

Clinical Supervision Paper

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Supervisor/Supervisee Characteristics

As a supervisor one of the biggest challenges we will face is our relationship with the individuals in which we supervise. When developing a supportive relationship with my supervisee I will attempt to use several behaviors I have learned throughout my life as well as here at Southern. I believe that showing the supervisee empathy, acceptance, approachability, and flexibility will set the foundation for a supportive relationship between the supervisee and me.

Just as working with client's, showing empathy towards the supervisee will allow me to fully understand what they are feeling while at the same time creating a bond of trust which is essential for any relationship to work and thrive. Empathy will also help me see how the supervisee views their situation or feelings. Although we will not always agree with someone else's thinking it would allow me to consider their concerns and motives along with other factors before making decisions. Something as small as listening to an individual and encouraging them can go a long way towards cultivating a supportive working relationship.

Acceptance is another core factor when building a supportive relationship with a supervisee. Every supervisee will be different and bring different talents, strengths, and weakness to the work environment. By accepting the supervisee you give them the confidence to think outside the box and use the skills they possess to better treat clients. Most individuals feel insecure when they are not accepted and this can lead to poor work performance and a disassociation from not only me but from other supervisee's as well.

Approachability is one of the main factors cited in the reading that supervisee's and supervisor's do not have a supportive working relationship. Many times supervisee's have questions about ethical situations or about procedures in which to follow and cannot or do not

ask the supervisor do to the perception of the supervisor not being approachable. Ensuring that the supervisee knows that I am open to questions as well as feedback about my own performance would be essential in forming a supportive relationship.

Being flexible is another major component of building a supportive relationship between me and a supervisee. As with all work environments problems are bound to occur and employees are bound to face outside situations that will have an impact on their work and personal life and being able to identify and work around these situations will show that you care about the supervisee's mental and physical wellbeing. In order for a supervisee and a supervisor to succeed in a supportive relationship both must understand that other aspects of life often have an impact on the workplace and being flexible will enable both parties to succeed in their endeavors.

According to research, if I were in a supervisor role I would look for a supervisee who asks for help when appropriate and demonstrates a willingness to grow. The ability to integrate what the supervisee has learned in class with conceptualization and therapy and their ability to be aware of their own emotional response to clients as the response happens are also important factors to consider when looking for a good supervisee.

I believe that I have come a long way in my years here with regards to my ability to integrate what I have learned here in class and being ware of my own emotional response to clients when dealing with their emotional needs. I have also demonstrated a willingness to learn and grow with each new challenge I have been given, however my biggest challenge to becoming a "good" supervisee is asking for help when appropriate. I have always been taught throughout grade school and high school that you continue to try something till you get it right and asking for help shows a sign of weakness. I am usually the one that when I have a question I

will usually find someone with the same question and wait till they seek an answer to it as opposed to me asking it. I have come a long way since entering the MSW program here and have often found myself asking these questions on midnight emails as opposed to face to face as this has always been somewhat odd for me. My thinking is that individuals that ask too many questions are often viewed as “stupid” or unintelligent and cannot do the work without direct guidance and that is something I will need to continue to work on as I grow.

According to research, when I am choosing a supervisor there are several characteristics I need to watch out for. Supervisors that are intolerant of differences or not allowing the trainee to have separate views or styles from their own, lazy, uncommitted to the profession, lacked time for supervision, disagreed theoretically or conceptually with supervisees, are nondirective or vague, and lack experience are all characteristics which could cause potential conflicts and in edibility harm my own growth in the profession. The reading also mentioned supervisors that were authoritarian, encouraging conformity and punishing divergence from the “party line”, as other potential harmful characteristics, however as I sat and read this I thought to myself that I not really sure I would not prefer an authoritarian supervisor as that is what I’m comfortable with. I guess there are situations in which some negative characteristics could be viewed as positive and positive characteristics that could be viewed as negative.

Disclosure

When dealing with self-disclosure as a supervisor I would use a supervision contract along with a working alliance inventory form to generate discussion between the supervisee and myself. The reading noted that several supervisors did not disclose because they feared the negative reactions to the trainee’s performance which could harm their performance or cause them to leave the site. I believe that even though research shows that these measures work, I

believe that building trust between the supervisee and the supervisor is another essential way in which to provide feedback to the supervisee. I believe it is imperative to let the supervisee know right from the beginning what is expected and to inform them that I welcome feedback.

