policy, and international/global levels. (Multicultural & Social Justice Counseling Competencies)



Ratts et al., 2016



### Initiating Multicultural Dialogues (early in supervision)

- It is essential that supervisors initiate discussions and practices that address multicultural competence, for the benefit of the therapist and the client (Inman & Ladany 2014).
- When supervisors attend to issues related to diversity, supervisees report that they experience increase satisfaction with supervision (Murphy & Wright, 2005).





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### Initiating Multicultural Dialogues (early in supervision)

- It is essential that supervisors initiate discussions and practices that address
  - Lived experiences of privilege, marginalization, power, oppression
  - Underlying cultural assumptions & blind spots
  - > Bias
  - Early in supervision





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### YOUR LIVED EXPERIENCES

What have been your lived experiences of

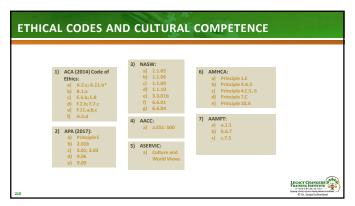
- privilege,
- marginalization,
- Power
- · oppression?

What knowledge do you have of your underlying cultural assumptions and blind spots?

Share your thoughts with your group.











### **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?
- 3. How might approaching this in a triadic or group session be different from doing so in an individual session?



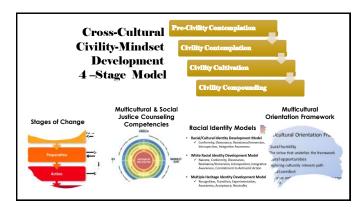


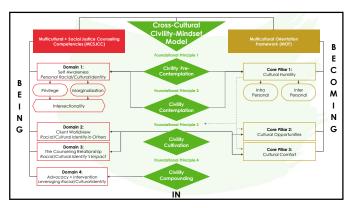
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- Racial & Cultural Diversity 1: Approaching Ethical & Culturally-Informed Intervention 6 CE Hrs.
  Racial & Cultural Diversity 2: Working with Intergenerational Trauma 6 CE Hrs.
- Racial & Intergenerational Trauma: Ethical Clinical Treatment & Supervision 12 CE Hrs. (2-day intensive)
- Effective & Ethical Self-Care for Clinicians: Post-Pandemic through Today 6 CE Hrs.

www.LegacyProfessionalDevelopment.com











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Best Practices in Clinical Supervision -

https://www.aces on line.net/resources/best-practices-clinical-supervision

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

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