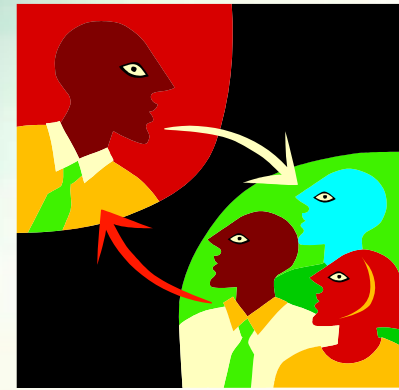


**Regent University**

*CES 763 Supervision & Consultation*

*Spring 2008*



# Supervision Interventions:

## *Individual Supervision*

Joe Cook, Crista Gambrell, & John Kennedy

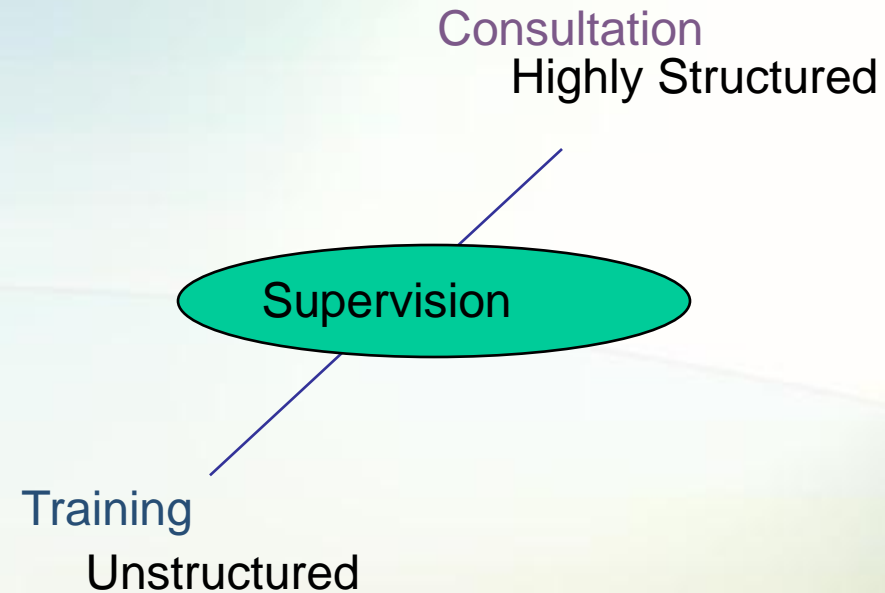


Bernard & Goodyear-Chapter 9

Campbell-Chapter 4

# Types of Supervision

- **Individual** - one-on-one supervision, frequently involves *case consultation/self-report*
- **Group** – 8-10 supervisees, cost/time efficient method
- **Peer** – more informal, usually lacks evaluative component
- **Team** – supervision among professionals from various disciplines



## **Choice depends on:** (Borders & Leddick, 1987, p.28)

### **Supervisee's:**

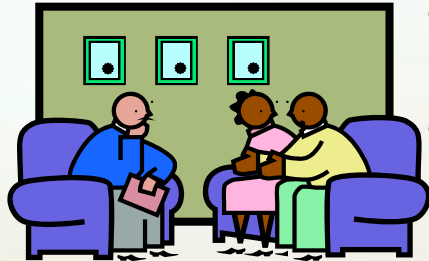
- Learning goals
- Experience level & developmental issues
- Learning style

### **Supervisor's:**

- Goals for supervisee
- Theoretical orientation
- Personal learning goals for supervisory experience

# Methods, Forms, & Techniques

- **Most used method is self-report via case consultation**
- **Process notes/Case notes**
- **Audiotape**
  - **Always have a plan**
  - **Written critique of audiotape**
  - **Transcripts**
- **Videotape**



## When using Audio/Video tape review of supervisees: (B&G, p.218-219)

- Set realistic goals for the session
- Allow the supervisee to relate their perceptions of first
- Choose tape segments that focus in remedial performance
- Use supervisor comments to create a moderate evaluation
- Refine goals moderately
- Maintain a moderate level of arousal

## *Case consultation ...*

- is most effective for monitoring purposes in agencies/schools with large number of clients and limited resources,
- is helpful in understanding problem and deciding on interventions, and
- potential for supervisee deception is a limitation in self-report

# Technology & Supervision

- Use of technology in supervision is gaining momentum (see Vaccaro, N., & Lambie, G. W. (2007). Computer-based counselor-in-training supervision: Ethical and practical implications for counselor educators and supervisors. *Counselor Education and Supervision*, 47, 46-57.)

## Advantages

- Removes geographical barriers for rural or disabled supervisees
- Allows for groups of supervisees to interact (e.g., voice/text chat)
- Video conferencing helpful, especially with “tough cases”

## Disadvantages

- Unequal availability of technology (e.g., supervisor has/supervisee has not)
- Loss of nonverbal cues when using non-video technology
- Fears regarding informed consent/confidentiality
- Lack of training in use of technology
- Consequences of technological failures
- State licensure laws may conflict with use of technology



# Interpersonal Process Recall (IPR)

- Review of video of supervisee in counseling session. *Choose the “most meaningful segment of the video for review purposes, because of the time-consuming nature of IPR” (B&G, p. 220)*
  - Supervisor/Supervisee review video together
  - Either may stop the video at a point of importance, (allow the supervisee to share their perceptions first). It is important for the supervisor to “allow the trainee psychological space to investigate internal processes to some resolution” (B&G, p. 220). *This means the supervisor should not be in teacher role.*
  - Supervisor asks “direct questions that are challenging to supervisee” (B&G, p. 220). *See page 221 for examples of questions.*
- Provides a safe haven for supervisee internal reactions
- Used to explore affect, check out unstated agendas, encourage cognitive examination, get at images, explore mutual perceptions between client and counselor, and search out expectations



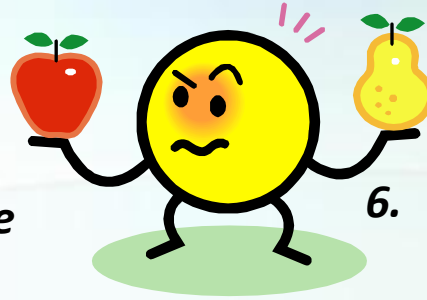
***IPR puts interpersonal dynamics under a microscope! In other words, don't overanalyze a working therapeutic relationship...***



# Putting it all together

When selecting a supervision format or technique, ask:

(B&G, p.231-233)



1. *How will this method be received?*
2. *Am I being true to my beliefs about how one learns to be a mental health practitioner?*
3. *Am I considering the three functions of supervision?*
4. *Am I considering the timing and/or relative structure of my supervision?*
5. *Are administrative constraints real, or am I not advocating with a strong enough voice?*
6. *What does this particular supervisee need to learn next? Am I using the best method for this?*
7. *Am I skilled enough in the use of this particular method/technique?*
8. *Have I considered ethical safeguards?*
9. *Is it time to try something new?*
10. *Can I document the success of my method?*
11. *Am I willing to confront my own assumptions?*

# Resources

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