Discovering Your Supervisory Style

AND EXPLORING THE DISCRIMINATION MODEL

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Agenda

- Components of effective and ineffective (or harmful) supervision
- Utility of the Discrimination Model
- Mock Supervision Demonstrations

Discovering Your Supervisory Style

- Harmful supervision
  Findings:
  - Common occurrence
  - 35% of 363 narratives
  - 7th most frequent reason for APA sanction
  - Results in residual feelings of shame and inadequacy (particularly if the harm was persistent and severe)

Discovering Your Supervisory Style

- Small group discussion
  - If you imagine yourself supervising exactly as you would want to, what is happening? How are you interacting with your supervisees? What are you emphasizing?
  - What values do you want to make sure you exemplify and pass on to your supervisees?
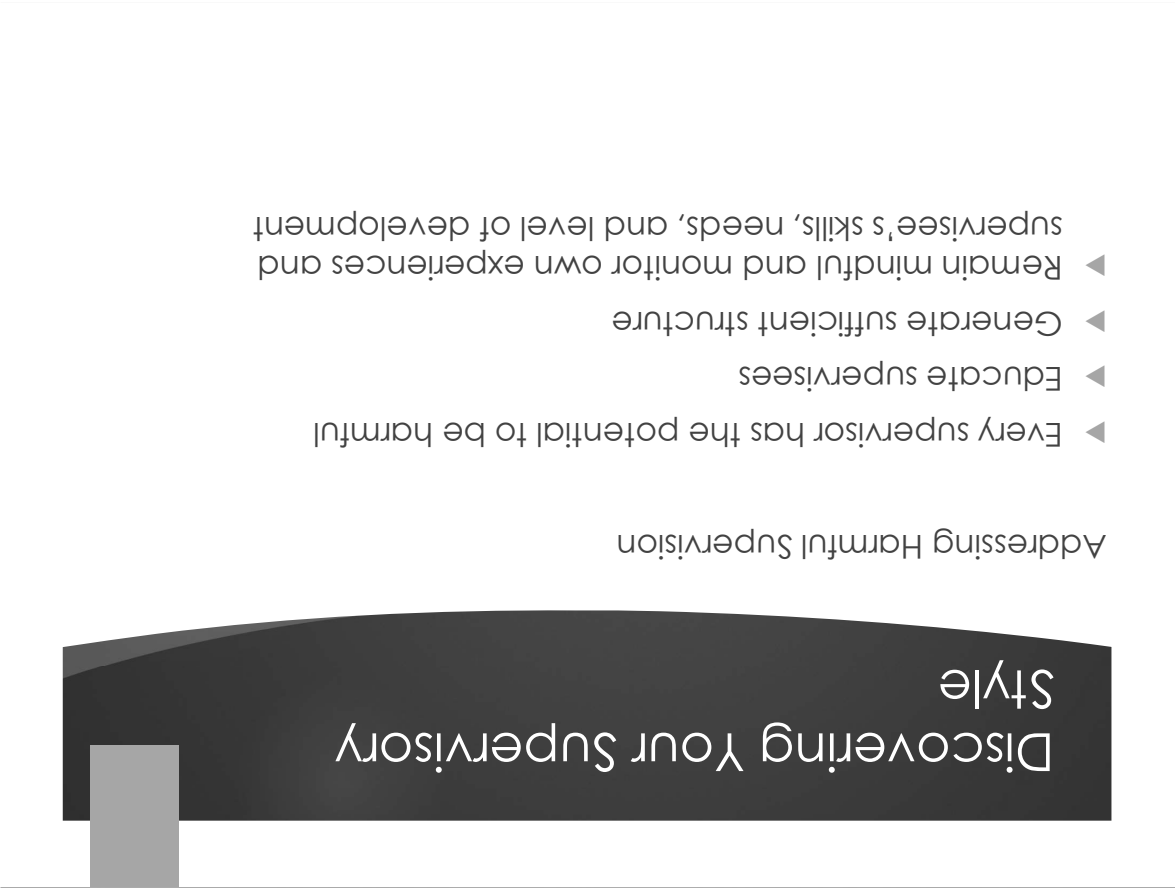- Check-in question

Discovering Your Supervisory Style

Common Themes

- Multicultural supervision
- Covert nature of harmful dynamics
- Consequences if not addressed
- Warning signs of harmful supervision
- Use of humor
- Developmentally appropriate interventions
- Administrative support