Although I have little experience in social work when I was a police officer I was an Field Training Officer (FTO), and I always told my trainees the very first day that although I had knowledge from being on the job for so long, they were much better trained than I was and we were more vigilant due to just being released from training and were not complacent in their roles yet. I advised them that I would learn as much from them as they would me but in order for that to happen we would sit and talk for almost an hour at the end of every shift and complete a daily observation report (DOR). This seemed to work out great and although I'm sure I won't have the hour a day free time sitting down with supervisees is always a good way to self-disclose.

Race, Ethnicity and Sexual Orientation

Working with supervisees of a different race, ethnicity, or sexual orientation than my own in supervision can be challenging but at the same time rewarding. Different groups bring different beliefs and customs into the workplace that some may find inappropriate or they may interpret your own actions as inappropriate. We have all heard and seen about cultural differences and eye contact and body language, without the proper education we would have never realized that sometimes looking someone in the eyes is inappropriate. Diversity education in the workplace is essential to the success of the organization. Unlike times in the past now there are state and federal laws that prohibit discrimination due to age, race, sex, religion, and ethnic origin. Treating people differently based on their heritage or background can have a severe negative impact on any organization which can and will include legal action, outside

perception of the agency, loss of productivity, and also forces you to select social workers from a smaller pool, reducing your ability to get the best possible candidates available.

I believe that I would treat all supervisees equally and base employment candidacy and job advancement opportunities on qualifications as opposed to any other means. By encouraging every supervisee to succeed in the organization's goals and not on individual objectives we can create a pattern of things that all individuals have in common as opposed to the ways in which we are different. Many times people have more in common than they know such as outside interests including family and hobbies. Every individual no matter their race, religion, sexual preference, has complex emotions, viewpoints, interests, and outlooks and creating an environment in which they feel comfortable talking about these issues can create a workplace that is both respectful and interesting. Like I mention prior, conversation is a vital way of getting to know someone and being able to build trust, enabling supervisees and supervisors alike to talk about issues instead of hiding them. This will create less turnover and decrease tension in the workplace while at the same time enabling workplace conflicts to be resolved in an affable manner. It also decreases the risk of litigation from harassment or discrimination suits.

I think back to my time in the military when I honestly never gave a second thought to an individual's beliefs or race as this was of no concern to me and it was just like a family no matter how others acted or looked. As I sat and thought about it and wondering how this was possible without incorporating diversity training I realized that probably all of basic training was diversity training in some way. We were all taught that if one failed we all failed, we were one team and often conducted trust exercises with regards to obstacle courses in which you had to depend on others to complete the mission or assignment. We ate, slept, and lived together for several months and started to all identify ourselves as different compared to the outside world. We

created our own subgroup in which we were all alike and had a common mission while others were outsiders. By creating a common bond between your employees and looking at similarities instead of always looking at the differences you can create a sense of family or team. Having individuals from all walks of life can be greatly rewarding for the organization in which I work by being able to offer more services to more individuals. Someone with knowledge on a certain cultural may be able to help a client better because they understand their cultural or maybe the client just feels better when they walk in and see someone that resembles them.

I believe the most important points that I will keep in mind as a supervisor is that stereotypes and prejudice are acts of ignorance and lack of education. I would try to incorporate some type of diversity training while at the same time creating a atmosphere where supervisee feel like they can discuss difficult issues as they arise. There will always be misconceptions in the workplace but if you create and uphold a trusting and respectful working environment they issues that arise can be dealt with as opposed to “snowballing” as time passes and issues are not handled. I have been discriminated against in the past and know the feeling of being oppressed and thinking that it’s me against the world, and I would do whatever possible to ensure that no individual no matter their background ever feels like that.

Supervisor Competencies

Reflecting on the competencies listed in the reading, the five in which I chose to evaluate myself on are

1. Openness to self-evaluation and to evaluation by supervisees and peers.
2. Ability to identify and bring up potential conflict situations or areas of discomfort with the supervisee.

3. Ability to maintain equilibrium and, as appropriate, a sense of humor, even in the face of crisis.
4. Adaptability and flexibility
5. Capacity to enhance trainee self-confidence through support, appropriate autonomy, and encouragement.

