

MODELS OF SUPERVISION



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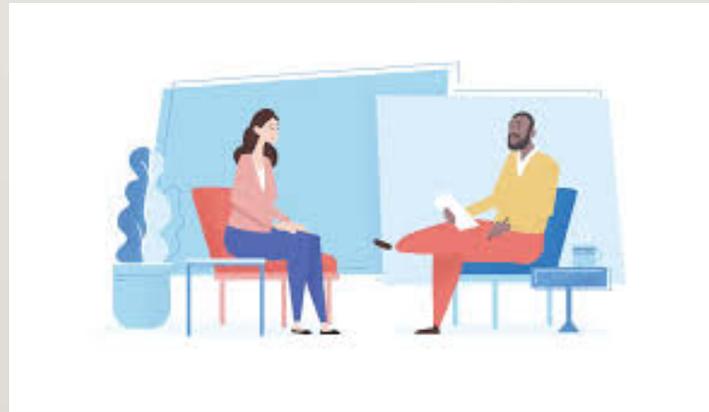
MCMASTER UNIVERSITY

WHAT IS SUPERVISION?



WHAT IS SUPERVISION?

- A distinct professional activity
- Education and training aimed at developing science-informed practice
- Collaborative, interpersonal process
- Supervision may be individual or group-based



WHAT IS SUPERVISION?

- Supervision Involves:
 - Observation, Evaluation and Feedback
 - Acquisition of knowledge and skills by instruction, modeling and mutual problem solving
 - Facilitation of supervisee self-assessment
 - Facilitation of supervisee self-efficacy
- Supervision Ensures:
 - Supervisee's work is conducted competently, consistent with ethical, legal and professional practice standards

