

What is it???



At your tables, take 3 minutes to come up with **one word** to describe **supervision**.

During Our Time Together:

- Identify best and promising practice methods for supervision
- Recognize four supervision models



Traditional Mission of Supervision

- Acquisition of knowledge to the application of knowledge in the field.
- Opportunity to apply knowledge and skills obtained during training to actual practice situations.
- Clinicians continue to gain insight and review cases and draw from others experiences



A Working Definition* of Supervision

“A formal process of professional support and learning which enables practitioners to develop **knowledge** and **competence**, assume **responsibility** for their own practice and **enhance** consumer protection and safety in complex situations.”

England Department of Health, 1993

*Applicable to all stages of practice

Solve this equation

$$E + R + S_2 = ?$$

IF

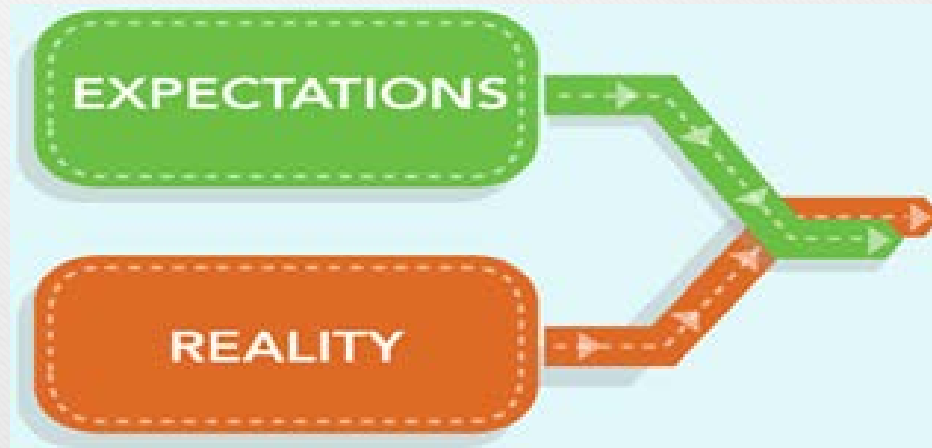
E=Theory and Knowledge

R=Your Agency

S=YOU

Solve this equation

Expectations + Reality + Supervision₂ =



ANSWER

Professional University of Michigan School of Social Work Graduate



Why are we *having a Discussion about this?*



Why are we *having a Discussion about this?*

1. Supervisors in health and human service fields are working with or for vulnerable populations that increases the need to be competent in their current positions.

Why are we *having a Discussion about this?*

2. We recognize that supervisors are accepting an **ADDITIONAL** role and are having increased challenges in finding the time to support their staff, train and educate students and supervise volunteers.

Why are we *having a Discussion about this?*

3. Supervision has been recognized as a distinct area of practice.

(Fouad et al.,2009)

SUPERVISION VS MANAGEMENT

- Supervision focused on development puts the supervisor in the role of a teacher, mentor, and coach. The supervisor has a goal to provide professional and personal development to increase their competencies in their current and/or future roles. In the social work field, development should include opportunities for reflection. The person being supervised should feel supported and valued.
- Management includes administration of tasks and logistics of the employee/volunteer/intern responsibilities and role.

Utilized together, a supervisor can promote optimal performance.

How Do We Know What Is Best?

- Peake, et al (2002) demonstrates that less than 20% of clinical supervisors had formal training in the supervisory process
- “There has been widespread concern that the reflective component of supervision has been dwindling under the impact of managerialism and there have been calls for it to be reinstated.”

What is Best?

ALTHOUGH WE LIKE TO USE RESEARCH TO INFORM PRACTICE.....

- Supervision has yet be conceptualized in studies adequately
Ellis, Ladany, Krenzel, and Schult (1996) reviewed the clinical supervision literature and found that approximately 80% of 144 studies were poorly conceptualized (e.g., implicit theorizing, inconsequential or ambiguous hypotheses, and conceptual and methodological flaws).

Current Work Being Done...

- Association for Counselor Education and Supervision (ACES)
- National Association of Social Workers (NASW)
- Minnesota Association for Infant and Early Childhood Mental Health

4 Types of Supervision

- Administration
- Clinical:
- Developmental:
- Reflective



**CURRENT EFFORTS TO ENSURE THAT ALL SUPERVISION IS
UTILIZING A TRAUMA INFORMED LENS**



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- **Administrative Supervisor:**
 - **Clinical Supervisor:**
 - **Developmental Supervisor:**
 - **Reflective Supervisor:**

4 Types of Supervision

- **Administration**

- Includes oversight of tasks and logistics.
- Monitors compliance and adherence to policies and procedures

4 Types of Supervision

- **Clinical:**
 - Case Based
 - Review of strategies utilized and alternative solutions

