

## Example Clinical Supervision Experience Schedule

**Please note: the following is an example used as a resource ONLY. Following these topics or schedules are NOT required for this training element.**

The following is the template schedule and format for the NPTC sponsored clinical supervision exercise.

- This structure worked for 20 regional interns meeting once per month.
- They were split into four practice groups of five interns, and each had their own assigned facilitator providing the observations over the course of the year.
- The facilitators opted to change groups half-way through the training year to allow for a more varied feedback experience for the interns, however, the facilitators could switch more frequently or remain the same all year as the site needs. If multiple facilitators are used, then the site would need to ensure a proper way to ensure that notes of growth and progress could be passed along between meetings.
- Trainings were provided via Zoom with intern practice groups put into four breakout rooms during the practice time.

**Frequency:** Once per month with introductions happening in August and practice groups starting in September. If there are fewer interns in your group, then this frequency could definitely be reduced.

**Length of Training:** Training each month was scheduled for a four hour half-day and followed this general schedule/timeline.

<b>Topical Lecture</b>	<b>1 hour</b>
<b>Break</b>	<b>10 minutes</b>
<b>Practice Groups</b>	<b>1 hour</b> <ul style="list-style-type: none"> <li>● <b>Pair 1: 20 min practice / 10 min group discussion</b></li> <li>● <b>Pair 2: 20 min practice / 10 min group discussion</b></li> </ul>
<b>Break</b>	<b>10 minutes</b>
<b>Practice Groups</b>	<b>1 hour</b> <ul style="list-style-type: none"> <li>● <b>Pair 3: 20 min practice / 10 min group discussion</b></li> <li>● <b>Pair 4: 20 min practice / 10 min group discussion</b></li> </ul>
<b>Break</b>	<b>10 minutes</b>
<b>Whole Group Discussion (all practice groups)</b>	<b>30 minutes</b>

**Structure:** Interns were assigned to an intern “supervisee” that they would continue to supervise over the course of the year so that they could see a supervisee from the introduction stages to the “termination” stages discussed at the end of the year and they were able to build up a relationship and rapport with someone. They would similarly be assigned as a supervisee to a different intern within their practice group to allow for variety of experience.

**Training Opportunities:** Using this method each intern was observed as a supervisor as well as a supervisee almost every month throughout the year for approximately three hours of direct supervision in each role. There was also approximately two hours’ worth of observation in each intern’s ability to provide constructive feedback and discussion to their group over the course of the year.

**Topic Schedule:**

<b>August</b>	Introduction to Supervision and Building the Relationship
<b>September</b>	Building the Supervisory Relationship
<b>October</b>	Multicultural Responsiveness
<b>November</b>	Resistance in Supervision
<b>December</b>	Models of Supervision
<b>January</b>	Discovering your Supervision Style
<b>February</b>	Evaluating Supervisees
<b>March</b>	Navigating Difficulties and Delivering Feedback
<b>April</b>	Implementing a Performance Improvement Plan
<b>May</b>	Critical Events in Supervision
<b>June</b>	Legal and Ethical Issues in Supervision
<b>July</b>	Group Supervision