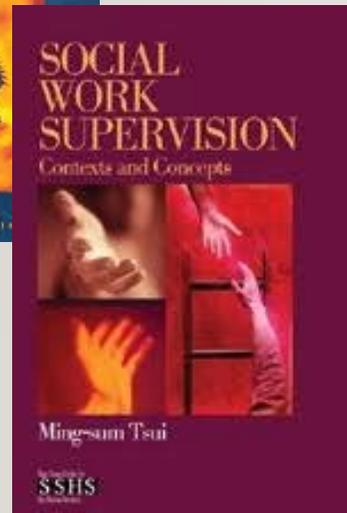
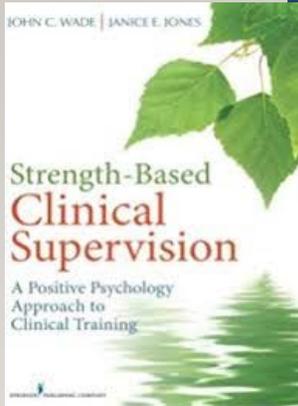
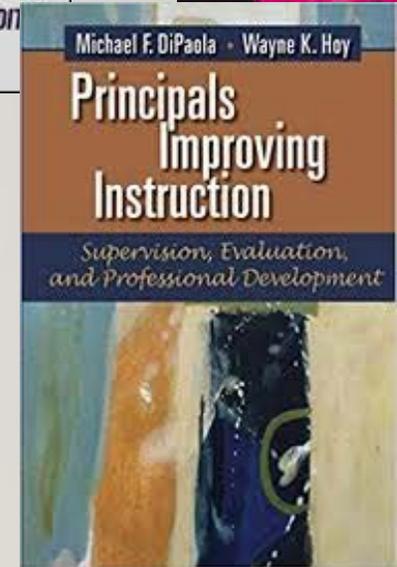
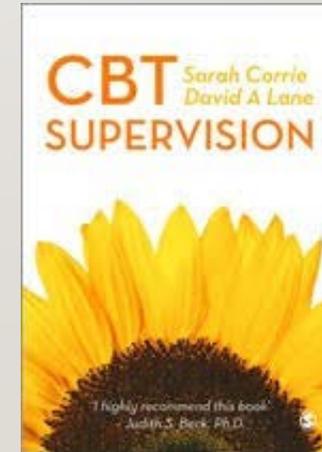
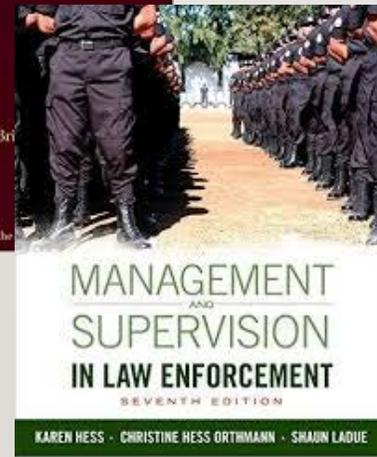
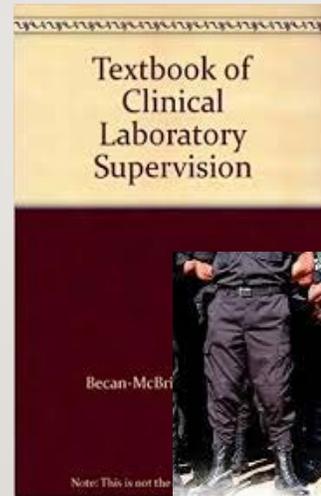
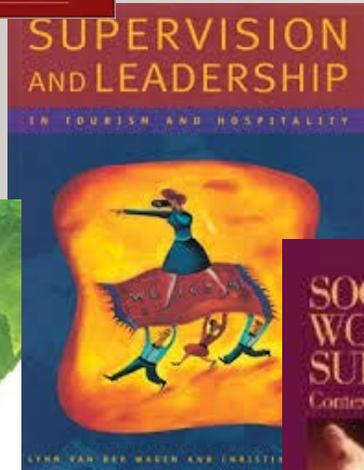
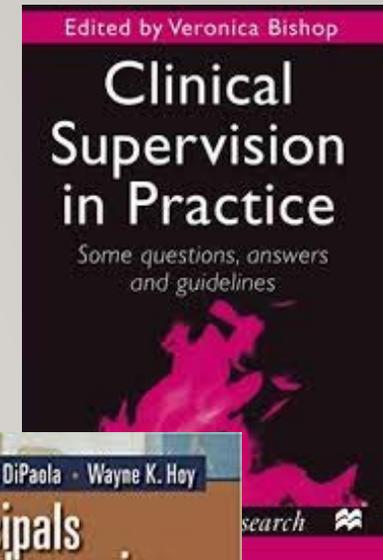
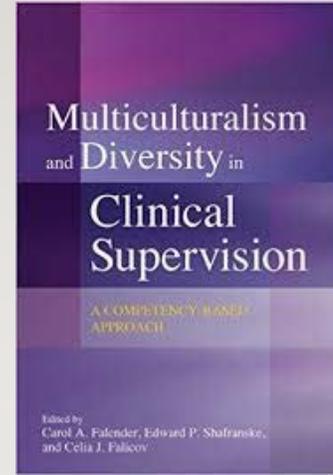
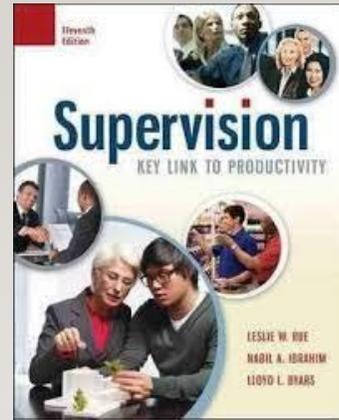
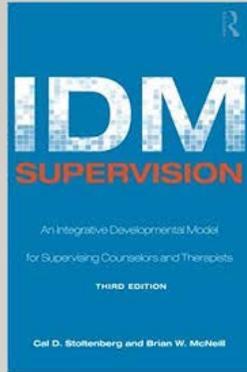
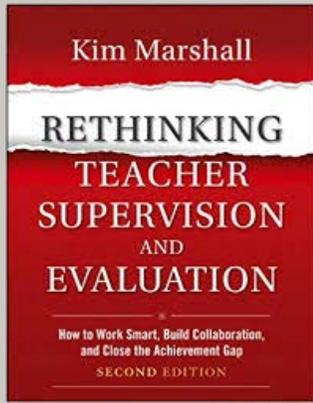
WHAT SUPERVISION IS NOT:

