

Supervising the New Clinician

Shaping the Future

Shelley Graham, Ph.D., LPC-S, LSOTP-S

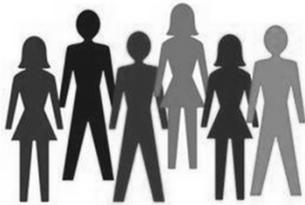
*Licensed Professional Counselor
Licensed Sex Offender Treatment Provider
Licensed Supervisor
Deregistration Specialist*

grahams@austin.rr.com

“You Have to be carefully taught...”

Rodgers & Hammerstein, *The King and I*

Creating A Therapist



Process is not creating a mini-me
but nurturing the development and growth of another
into a masterful clinician



Why we need training

- Supervision skills similar but not identical to counseling skills
- Supervising without training gives message that “any good counselor will be good supervisor”
- Supervisory training provides supervisor with framework to conduct and evaluate effectiveness of the supervision

Supervision is.....

A professional relationship;
an interpersonal and
developmental process;
a mentoring relationship

Definition of Clinical Supervision

(Bernard and Goodyear, 2004)

An intervention provided by a more senior member of a profession to a more junior member or members of that same profession

Definition cont.

- Relationship is:
 - evaluative
 - extends over time
- Simultaneous purposes of:
 - enhancing professional functioning
 - monitoring quality
 - gate keeping for the profession

Supervision is.....

an intensive process, taking place over time, in which the supervisor attempts to effect inner as well as technical changes, with careful consideration given to the ultimate goal of skill development.

Williams, 1987

Supervision is not.....
a therapy,
a consultation....
a confidential relationship
(at least not completely)

SUPERVISION = ETHICS



Ethical Principles

- Beneficence – Do Good
- Non-Maleficence – Do No Harm
- Autonomy – Respect Others Choices
- Justice - Treat Others Fairly

Outline - Topics

Requirements for being an LSOTP
Assessing the Relationship – Is it a Good Fit?
Defining Expectations
Guidelines of Supervision
Legal Issues
Issues Unique to SO Treatment
Self-Care

TAC Chapter 810 LSOTP

- Requirements:
 - Must hold an underlying mental health or medical license in the State of Texas
 - Possess 1000 direct client hours while being supervised at a ratio of 20 direct hours to one hour of supervision
 - 1 reference letter from an LSOTP
 - 40 hours of continuing education obtained within the 3 years prior to the application date in specific sex offender assessment and treatment (30 offender; 10 victim)
 - Meet requirements of 24 hours of continuing education every two years – 12 offender; 6 ethics; 6 victim

Professional License Licensed Professional Counselor

LPC – 3000 supervised hours
1500 direct
1500 indirect
Minimum of 4 hours per month of supervision
Cannot obtain hours in less than 18 months

Professional License Social Workers

LCSW – 3000 supervised hours
1500 direct
1500 indirect
Minimum of 100 hours of supervision
Over a period of 24 to 48 months

Supervision Rules

- An ASOTP providing any sex offender treatment must be under the supervision of an LSOTP
- LSOTP Supervisors must meet the following
 - 5 years experience as an LSOTP
 - Designated a supervisor by primary license
 - Designated as an approved LSOTP supervisor
- Face to Face Supervision at least one hour per week or one hour of supervision per 20 hours of direct clinical client contact
- May have one half of the supervision hours be group supervision (Define Group – More than 2 supervisees)

Supervision Rules...continued

- LSOTP submit annual documentation with renewal
- LSOTP's and ASOTP's must submit current contract each renewal period
- LSOTP and ASOTP must notify the Council in writing within one week of termination of supervision

Vetting the Supervisee

“Getting to Know you...”

(Do your homework)

Is it a good fit?

- Social History
- Goals and Skills
- Expectations
- Personality



Social History

- Get to know your supervisee...
- What led them to want to practice specifically in this field?
- What in their background will be a strength, and what potentially a bias that might interfere...

Goals and Skills

- Good history of their training and experience
- What do they feel are their strengths....
- What are their weaknesses....
- What do they want to learn...

Goals for the Supervisor

- To teach, and to learn
- Promote ethical and legal responsibility
- Monitor the welfare of the client
- Monitor the welfare of the supervisee

Goals for the Supervisee

- To remain open to the experience
- To actively engage in the process
- Seek guidance, not assume
- Follow legal guidelines and ethics
- Monitor the welfare of the client
- Be collaborative

Roles We Play

- Teacher
- Mentor
- Role-Model
- Developer of Talent
- Evaluator

Supervisor as Teacher

- evaluate observed counseling session interactions
- Identify effective and ineffective interventions
- Teach demonstrate or model intervention techniques
- Explain rationale behind specific strategies
- Interpret significant events in counseling sessions

Supervisor as Mentor

- Explore supervisee's feelings during counseling or supervision session
- Explore supervisee's feelings about specific techniques and interventions
- Facilitate supervisee's self exploration of confidence or concerns in sessions
- Help supervisee define personal growth areas
- Provide opportunities for supervisees to process own affect or defenses

Supervisor as Role Model

- Do as I Say....Not as I always do.....
 - We can always do better!
 - Demonstrate techniques
 - Provide resources

Supervisor as Developer of Talent

- Provide alternative interventions and/or conceptualizations for trainee use
 - Encourage brainstorming of strategies and interventions
 - Encourage discussion of client problems, motivations, etc
 - Solicit feedback from supervisee as to effectiveness of session
 - Ask supervisee to structure the session
- (Bernard and Goodyear, 2004)

Supervisor as Evaluator

- Provide regular and systematic feedback and evaluation
- Provide information to graduate school programs, prospective employers, licensing boards and professional associations
- Provide references when requested by licensing board or another agency

A Good Supervisor....

