Development & Evaluation of Mental Health Clinicians:
Application of a Conceptual Model
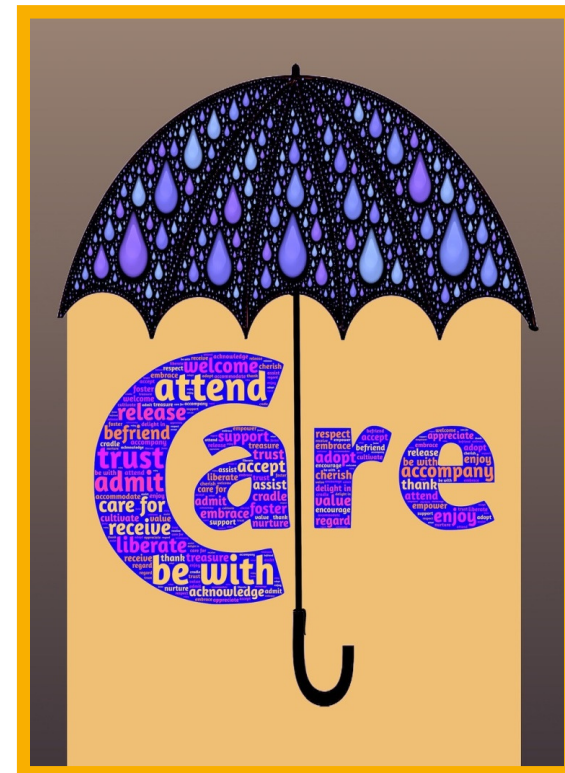
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Definition of Supervision

Intensive, interpersonally focused, one-to-one relationship with which one person is designated to facilitate the development of therapeutic competence in the other person

What is Supervision?

"Supervision is an intervention provided by a more senior member of a profession to a more junior member or members of that same profession. This relationship

✓ **Is evaluative and hierarchical,**

✓ **Extends over time, and**

What is Supervision?

has the simultaneous purposes of enhancing the professional function of the more junior person(s); monitoring the quality of professional services offered to the clients that she, he or they see; and serving as a gatekeeper for those who are to enter the particular profession"

(Bernard & Goodyear, 2009, p. 7)

Purpose of Supervision

Gate Keepers

- ✓ Client Care
- ✓ Personal & Professional Development
- ✓ Development of Professional Accountability
- ✓ Continuation of teaching
- ✓ Self-Supervision Skills

✓ **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**

Case Application - Adele

Within the conceptual model we'll used today, we will consider Adele's case and discuss

1. the supervisee's development
2. the supervisor's role, and
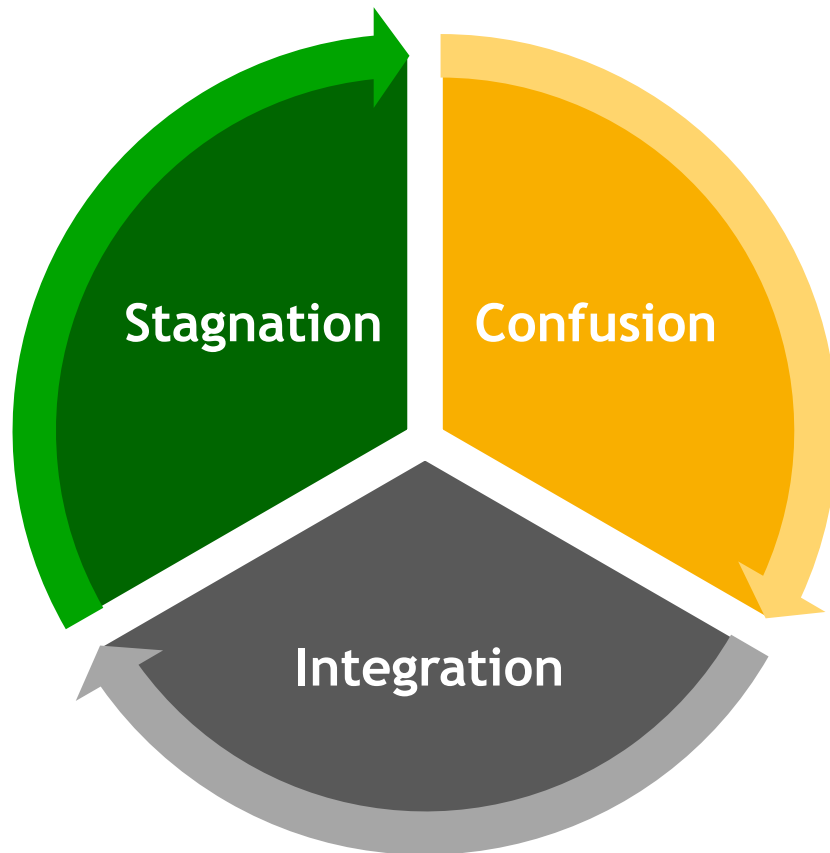3. the supervisor's choice of interventions