- Clinical supervision is not therapy
- Supervisors should model appropriate professional boundaries with supervisees
- Supervisors who enter into a therapeutic relationship with their supervisees model poor practice

FORMAL MODELS OF SUPERVISION:

There are numerous models of supervision, across clinical, research & other professional domains:

- Discrimination Model
- Orientation Specific Models
 - In practice:
- Supervisory Alliance Model
 - More than one model often used in combination
- Interactional Supervision
 - There are conceptual similarities and shared ideals between models
- Competency-Based Models
- Developmental Models



DISCRIMINATION MODEL

- Combines three supervisory roles with three areas of focus:
 - Supervisor's role as teacher
 - Supervisor's role as counselor
 - Supervisor's role as consultant
- Three areas of focus for skill building:
 - Process examines communication between supervisee and client
 - Conceptualization of supervisee's application of theory, big picture, and reasons for next steps
 - Personalization reviews the supervisee's use of self in the therapeutic process

Bernard & Goodyear, 1992

ORIENTATION SPECIFIC MODELS

- Use the same theoretic models used to treat clients to work with supervisees, such as:
 - Psychoanalytic supervision
 - Behavioral supervision
 - Rogerian supervision
 - Systemic supervision
- **Behavioral Supervision** utilizes cognitive behavioral strategies. The problem is identified and the appropriate technique to resolve the problem is selected. Supervisor models the technique and selectively reinforces the supervisee, utilizing behavioral rehearsal with the supervisee.

SUPERVISORY ALLIANCE MODEL

- Three roles of the supervisor:
 - **Normative or managerial** – Administrative tasks, e.g., adherence to policies and ethical codes.
 - **Formative or educative** – Teaching by determining supervisee’s strengths and weaknesses and then forming lesson plans.
 - **Restorative or supportive** – Reviews and explores client cases and the supervisee’s response

INTERACTIONAL SUPERVISION

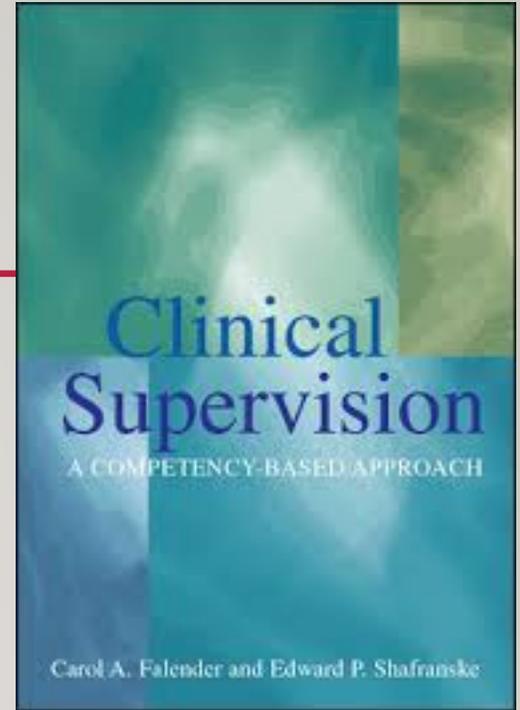
- **Five Core Assumptions:**

- Interaction between supervisor and supervisee is critical and determines the outcome
- There are common elements to all supervision
- There are universal dynamics and skills that apply
- There are parallels between supervision and other helping relationships
- The supervisor-supervisee working relationship is pivotal, it is through the relationship work occurs

e.g., Schulman, 2006

COMPETENCY BASED MODEL

- Effective Supervision Builds on Three Interrelated and Synergistic Pillars:
 - The Supervisory Relationship / Alliance
 - Inquiry
 - Educational Praxis providing multiple learning strategies:
 - Instruction
 - Observation
 - Role-Playing