- Observes the Supervisee's practice
 - Direct observation
 - Taped sessions
- Should be clear in expectations
- Should refrain from criticizing the supervisee's educational program or experience
- Make sure that the Supervisee has enough work to meet his or her goals

A Good Supervisor Sets Expectations

- Add clarity as to expectations...
- Time frame for work experiences
- Time for supervision
- Expectations for supervision sessions
- Work procedures
- Legal and ethical issues

A Good Supervisor Assesses...

- Assessment and Diagnostic Skills
- Record Keeping, includes charting
- Intervention Skills
- General areas of interest

A Good Supervisor teaches Cultural Sensitivity

- Identify issues of class, culture and ethnicity in counseling session
- Educate and provide resources for supervisee to learn about effects of class, culture, etc in counseling relationships
- Model awareness and sensitivity to these issues in supervision

A Good Supervisee.....

- Asks questions
- Takes in feedback
- Discuss experience of supervision
- Staff with supervisor prior to action
- Provide schedule and be responsible in meeting work requirements
- Good record keeping

In the Beginning....

- Supervisee will likely have limited experience at applying theory, concepts and techniques; therefore Supervisor should be prepared to demonstrate
- Emphasis should be on evaluation of the Supervisee's practice and the process of supervision

Learning Needs of Supervisee

- Exposure to specialized cases designed to teach
- Constructive criticism of his or her work
- Exposure to theory and different practice approaches
- Exposure to the work of others

Learning Needs of Supervisee continued.....

- Co-therapy experiences
- Development of more self-awareness
- Help improving diagnostic skills
- Support and encouragement

Supervisee may be prone to re-
experience old patterns regarding

.....dependence,
.....competitiveness,
.....fear of failure

The Supervisor may be prone to

- ...countertransference
-issues of authority
-displaced narcissism
-need to nurture

Guidelines

- Craft the Hour – Not just free form
 - Teach
 - Observe
 - Support

Reflections on supervisory experiences

Answer the following questions for yourself about your own supervision experiences

Remember what it was like...

- What kind of supervision did you get?
- What was most helpful, or least helpful?
- What do you do that is the same as your supervisor?
- What do you do that is different?

- What do you remember most about your supervision?
- What was the most difficult aspect of learning to work with the sex offense population?

- What is your understanding of the supervisory relationship
- Is supervision expected to be clinical, administrative or both
- How well prepared do you feel to fulfill this role (roles)

●LEGAL ISSUES

For all primary professional licensures,
the following applies:

- If a complaint is made regarding an ASOTP/LSOTP, the complaint will be handled by the LSOTP Board. If dismissed, the primary license also dismisses. If found true, the primary licensing board can decide to also sanction.

Security

- Have Supervisee maintain professional liability insurance in the minimum amount of \$1,000,000/\$3,000,000
- Supervisor places the supervisee's name on their insurance as a named insured such that the Supervisor has coverage should they be sued due to action taken by the Supervisee.

● Supervisees must....

- Acknowledge on all printed material that they are a Supervisee (Intern), and acknowledge by whom they are being supervised

Theoretical Frameworks

- Behavioral/ Cognitive Behavioral
- Developmental
- Solution Focused
- Psycho-analytical/Client Centered
- Social Role Models

Behavioral

- Premise: Both positive and negative actions are learned and maintained through the resulting consequences.
- Behavior is shaped

Cognitive Behavioral

- Premise: Thinking (Interpretation of Events) evokes emotional responses; emotional responses lead to choices of action. Changing thinking yields different sets of choices.
- Behavior is shaped

Developmental

- Process of development for supervisee
- Based on two assumptions:
 - Supervisee will progress through stages that are qualitatively different from each other; and
 - Each stage will require a qualitatively different environment for optimum growth

Stages of Development

- 1. Dependency
- 2. Inter-dependent
- 3. Increased Autonomy
- 4. Independent

1. Dependency

- Early stage:
 - difficulty defining problems
 - Few ways of responding
 - Unlikely to accept decision making role

2. Inter-Dependent/Increased Autonomy

- Moderate Stage:
 - Characterized by brainstorming
 - Shared perceptions; negotiated action plans
 - Observation / Treatment Planning
-

3. Increased Autonomy

Let Supervisee make choices

Let them (with guidance) work out of difficult situations

Let them take responsibility for mistakes in judgment

4. Independent

Late Stage:

- Ready for self-direction
- Think of problems from different perspectives
- Generate a variety of options for actions

Overall

- Growth in Motivation
- Growth in Autonomy
- Growth in Awareness

Solution Focused

- Problem Solving
- Learning to Identify Issues
- More process/discussion oriented
- More collegial

Psycho-analytic/ Client Centered

- Skill of listening
- Trauma focus
- Communication

Content of Supervisory Files

- Supervisory Contracts
- Supervisee's vita and give supervisory copy of your resume
- Performance Evaluations
- Notations of all supervisory sessions, including missed or cancelled sessions
- Notation of significant problems encountered

Supervisor Responsibilities

- Maintain documentation of supervision
- Provide periodic evaluation to the supervisee
- Provide documentation to meet the requirements of the supervisory context
- Identify practices which pose a danger to the health and welfare of the clients or the public

Agreements

- Supervisory Contract to primary licensing board, and Council (ask for supervision packet)
- Supervision Contract for Clinical Supervision
- Insurance

Clinical Supervision Contract

- Includes personal information regarding individuals entering into the contract, liability insurance issues
- Time period for contract
- Type of supervision – group/individual
- Fees agreed upon per hour
- Location of supervision; Location where services will be performed

Clinical Supervision Contract

- Specific agreement as to number of hours of clinical supervision per direct client contact
- Clause for termination
- Process and expectations of both Supervisor and Supervisee

Ethical Issues in Supervision

Doctrine of Respondeat Superior

Anyone can be held accountable for the malfeasance, misfeasance, or nonfeasance of subordinates and assistants, supervisees or colleagues.

Or in Layman's Terms....

Anyone can be sued by anyone at anytime

Right Course of Action

- Ethics in supervision need not imply a favorable result for the supervisee, only a JUST consequence

Rules to Live By in the Practice of Ethical Supervision

Rule #1 –

Never attempt to direct the work of others when you are not good at doing that work yourself

Rule #2 –

The supervisor should strive to be a model of a competent and informed master teacher and professional

Rule #3 –

Always avoid substituting treatment for supervision

Rule #4 –

Competent professionals are made not born

Rule #5 –
**Both maturation and learning
interact to produce successful
professionals**

Ethical Theories

Deontology
– Adhere to obligations in ethical dilemmas

Utilitarianism
– Choosing the action that provides the greatest benefit to the majority of the people

Rights
– Set forth by society and should be the priority

Ethical Theories

Casualist
– Use previous ethical dilemmas to judge the best possible outcome

Virtue
– Judge a person by their character rather than a single act outside the norm

Types of Liability

- Direct
- Vicarious

Factors in Accessing the Extent of Vicarious Liability

- Was the act part of the supervisee's role?
- What was the supervisee's duty to perform the act? e.g. reporting of abuse
- Did the act take place as part of service delivery?
- Supervisee's motivation to commit the act
- Could the supervisor have anticipated the act?

Elements Required for Vicarious

- Supervisee agrees to work under the direction and control of the supervisor in ways that benefit the supervisor
- Supervisor has the authority to control the supervisee
- Supervisee's activities fall within the scope of agreed upon training objectives

Specific Clinical Supervision Contract

- Agreement of confidentiality
- Agreement of HIPPA Compliance
- Agreement - Client Contact Expectations
- Initialing of Policy Manual Agreements

Issues Specific to working with Offenders

Who is the Client

Community
Involuntary Client

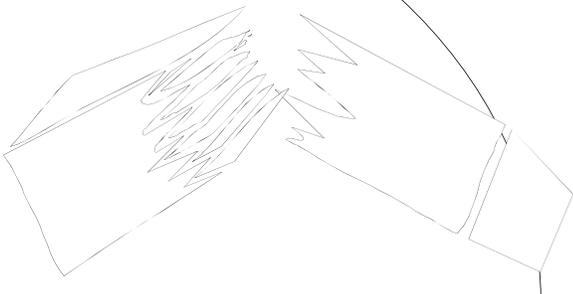
Goals of Treatment

- No more victims
- Community Safety
- Change and Psychological well-being of the client

Issues in Working with the Involuntary Client

- Legal – with regard to Involuntary Client
- Understanding who is the Client
- Engaging the Client in Treatment

Splitting



Keeping Communication open

- Needs to be two-way
- Problem solving
- Frequent

Boundaries

- “Friendly” with vs. Friends With
- Dual Relationships
- Social/Sexual Relationships
- Workload distribution

Guidelines to Prevent Boundary Violations

- Be alert to feelings of discomfort about actions of client or tendencies to rescue client
- Be alert to the client who begins to require approval
- Attentive to any tendency to use a client for personal needs
- Work out solutions to deal with chance meetings

Guidelines Continued

- Have a life separate from work
- Reduce isolation by consultation, supervision, and continuing education
- Use self-disclosure only for therapeutic reasons
- Monitor subjective reactions to clients

Other Points

Safety Issues

Self-Care – Do as I say not as I do

- All good people who have power over others, even just a little power for a little while, need access to an ethic that can guide their use of it

• Levy, 1973