Stages of Supervisee Development

Developmental Stages

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

Stages of Supervisee Development

Stagnation

1. 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 Model

Stages of Supervisee Development

Confusion

1. Instability, disorganization, disruption, conflict
2. Liberated from rigid ways of thinking about clinical application
3. 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

Stages of Supervisee Development

Integration

1. Reorganization, integration, flexibility, new cognitive understanding

2. 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

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Assessment of Supervisee Stage Level

Case Application - Adele

According to this particular conceptual model, what would you say is Adele's stage of development?

What evidence suggests this?

Supervisor Roles & Competencies

Supervisor Roles & Competencies

According to a combination of research outcomes, ideal supervisors are

empathic	open & flexible	supportive
respectful	integrity	sense of humor
invested	honest	tactful
experienced	encouraging	
non-critical	genuine	
concerned	knowledgeable	

Functions of Supervision

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

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

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

Supervisor Roles & Competencies

	TEACHER	COUNSELOR	CONSULTANT
GOAL OF SUPERVISOR	To instruct	To facilitate supervisee self-growth as a counselor	To generate data

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

Supervisor 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

Assessment of Supervisory Role

Case Application - Adele

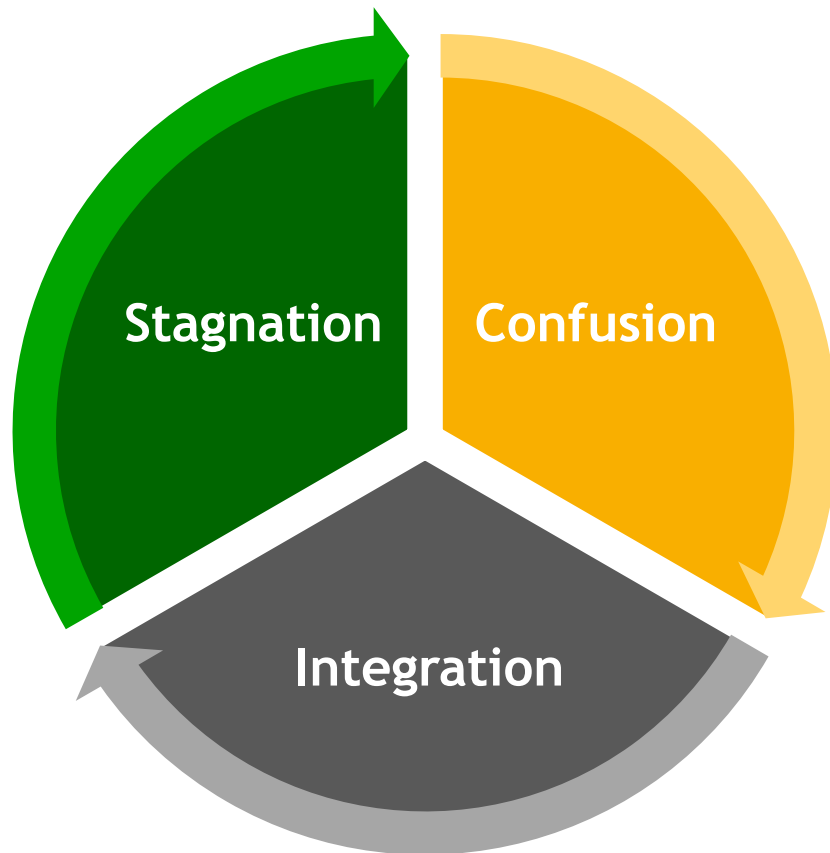According to these approaches to supervision, what do you think Adele needs from her supervisor?