Falender & Shafranske, 2004

DEVELOPMENTAL MODELS

- Developmental models of supervision have dominated supervision thinking and research since the 1980s
- Developmental conceptions of supervision are based on two basic assumptions:
 - In the process of moving toward competence supervisees move through a series of stages that are qualitatively different from one another.
 - Each supervisee stage requires a qualitatively different supervision environment if optimal supervisee satisfaction and growth are to occur

e.g., Loganbill, Hardy & Delworth model, 1982; Stoltentber & Delworth, 1987; Chagon & Russell, 1995

LITTRELL, LEE-BORDEN & LORENZ MODEL (1979)

- This model attempts to match supervisor behavior to the developmental needs of the supervisee:

Stage 1: Characterized by relationship building, goal setting, and contracting

Stage 2: The supervisor vacillates between the role of counselor and teacher as the trainee is faced with affective issues and skill deficits

Stage 3: The supervisor adopts a more collegial role of consultant as the trainee gains confidence and expertise.

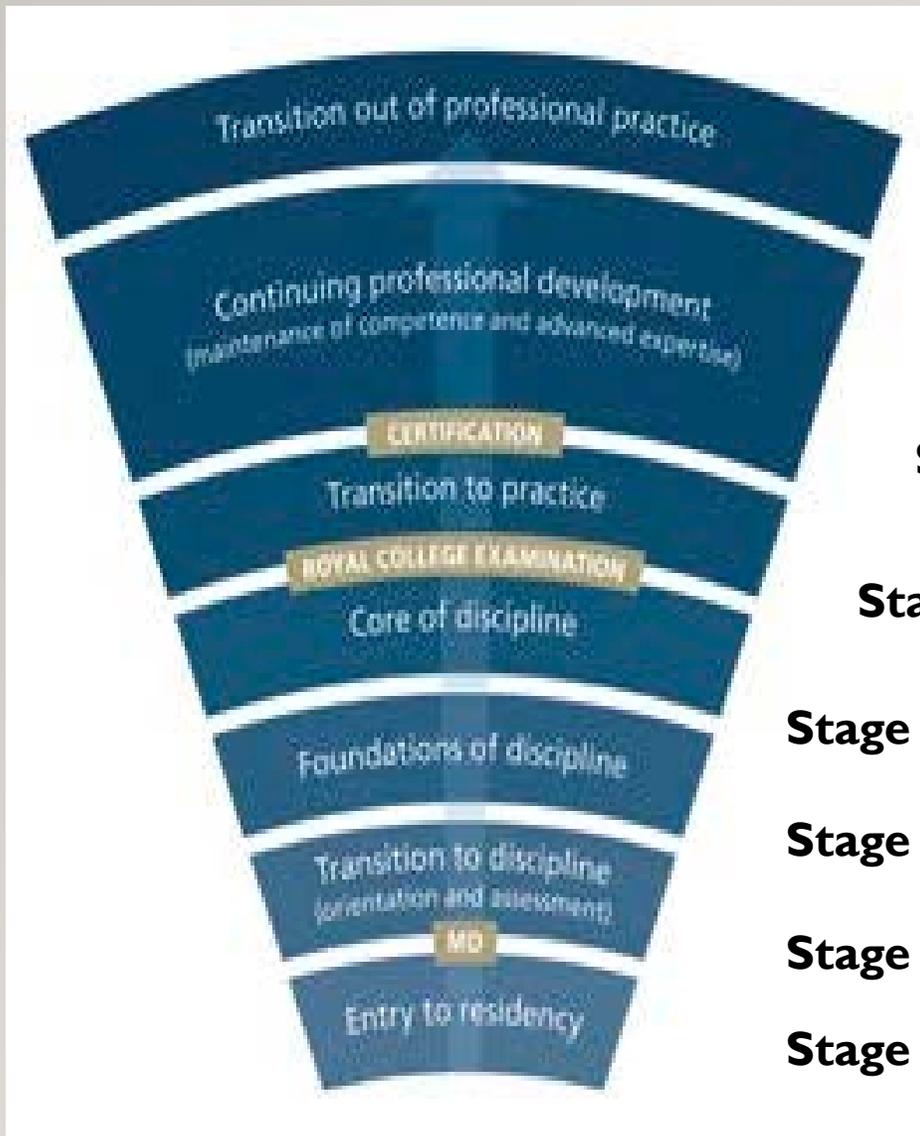
Stage 4: The supervisor's role becomes "distant" and he or she serves as a consultant. At this stage the supervisee takes responsibility for his or her learning and development