Discovering Your Supervisory Style

Common Themes

- Address strengths and areas of needed improvement
- Rigid supervision
- Inhibit critical thinking
- Prevent autonomous behavior
- Disrupt the development of one's professional identity

The Discrimination Model

Janice Bernard

SUPERVISION IS A
COMPLEX PROCESS

SUPERVISOR HAS AN
IDIOSYNCRATIC VIEW

Discovering Your Supervisory Style

Addressing Harmful Supervision

- ◄ Every supervisor has the potential to be harmful
- ◄ Educate supervisees
- ◄ Generate sufficient structure
- ◄ Remain mindful and monitor own experiences and supervisee's skills, needs, and level of development

Process/Intervention Skills

- Overt Skills
  - Open interview smoothly
  - Reflections, probes, restatements, summaries, interpretations
  - Prompts to encourage client articulation
  - Nonverbal communication
  - Successful interventions
  - Smooth interview closure

The Discrimination Model: Functions

- Match interventions to supervisee competence
- Functions associated with effective therapists
  - Process/Intervention skills
  - Conceptualization skills
  - Personalization skills

Conceptualization Skills

- ◄ Covert behaviors
- ◄ Understanding what the client is saying
- ◄ Identifying the client's message
- ◄ Generating appropriate goals
- ◄ Choosing appropriate treatment strategies
- ◄ Recognizing improvement

Process/Intervention Skills

- ◄ Enhance "process" of therapy
- ◄ Continuum of difficulty
- ◄ Related to the "execution" of therapy

Personalization Skills

- More personal aspects of counselor functioning
  - Overt and observable behavior
  - More subtle and difficult to identify behaviors
- Ongoing professional growth

Conceptualization Skills

- Case analysis and deliberation
- Between session conceptualization
  - Reflect back on the session and derive meaning
- In session conceptualization
  - Ongoing recognition of implicit and explicit meaning
- Developmental process to gain skills

The Discrimination Model: Functions

- Tie interventions to therapist functions
- Need a balance of interventions to promote effective growth as a therapist
- Provides a way of structuring the supervisory interaction

Personalization Skills

- Examples:
  - Counselor comfort in assuming authority
  - Taking responsibility for specialized knowledge
  - Ability to hear and address client challenges
  - Ability to hear and address supervisor feedback
  - Capacity to be comfortable with one's own feelings and attitudes, as well as those of the client
  - Ability to have fundamental respect for the client

The Discrimination Model: Supervisor Roles

- Teacher-student
  - Focus on transmitting information
  - Didactic and more directive in nature
- Counselor-client
  - Focus on personal needs and experiences
  - Assist in moving through barriers to performance
- Consultant
  - Explorative in nature
  - Assumes counselor/supervisee can identify/express own needs

The Discrimination Model: Supervisor Roles

- Second dimension to model
  - Represented by the supervisor's "approach"
  - The "role" becomes a separate deliberate focus in supervision
- Three roles

Area of Focus	Teacher	Counselor	Consultant
Intervention	Models or teaches a specific skill; supervisee is taught to use the CBT "downward arrow" technique	Prompting supervisee to explore areas of difficulty or challenge; asking supervisee to reflect on why they are struggling with silence	Providing resources, sharing information; responding to supervisee request for resources on a specific issue, or celebrating supervisee's success with new techniques
Conceptualization	Identifying session themes; recordings are critiqued to help supervisee identify cognitive distortions	Helping supervisee identify thoughts, feelings and experiences impacting clinical work; observing that supervisee's behavior is similar to that of a client, or helping supervisee identify what is blocking them from having empathy for client	Helping to brainstorm additional ways of thinking about/approaching a client or situation; prompting supervisee to develop a case conceptualization from a new theoretical model, or provide tasks for supervisee to practice prior to difficult interactions
Personalization	Describing, identifying, and sharing observations; pointing out countertransference, or providing an article about counselor anxiety	Exploring supervisee's experiences; encouraging supervisee to recognize potential bias, or inquiring about supervisee's thoughts and feelings in a session	Supplying resources related to personal and professional issues and growth; serving as a sounding board and resource for supervisee, or supportively listening as supervisee offers insight and processes personal reactions

The Discrimination Model

- ◄ Nine ways to intervene
- ◄ Combine three functions with three roles
- ◄ Situation specific
- ◄ Change role and foci to meet the supervisee's needs
- ◄ May change within session as well as between sessions
- ◄ Good supervisors will be flexible with role and foci

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