What evidence suggests this?

Identification of Supervisee's Stages within Critical Issues

Developmental Stages

Stagnation

Confusion

Integration

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

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

8 Critical Issues in Supervision

1. **Issues of Competence** – Skills, Technique, Mastery

2. **Issues of Emotional Awareness** – Knowing oneself. Awareness of Feelings

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

8 Critical Issues in Supervision

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 Model

8 Critical Issues in Supervision

5. **Issues of Respect for Individual Differences** - Tolerance, Non-Judgmental-ness, 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

8 Critical Issues in Supervision

7. **Issues of Personal Motivation –** Personal Meaning, Reward Satisfaction

8. **Issues of Professional Ethics –** Values

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

Assessment of Supervisee's Critical Issues

Case Application - Adele

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

What evidence suggests this?

For each of those critical issues, in which stage of development does she seem to be?

Using Supervisor Roles, Competencies & Techniques in Applying the Model

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1. **Monitoring Client Welfare**

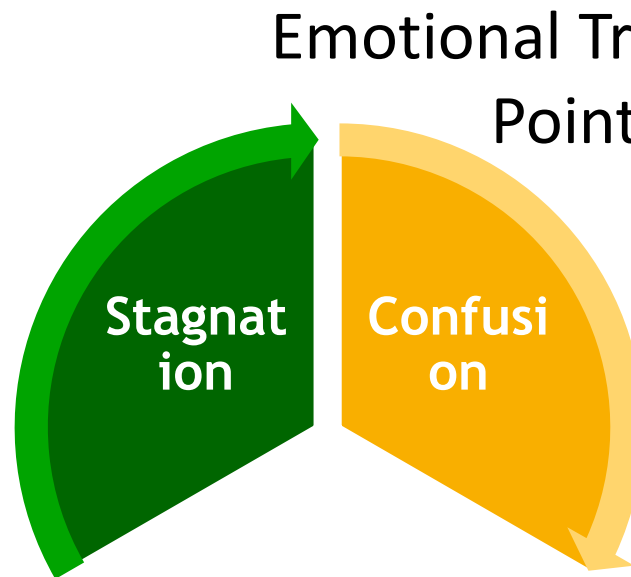- *Primary ethical responsibility of supervisor*
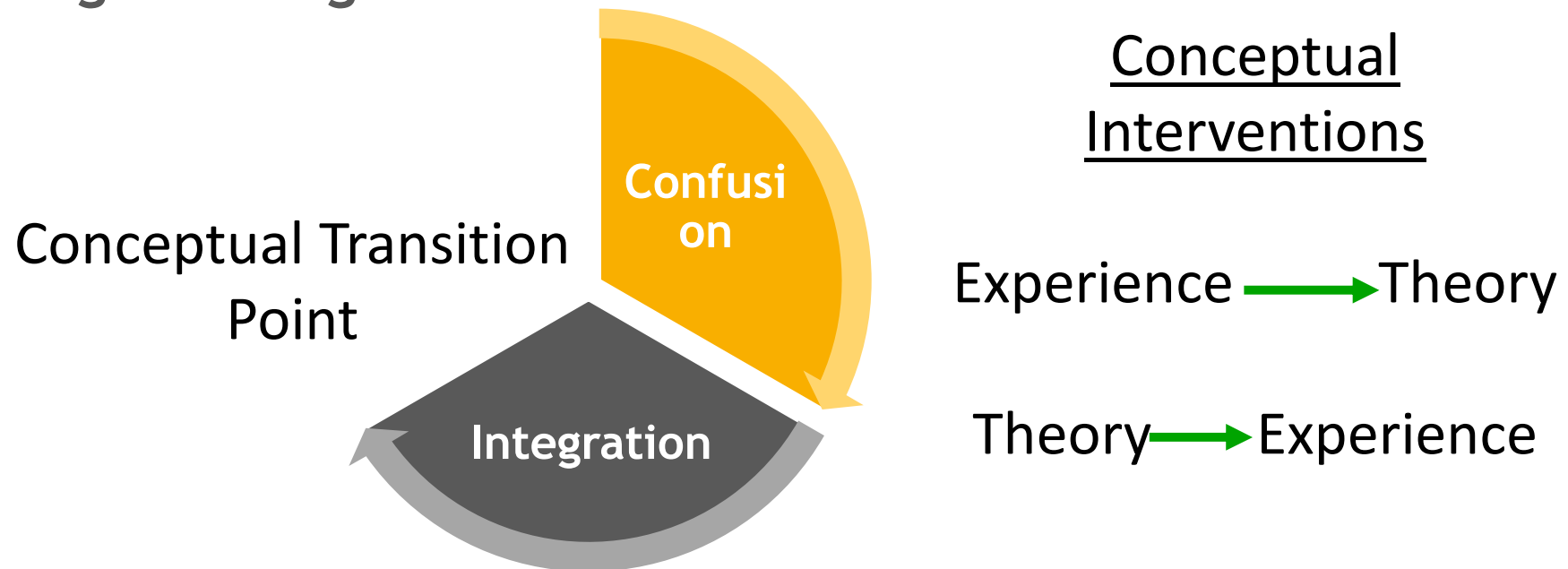
- *Prescriptive interventions*
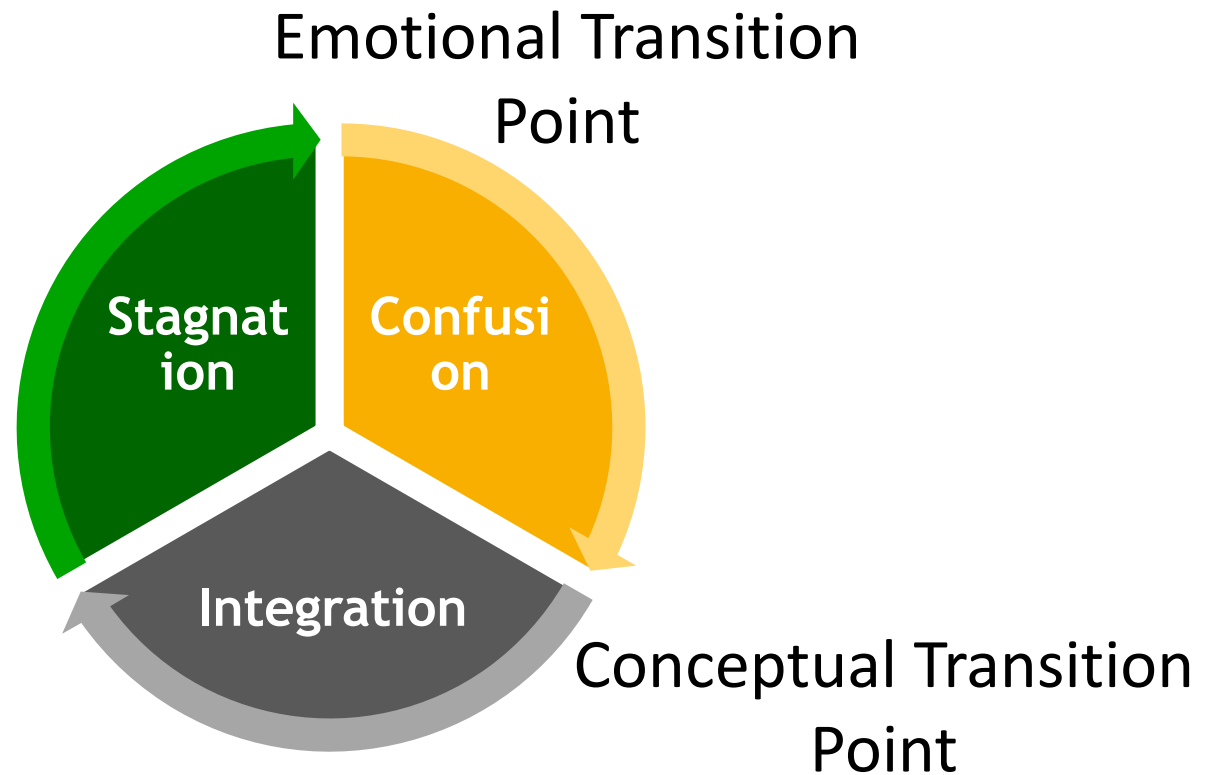
Loganbill, Hardy & Delworth (1983). Supervision: A Conceptual Model