SKOVHOLT & RONNESTAD MODEL (1992) (LIFE-LONG LEARNING)

- **Stage 1: Competence**
 - Essentially untrained, the central task at this stage is to use what one already knows; the conceptual system is based upon “common sense.”
- **Stage 2: Transition to Professional Training (First year of graduate school)**
 - The trainee has to assimilate information from a number of sources and apply this information to practice., learning conceptual ideas and techniques
- **Stage 3: Imitation of Experts (Middle years of graduate school)**
 - The trainee immitates experts at the practical level, while maintaining openness to a diversity of ideas and positions; the trainee is developing a conceptual map of some sort, though typically, it is not complex
- **Stage 4: Conditional Autonomy (Internship/ Residency)**
 - Trainees have the central task of functioning as professionals; they have begun to develop a refined mastery of conceptual ideas and techniques.

SKOVHOLT & RONNESTAD MODEL (1992) (LIFE-LONG LEARNING)

- **Stage 5: Exploration (Graduation- 2-5 years)**
 - There is a move to explore beyond what is known. There will be rejecting of some previously held ideas and models.
- **Stage 6: Integration (lasts 2-5 years)**
 - Professionals work toward developing authenticity. Their conceptual system has become individualized, thus enabling them to act in natural and productive ways. They are most likely integrative or eclectic in their approach to working with clients.
- **Stage 7: Individuation (lasts 10-30 years)**
 - Its central task is a highly individualized and personalized conceptual system. There is a move toward an even deeper authenticity.
- **Stage 8: Integrity (lasts 1-10 years)**
 - The task is to become oneself and prepare for retirement. At this point, the conceptual system is highly individualized and integrated.



Stage 8: Integrity

Stage 7: Individuation

Stage 6: Integration

Stage 5: Exploration

Stage 4: Conditional Autonomy

Stage 3: Imitation of Experts

Stage 2: Transition to Professional Training

Competence Continuum

CBD AS A DEVELOPMENTAL MODEL OF SUPERVISION

- Well-defined learning path
- Defined “Entrustable Professional Acts” (EPAs) and milestones
 - A milestone is an observable marker of someone’s ability along a developmental continuum
- Frequent observations in real life situations and settings
- Meaningful coaching discussions / feedback
- Flexibility that allows the trainee to focus on his / her personal development
- Sufficient time and resources to learn new skills

GRADUATE STUDENT SUPERVISION

“A KEY FACTOR OF THE SUCCESS OF A RESEARCH PROJECT IS THE RELATIONSHIP BETWEEN THE SUPERVISOR AND RESEARCHER DURING THE TRAINING STAGE” (ORELLANA ET AL., 2016).

- **Principles underlying effective graduate supervision:**
- **Good teaching:** showing “concern for students, interest in their progress,” and providing “timely and thoughtful feedback.”
- **Professional commitment:** supervision is an intense and sustained effort that involves large investments of time and energy.
- **Personal involvement:** accepting that supervisory relationships have a personal as well as academic dimension, “especially when students face crises of confidence or personal problems.”
- **Recognizing and valuing diversity:** seeing students as individuals with different preferences, expectations, and approaches to their studies, and adjusting practices accordingly.
- **Setting high standards:** encouraging students to go beyond what they thought possible “by setting high but realistic standards” and encouraging independence by “building students’ confidence in their personal research capabilities.”
- **Serving as a model:** keeping in mind the role of supervisor as mentor and striving “to be a model of first-rate scholarship”

James & Baldwin, 1999



WHAT MCMASTER SAYS ABOUT GRADUATE STUDENT SUPERVISION

- The relationship between the graduate student and supervisor is unique and provides a remarkable opportunity to guide and mentor the student
- What is considered ‘good’ supervision will vary from discipline to discipline
- Supervision naturally evolves as the student advances through a graduate program

https://gs.mcmaster.ca/sites/default/files/resources/graduate_work_supervision_guidelines_1.pdf