4 Types of Supervision

- **Developmental:**
 - Supervisor is in the role of a teacher, mentor, and coach
 - Competency based

4 Types of Supervision

- **Reflective**
 - Converts tacit experience into knowledge
 - Reviews thoughts, feelings, and behaviors associated with practice

Administrative Supervision

- WHAT WE DO BEST
 - Tasks
 - Management
 - Logistics
 - Planning



Administrative Supervision

- WHAT WE FORGET WHEN WORKING WITH STUDENTS:
 - Ethical Dilemmas
 - Managing Roles
 - Logistics that have become second nature
 - Managing Case Files
 - Attire
 - Vacation/Sick Procedures

Supervision

General vs. Clinical

- Taking some direction from education:
 - General Supervision Focuses on: Overall improvement of the setting and customer
 - Clinical Supervision Focuses on: Overall development of the employee

Abiddin, N. Z. 2008. Exploring clinical supervision to facilitate the creative process of supervision. *The Journal of International Social Research*. (1)3: 14–31.

Manchester Clinical Supervision Scale

- The MCSS[c], was utilized in one of largest Clinical Supervision studies has helped to establish some public guidelines about the optimum conditions required for conducting the most effective supervision sessions. Winstanley, J., & White, E. (2003).
 - Six subscales (formerly seven)
 - Three Domains
 - Normative: focus on standards and audits
 - Restorative: focus on development and welfare of supervisee
 - Formative: focus on knowledge and skill development

EVIDENCE

Evidence* recommends that:

- Longer sessions are better (60 minutes)
- More frequent sessions are better (at least monthly)
- Sessions in groups may be more effective
- Sessions away from the workplace may be better
- Supervisor trust/rapport is higher if the Supervisor is chosen.

* findings based on data gathered from 1,027 respondents in eight centers located in England and Scotland

DEVELOPMENTAL MODELS OF SUPERVISION

- ❑ Supervisors identify the supervisee's current stage and provide feedback and support that is appropriate to that stage, while facilitating their movement to the next stage.
- ❑ Development of a professional relationship between supervisor and supervisee supports the growth of advanced critical thinking skills.
- ❑ 3 levels of development
 - ❑ Levels are NOT linear

Characteristics of Supervisees



Entry level Professionals
High motivation
High in anxiety
Fearful of Evaluation



Mid level
Fluctuating confidence and
motivation
Often linking personal mood
to success with clients



Essentially Secure
Stable in motivation
Accurate empathy
Use therapeutic self in
intervention



Supervisor Approaches



DIRECTIVE

- Modeling
- Directing
- Measuring



COLLABORATIVE

- Presenting
- Interacting
- Counteracting



Nondirective

- Listening
- Encouraging
- Clarifying



Reflective Supervision

- Incorporates the practice of reflecting on practitioners interactions
 - Mirroring
 - Interactions
 - Impacts



Reflective

- 2012 study by Matsuo that examined nursing managers revealed that reflective practice is closely associated with goal setting and role modeling.
- The results indicated that managers promote reflective practice of staff by clarifying the mission of the setting and promoting role modeling. This suggests that **goal setting** (Latham and Locke, 2007; Locke and Latham, 2002) and **social learning** (Bandura, 1977, 1986) are **antecedents of reflective practice**.

Reflective Supervision

- Clinician's relationship with client often replicated in the supervisory relationship and vice versa.
- Relational processes that are present support and build a clinician's ability to be effective in the therapeutic change process.
- Potential to provide clinicians with the opportunity to have a similar experience to clients where they are pushed to be authentic (Gilkerson, 2004; heffron, 2005)

Students are Great Imitators.....



So Give Them
Something Great to Imitate

Trauma- Informed Supervision Guidelines

Should be added to all types of supervision

- Acknowledges culture of individual and organization
- Respect, honesty, kindness, and fairness
- Accentuate the positives
- Be calm and assist in calming
- Ask questions
- Utilize empowerment approach
- Promote self care



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- **Administrative Supervisor:**
 - **Clinical Supervisor:**
 - **Developmental Supervisor:**
 - **Reflective Supervisor:**

Evaluate Yourself

BEST PRACTICE STRATEGIES UTILIZED:

- Supervision sessions approximately 60 minutes
- Supervision sessions held at least monthly (weekly for students)
- Supervision sessions held in a group format
- Time is taken to develop trust and rapport with supervisor/facilitator

Implementation

What are the Challenges and Treasures?

Share with your neighbor:

1. One thing that makes it challenging to engage in supervision.
2. One thing you do really well as a supervisor.
3. One thing you can commit to do this term with your supervisee.

What Would You Do?