Functions of Supervision & Related Interventions

2. *Enhancing Growth Within Stages*

- *Deepen and enrich the experiencing of each developmental stage*

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

3. *Promoting Transition from Stage to Stage*

Emotional Transition Point

Stagnation

Confusion

Confrontive Interventions

- Supervisee discrepancies
- Supervisor perceptions

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

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Functions of Supervision & Related Interventions

3. *Promoting Transition from Stage to Stage*

Conceptual Transition Point

Confusion

Integration

Conceptual Interventions

Experience ⟶ Theory

Theory ⟶ Experience

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

3. *Promoting Transition from Stage to Stage*

Emotional Transition Point

Stagnation

Confusion

Integration

Conceptual Transition Point

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

Case Application - Adele

Based on what you know of Adele, which critical issue(s) and her stage of development, how might you intervene and why?

Prescriptive Intervention?
Confrontive Intervention?
Conceptual Intervention?

4. *Evaluating the Supervisee*

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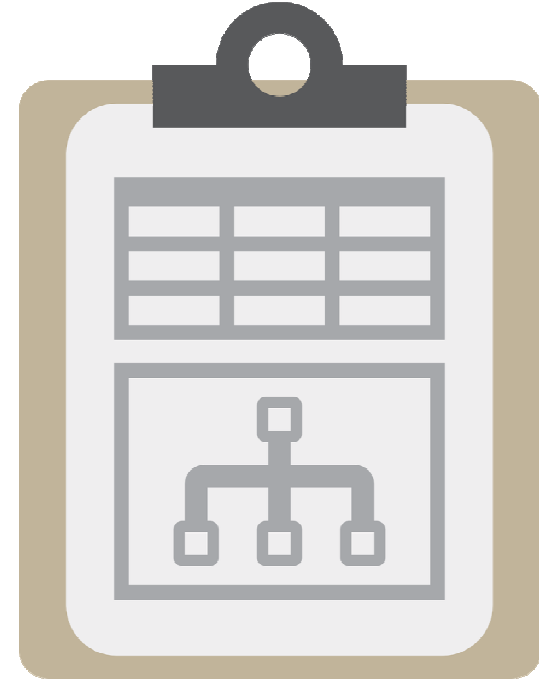
Evaluation of Supervisees

