

Evaluation in Supervision

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Agenda

- Common Misperceptions, Common Mistakes, Reflection
- Roles of a Supervisor
- Integrated Development Model
- Supervisee Role Induction
- Giving Feedback
- Weekly Supervision Overview
- Feedback Practice
- Takeaways
- Additional Resources
- Q&A/Wrap Up
- References

Common Misperceptions about Supervisors and Supervisees

- Being an experienced counselor automatically makes you a good supervisor
- Supervisees know what is expected of them upon starting Practicum
- Experienced counselors know how to give constructive feedback in a neutral, objective manner that allows for growth and development
- Supervisees expect to receive constructive feedback frequently throughout practicum

- Don't establish a strong supervisory alliance with your supervisee
- Don't reveal any of your own shortcomings to your supervisee
- Don't provide a sense of safety so that your supervisee can reveal his or her doubts and fears about competency

- Allow yourself to feel threatened by your supervisee's competencies
- Retaliate against your supervisee for being more competent than you are in one or more areas or more mature than you are chronologically

- Deny responsibility for interpersonal conflicts that arise between you and your supervisee
- If you sense the presence of conflict in the relationship, don't bring it up
- If your relationship with your supervisee becomes difficult, don't consult with someone else about it. It might reveal your lack of competence

How to be a Lousy Supervisor

Source: How to be a Lousy Supervisor:
Lessons from the Research (ML Nelson;
October 2002)

<http://www.attendicadd.com/2019/graphics/Brunner2-HowtobealousySupervisor.pdf>

Reflection

- What was your supervision like during practicum? As a provisionally licensed counselor?
- What were some of the most helpful aspects? Least helpful?
- A vulnerable moment during my own internship

The Many Roles of a Supervisor

- Teacher-instruction in applying interventions, EHR
- Counselor-encourage self-growth and examine reactions to the work (limited)
- Consultant-brainstorm options & ideas, more collaborative
- Evaluator-identifies strengths and areas for growth
- Administrator-signs off on hours, acts as liaison for the site

The Integrated Development Model

Level	Student Profile	Supervisor Role	Student Behaviors
Level I	Entry-Level	Mindful Support	High motivation, high anxiety and reluctance to be evaluated
Level II	Mid-Practicum	Compassionate Challenging	Improved but still fluctuating confidence; high highs and low lows Perceived success is based on the success of clients
Level III	Advanced Practicum	Intentional Collaboration	Stable motivation and confidence

Supervisee Role Induction

- The role may need to be explained several times - Repetition is part of the job!
- Significantly decreases anxiety
- “Big Picture” overview
- Sets expectations of the supervisor and the supervisee
- Establishes the fact that *feedback is an inherent part of the practicum experience*

Giving Feedback-The Basics

- Strong working alliance-primary responsibility of the supervisor
- Encourage self-reflection: how did that go?
- Use neutral language
- Give specific, behavioral examples
- As close to the event as possible
- Must occur in the context of an established, trusting relationship for it to be effective

Weekly Supervision

- Positive feedback
- Constructive feedback
- Need to balance support vs. challenging-know your student!
- Encourage self-reflection & self appraisal
- Follow up from last supervision meeting
- Feedback is a two-way street

Terrible Evaluations

Jim Gets a Warning (The Office)

JD Does His Own Review (Scrubs)

Feedback Practice

- Amanda, a second semester practicum student, has developed a habit of interrupting colleagues during the morning treatment team meeting to ask questions
- You, her supervisor, have noticed it a few times but you aren't always present at the morning meeting
- The unit physician approaches you after the meeting one day and angrily tells you to “get control of your student”
- You have supervision with Amanda tomorrow

Feedback Practice

- Jose, a first semester practicum student, appears to be giving a lot of advice in sessions and taking on the “expert” role; this has been discussed in group supervision and discussed at his midterm evaluation
- Recently, when he submitted his recording of a session for you to review you notice him continuing to participate in such behavior
- What would be the best way to address this concern with the student?

Note: there are two concerns here the actual behavior (i.e. advice giving) and not implementing feedback provided.

Feedback Practice

- Kacy, a third-year internship student, comes into individual supervision and states that since she is graduating, she is going to start lightening her load and begin transitioning her clients towards termination or transferring them to another counselor
- There are still 9 weeks left in the semester and you feel that it is too soon for her to do so and you provide this feedback accordingly
- The following week you learn that she has begun to close some of cases despite what was discussed in supervision

Takeaways

- Giving feedback enhances and enriches the learning experience. Establish the roles & expectations early and often.
- Encouraging self-reflection & self-appraisal will make the experience collaborative
- Ratings & written feedback on the mid-semester and final evaluation should never come as a surprise
- Supervisor response should match developmental level

Additional Resources Available at www.APathForwardAustin.com

- Getting The Most out of Supervision
- Learning to Write Case Notes Using SOAP Format
- This Power Point Presentation

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Q&A

References

- Bernard, J. & Goodyear (2009). Fundamentals of Supervision. NJ. *Pearson Education* (157-170).
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- Stoltenberg, C.D., McNeill, B. & Delworth, U. (1998). IDM Supervision: An integrated developmental model for supervising counselors and therapists. San Francisco. *Jossey-Bass*.