## References

- American Psychology Association. (2015). Guidelines for Clinical Supervision in Health Service Psychology. *American Psychologist*, 70(1), 33–46. <https://doi.org/10.1037/a0038112>
- American Psychology Association. (2017). *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality*. American Psychological Association. <https://www.apa.org/about/policy/multicultural-guidelines>
- Ammirati, R. J., & Kaslow, N. J. (2017). All supervisors have the potential to be harmful. *The Clinical Supervisor*, 36(1), 116–123. <https://doi.org/10.1080/07325223.2017.1298071>
- Bernard, J. M., & Goodyear, R. K. (2021). *Fundamentals of Clinical Supervision* (6th ed.). New York: Pearson.
- Crockett, S., & Hays, D. G. (2015). The influence of supervisor multicultural competence on the Supervisory Working Alliance, Supervisee Counseling self-efficacy, and Supervisee Satisfaction with Supervision: A Mediation Model. *Counselor Education and Supervision*, 54(4), 258–273. <https://doi.org/10.1002/ceas.12025>
- Ellis, M. V. (2017). Clinical supervision contract & consent statement and Supervisee Rights and responsibilities. *The Clinical Supervisor*, 36(1), 145–159. <https://doi.org/10.1080/07325223.2017.1321885>
- Falender, C A, & Shafranske, E. P. (2021). Future directions in competency-based clinical supervision. In *Clinical Supervision: A Competency-Based Approach* (2nd ed., pp. 301–309). essay, American Psychological Association: Washington, DC. <https://doi.org/10.1037/0000243-009>
- Falender, Carol A. (2018). Clinical supervision—the missing ingredient. *American Psychologist*, 73(9), 1240–1250. <https://doi.org/10.1037/amp0000385>
- Falender, Carol A., & Shafranske, E. P. (2017a). Competency-based clinical supervision: Status, opportunities, tensions, and the future. *Australian Psychologist*, 52(2), 86–93. <https://doi.org/10.1111/ap.12265>
- Falender, Carol A., & Shafranske, E. P. (2017b). *Supervision essentials for the practice of competency-based supervision*. American Psychological Association. ISBN: 978-1-4338-2312-1
- Hitzeman, C., Gonsalvez, C. J., Britt, E., & Moses, K. (2020). Clinical psychology trainees' self versus supervisor assessments of practitioner competencies. *Clinical Psychologist*, 24(1), 18–29. <https://doi.org/10.1111/cp.12183>
- Hook, J. N., Watkins, C. E., Davis, D. E., Owen, J., van Tongeren, D. R., & Marciana, J. R. (2016). Cultural humility in psychotherapy supervision. *American Journal of Psychotherapy*, 70(2), 149–166. <https://doi.org/10.1176/appi.psychotherapy.2016.70.2.149>

- Jones, C. T., & Branco, S. F. (2020). The interconnectedness between cultural humility and broaching in clinical supervision: Working from the Multicultural Orientation Framework. *The Clinical Supervisor, 39*(2), 198–209. <https://doi.org/10.1080/07325223.2020.1830327>
- King, K. M., Borders, L. D., & Jones, C. T. (2020). Multicultural orientation in clinical supervision: Examining impact through Dyadic Data. *The Clinical Supervisor, 39*(2), 248–271. <https://doi.org/10.1080/07325223.2020.1763223>
- Koocher, G. P., & Keith-Spiegel, P. (2016). *Ethics in psychology and the Mental Health Professions: Standards and cases* (4th ed.). Oxford University Press.
- Mann, S. T., & Merced, M. (2018). Preparing for entry-level practice in supervision. *Professional Psychology: Research and Practice, 49*(1), 98–106. <https://doi.org/10.1037/pro0000171>
- Mitchell, M. D., & Butler, S. K. (2021). Acknowledging intersectional identity in supervision: The Multicultural Integrated Supervision Model. *Journal of Multicultural Counseling and Development, 49*(2), 101–115. <https://doi.org/10.1002/jmcd.12209>
- Peters, H. C. (2017). Multicultural complexity: An intersectional lens for clinical supervision. *International Journal for the Advancement of Counselling, 39*(2), 176–187. <https://doi.org/10.1007/s10447-017-9290-2>
- Phillips, J. C., Parent, M. C., Dozier, V. C., & Jackson, P. L. (2016). Depth of discussion of multicultural identities in supervision and supervisory outcomes. *Counselling Psychology Quarterly, 30*(2), 188–210. <https://doi.org/10.1080/09515070.2016.1169995>
- Simpson-Southward, C., Waller, G., & Hardy, G. E. (2017). How do we know what makes for “best practice” in clinical supervision for psychological therapists? A content analysis of supervisory models and approaches. *Clinical Psychology & Psychotherapy, 24*(6), 1228–1245. <https://doi.org/10.1002/cpp.2084>
- Watkins, C. E., Hook, J. N., Mosher, D. K., & Callahan, J. L. (2018). Humility in clinical supervision: Fundamental, foundational, and transformational. *The Clinical Supervisor, 38*(1), 58–78. <https://doi.org/10.1080/07325223.2018.1487355>