My openness to self-evaluation and to evaluation by supervisees and peers has improved dramatically within the last year due to conducting our video sessions and reviewing them in front of classmates. Although I'm not in the supervisor position regarding my classmates this has helped me become more comfortable with verbal feedback in a public forum. This is something I will have to work on and become more comfortable with as I progress in the field; however I believe I am much more comfortable in this competency than I had previously been.

My ability to identify and bring up potential conflict situations or areas of discomfort with the supervisee is something I believe I am strong at and have very little problems with. When working in our cohort groups I have often had to take on this role as most people avoid conflict situations and this seems to be an area in which I thrive. Conflict situations can be handled without causing more conflict or demeaning anybody if the right attitude is displayed.

My ability to maintain equilibrium and, as possible, a sense of humor, even in the face of crises is also another competency in which I believe I am very comfortable with. I have been faced with stressful situations several times in my life and have always handled myself in a professional manner. Although my sense of humor is in need of

some fine tuning my ability to maintain equilibrium during a crisis is one of my strongest features.

Adaptability and flexibility is another competency in which I think I should fair pretty well on. Adapting to different situations is something I thrive in and think I can do in almost any situation. Flexibility is something I may need to work on somewhat but I think I would be able to handle that fine. There are times in which crisis happen and flexibility is not an option in order to get the job done but I'm sure I can be more open towards this in the future.

My capacity to enhance trainee self-confidence through support, appropriate autonomy, and encouragement is something I think I am pretty good at but could still use some work on. I have played the role of the encourager several times this semester when working in groups and working with other individuals on other projects. I think I'm pretty good on enhancing self-confidence through support and I have had supervisors in the past that were very well versed at this and I have seen this used first hand. I'm sure more experience in each of these competencies will further my ability to implement them and increase the areas in which I need more practice.

Ethical, Legal, and Risk Management

According to the NASW Code of Ethics, service, social justice, dignity and worth of a person, importance of human relationships, integrity, and competence, is a commitment in which all social workers must adhere to. Violating any one of these can also lead to legal issues for the supervisor and following them will increase risk management. When working with a supervisee they all hold equal weight and I believe I would try to incorporate each into my role as a

supervisor. According to research the main reasons discipline action was taken was for sexual and dual relationships and unprofessional, unethical, or negligent practice.

When working with my supervisee I would strive to incorporate competence, due process, informed consent, confidentiality, and refraining from multiple or dual relationships. I would practice within my area of expertise and expect the same from the supervisee and would provide structure, appropriate referral, supervision and consultation. Failing to adhere to supervisory competence would also cause legal implications later if for some reason the supervisee practiced outside their expertise and caused harm to a client. I would monitor my own competence to ensure that I was giving my supervisee the best possible training I could. I would ensure that the supervisee's rights are not violated or ignored and ensure that they have a clear understanding of what is required. I will make clear expectations for the interactions between myself and the supervisee as well as the clients they are working with and ensure that they understand the limits of confidentiality. From day one I would ensure they understood the impact of multiple and dual relationships and the harm they can cause to everyone in the organization as well as clients.

I would also explain the legal considerations for working in this field while at the same time providing proper supervision which would limit my own malpractice lawsuits in the future. Almost every ethical violation can and probably will be turned into a legal situation so one again I would reiterate the importance of knowing and following the NASW Code of Ethics as would lead by example in doing this while in the supervisor role. I would meet with clients to ensure that the supervisee was providing the best possible care and also allowing an open line of communication in case of client dissatisfaction.

In order to provide the best risk management for myself, the supervisee, the client, and the organization I would ensure that a formal policy was in place, in writing, in which the supervisee is informed of the legal and ethical standards and the consequences of such actions. For optimum risk management the statements would be signed by both the supervisor and the supervisee and I would ensure that there are practices in place in which treatment planning, a review of my performance, the supervisee's performance, and goals, are to reviewed periodically.

360 Degree Feedback

In an attempt to gather 360-feedback for my supervisee I would use a self-assessment along with conversation. This is used in the military system and I think it worked pretty well. Often individuals feel uncomfortable talking about feedback but this allows you to get specific feedback in specific categories. In using the self-assessment questionnaire I would complete one on myself and then another version that would be designed for the supervisee would be conducted. Often times these were anonymous and where compared and differences in perceptions between mine and theirs are used to inform development conversations. However with only one supervisee I'm not sure the results from their version would be truthful as it would not be anonymous and the supervisee may fear being truthful. The conversations that would follow would provide an insightful self-analysis and critique and would result in some "aha!" moments.