Individual

Time

✓ **Before, during, after & in between**

Methods of evaluation

✓ Case Conceptualization
✓ Audio-Visual Tapes
✓ Written Techniques

Evaluation Criteria

- ✓ **Monitoring the supervisee's competency level**

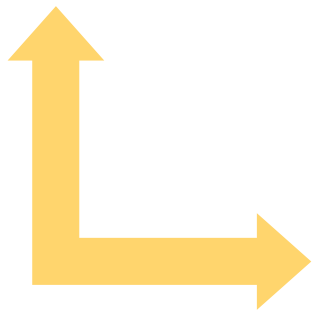- ✓ **Rating and Evaluation Form: Supervisee's Basic Skills and Techniques**
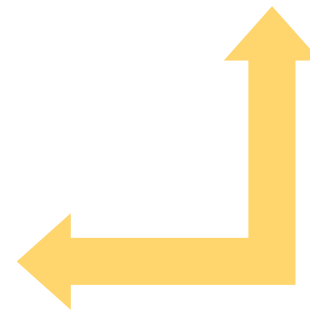
Conditions for Evaluation

- ✓ Criteria
- ✓ Direction
- ✓ Regularity
- ✓ Response

- ✓ Discussion
- ✓ Self-Assessment
- ✓ Safety
- ✓ Multicultural

- ✓ Premature Evaluation
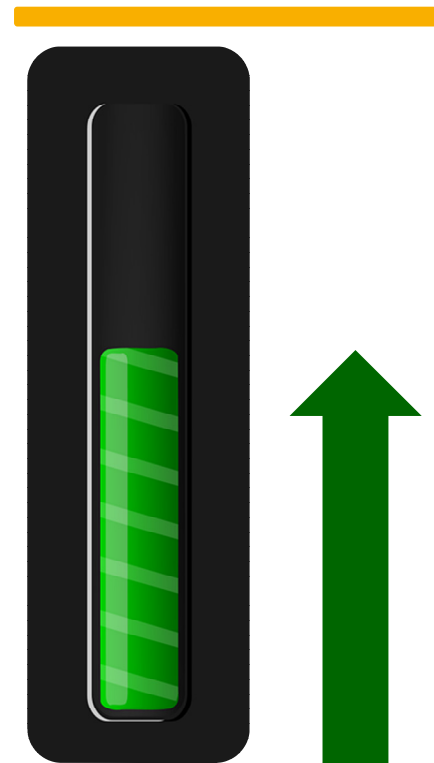- ✓ Honest
- ✓ Fair
- ✓ Model

Evaluation Process

Two types of evaluations

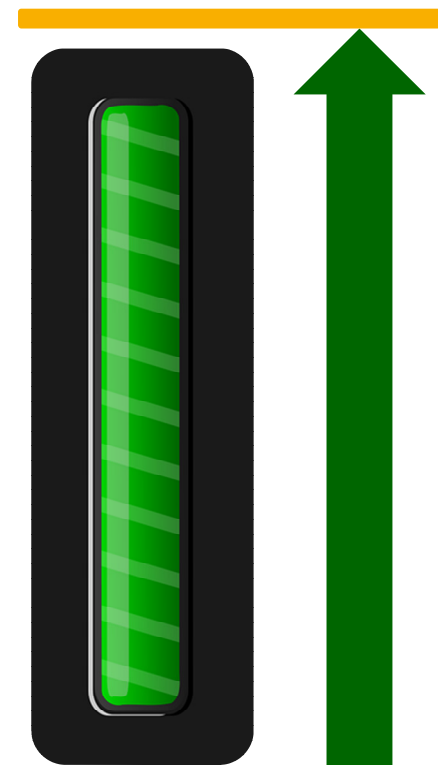- ✓ **Formative**
- ✓ **Summative**

Formative

✓ **Formative:** **The process of facilitating skills acquisition and professional growth through direct feedback.**

✓ **Stress importance of:**

  ➢ **Process**

  ➢ **Professional growth**

  ➢ **Skill acquisition**

✓ **Not focused on the outcome**

Summative

- ✓ **Summative:** Comprehensive evaluation focused on the final outcome.

- ✓ **Hinges on formative evaluations**

Problems and Remediation

- ✓ **Assess**
- ✓ **Consult**
- ✓ **Communicate**
- ✓ **Develop**
- ✓ **DOCUMENT**

Questions?

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