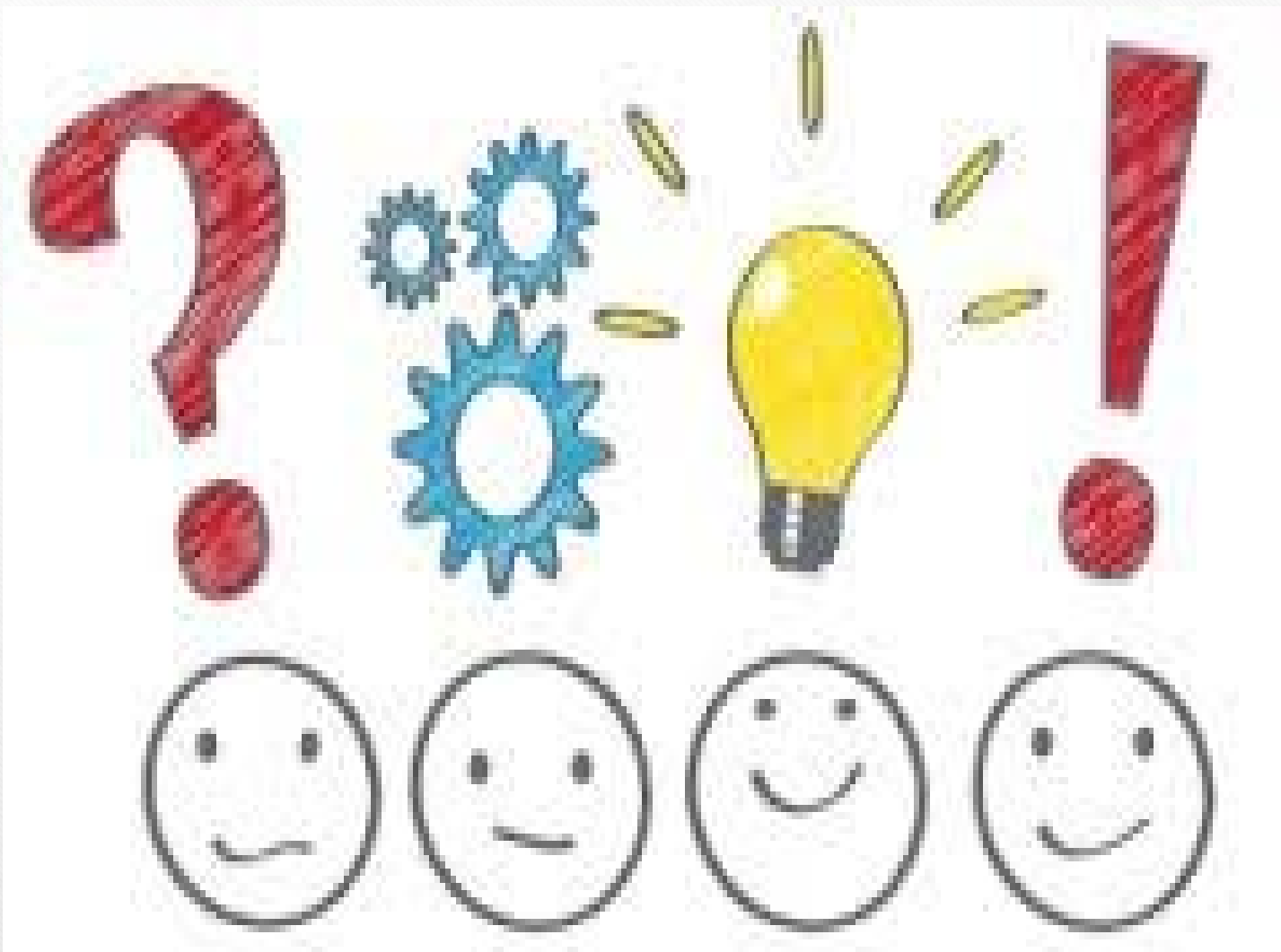
A 24 year old 16 month Interpersonal Practice Mental Health MSW student with a minor in Community Organizing is placed at your agency. The student identifies as an African American female and utilizes the pronouns she/her/hers. She entered graduate school immediately following completion of her undergraduate degree in psychology. Her first task was to review the organizations policy and procedure manual and provide an outline of important facts. You reach out to her after 1 week and ask how things are going and she reports “fine”. The next week, you ask to see the outline and she reports that it is not complete. After further questioning, she shares that she did not have a template of what was expected and she was waiting for you to schedule supervision in order to ask that question.

The student later contacts OFI and shares that her supervisor is not supporting her and that she thinks this is not a good placement for her. She goes on to share that the field instructor “ignores” her and has only been at the office twice since she began and they keep her in a room to “read a large book”. She is clear that this is not what she expects from the “#1 School of Social Work in the country.”

What stage of learning is this student in?

What are activities that the field instructor can do to support the student?

How should the field liaison respond?



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