Concept Application

Formative Evaluation

Empowering

Me: John, your skill set has markedly enlarged, and with it your integration of clinical material.

Supervisee: Thanks.

Me: I'm amazed at how well you were able to build a trusting relationship with this client.

Getting her to open up and trust you show that you have grown enormously in your interviewing skills.

Responsive

Me: How were you feeling when she said that she truly trusted you?

Supervisee: It made me feel good. I guess if she trusts me she will open up more in later sessions.

Level-I Concern

Me: That's great and trust is an important aspect to have in therapy but I'm concerned that maybe your trying to win her trust so much that you are losing focus of the session. Often times you have not discussed any goals with her and do not broach the subject of her feeling about her mother. Why do you think that is happening?

Analytic

Me: Let's analyze the pattern of what has been happening in the past four sessions.

Summative Evaluation

Me: John, when you started here three months ago we agreed we would sit down and evaluate how your training has been going and what I need to do better to help you out along the way, remember that?

Supervisee: Yes, it's hard to believe it's already been that long.

Me: I want to briefly go over your core competencies on this list and we can review them together, does that sound ok?

Supervisee: Yes.

Empowering

Me: You have far surpassed what was required with most of these core competencies and I'm amazed you have progressed this fast.

Supervisee: Thanks.

Me: Your critical thinking and cultural competence has surprised me and has even caused me to learn some new things myself.

Reflective

Me: However, I've noticed that you have not been keeping notes during your sessions, why would you say that is?

Supervisee: I'm pretty good with remembering what happened in the session and I think the client would be distracted if I were writing stuff down while she was talking to me.

Integrative

Me: Let's think about how that fits in with The Code of Ethics worksheet we went over when you started here. Do you recall that sheet?

Supervisee: Yea I remember

Me: Well I have also noticed that the documentation in the client files have not been kept up to date or is misplaced.

Level-II Concern

Me: The fact is that you have not been keeping the client file properly documented. You are to keep timely documentation in records to facilitate the delivery of services and to ensure continuity of services for the client. This is a legal breach as well as a breach of professionalism.

APPENDIX

APPENDIX A

Supervision Contract

This agreement between Mickel G Hoback, MSW and _____ documents their intent to enter a formal professional relationship guided by these terms and conditions.

1. The purposes of the relationship are to assure that the supervisee's clients receive appropriate professional service, to assure the supervisee's appropriate professional development, and to otherwise fulfill the requirements for supervision of social work students.
2. Both supervisor and supervisee will comply with all laws and regulations regarding supervision and the practice of social work.
3. Both supervisor and supervisee will adhere to the NASW Code of Ethics.
4. Both supervisor and supervisee will adhere to the policies and procedures Southern Adventist University Department of Social Work and _____.
5. The supervisee acknowledges that his practice is under the license of the supervisor and that the supervisor is responsible for the control of all social work services the supervisee provides. The supervisee agrees not to provide or hold himself out as providing any social work services outside the scope of his educational field placement at _____.
6. Supervision will follow developmental and integrative models.
7. Individual supervision will occur for one and one-half hour each _____ at ____:____ __.M., except holidays, vacation days, sick days, and training days. When practical, missed supervision time will be rescheduled within the week it occurs.

8. During the supervisor's absence, regularly scheduled supervision sessions will not occur. The supervisor will provide emergency contact information and will also provide the name and contact information of a qualified substitute who has agreed to accept supervisory responsibility in his absence.
9. Each case will be reviewed weekly. The supervisee will review cases identified as being high risk with the task supervisor on each day of supervisee-client contact. High risk cases will include but not be limited to those in which any one or more of the following is present: verbalized or implied thoughts of injury to self, others, or property; suspected abuse, neglect, or other current victimization or recent disclosure of past victimization; evidence of poor impulse control; psychosis; significant change in mental status (either positive or negative); significant change in medical condition; any evidence that the client perceives or wants the relationship to be something other than professional; feelings of positive or negative countertransference.
10. When initially presented, each case will be presented in this format: identifying information, key findings, background, formulation, and plan. When subsequently presented, each case will be presented in this format: identifying information, key findings since last review, formulation changes (if any), and plan.
11. During the initial contact with the client, the supervisee will assure that each client understands her supervisee status and that the client gives proper informed consent to supervision. The supervisee acknowledges that she may not provide services to clients who withhold their consent for supervision.
12. The supervisee will give each client the name and contact number of the supervisor.

13. The supervisee will complete all documentation required by the field placement agency in the manner and on the schedule specified in the organization's policies and procedures.
14. The supervisee will:
 - a. Come to each supervision session prepared to present cases.
 - b. Openly disclose all relevant information about each case. Relevant information includes but is not limited to information disclosed by the client, information received from other sources about the client, reports of any contact the client has with the supervisee or other representatives of the employing organization, the supervisee's positive or negative feelings about each client.
 - c. Notify the designated _____ contact on the same working day of any new high-risk issues. In the event of imminent danger, the supervisee will notify the designated _____ office contact immediately, or if necessary to assure safety, immediately following any other protective measures such as calling emergency services personnel.
 - d. Comply with supervisor recommendations and directions.
15. The supervisor will:
 - a. Review and evaluate a sample of assessments, service plans, and other documentation of the supervisee's services.
 - b. Ask the supervisee to support conclusions with evidence and to justify approaches and techniques with reference to the professional knowledge base.
 - c. Provide recommendations to improve direct service and professional development.
 - d. Provide informal and formal evaluative feedback.

- e. Intervene directly with clients as necessary to assure appropriate service.
- f. Document each supervision session.
- g. Provide evaluative summaries within the policies and procedures of Southern Adventist University Department of Social Work.

16. Both the supervisor and the supervisee will discuss issues or concerns about compliance with this document or about the process of supervision. In the event they are unable to resolve a conflict to the mutual satisfaction of both parties, they shall make arrangements for the transfer of supervision or for the termination of services by the supervisee. Either party may invoke the Special Advisement or Student Status Review process in accordance with policies and procedures of Southern Adventist University Department of Social Work.

This agreement is subject to revision at any time by mutual agreement of both parties or to revocation by either party upon giving written notice to the other. It shall remain in effect from the date signed below until the end of the field placement or until it is revised or revoked.

We agree to uphold this agreement to the best of our abilities.

Supervisor Date

Supervisee Date

APPENDIX B

Supervisor Feedback

Supervisee Name _____

Supervision Period _____ to _____

Supervisor Name: Mike Hoback

Date of Evaluation: _____

Purpose: To provide the supervisor with an understanding of his/her job performance in relation to the supervisee, to suggest areas for improvement, to permit the Supervisee to offer feedback to the supervisor in a written form that is based on a set of clearly and previously-established criteria, and to increase the supervisor’s competence as a supervisor.

Performance Level Rating Scale: Based on current assessment and progress of supervision and expectations of supervisee:

- 3 – Much more of this is needed
- 2 – It would be desirable to have somewhat more
- 1 – It would be desirable to have a little more
- 0 – this area is satisfactory

Directions: Utilizing the Rating Scale above, place the appropriate number on the line provided at the end of each item.

Evaluation Items

Supervisor is able to:

- 1. Be flexible and responsive to your changing needs _____
- 2. Establish an atmosphere of acceptance and psychological safety _____
- 3. Call attention to errors in a tactful manner _____
- 4. Recognize and accommodate to your level of experience and style of learning _____

5. Refrain from indiscriminate use of praise _____
6. Provide opportunities for you to question, challenge or doubt _____
7. Encourage you to explore the implications of your interventions _____
8. Encourage you to formulate your understanding of the case material _____
9. Make specific suggestions when you need them _____
10. Not foster undue dependence on your part _____
11. When asked, present a clear, theoretical rationale for suggestions _____
12. Clearly inform you of legal issues _____
13. Clearly inform you of ethical issues _____
14. Be sensitive to the requirements placed on you by your agency _____
15. Admit errors and/or limitations without undue defensiveness _____
16. Be concrete and specific in comments _____
17. Facilitate your understanding of countertransference reactions to your clients' _____
18. Seek consultation when it is needed _____
19. Summarize and/or highlight major points of supervisory session _____
20. Be reached in case of emergencies _____
21. Help you formulate the dynamics of the client _____
22. Listen sensitively to you _____
23. Help clarify and define the nature of problem(s) you are having in your work _____
24. Be clear about the limits of the supervisory relationship _____
25. Deal explicitly with the formal evaluation process _____
26. Through role-playing or other suitable techniques, to help you more
effectively intervene with your client _____

- 27. Be straightforward with you regarding areas in which you need improvement _____
- 28. Be clear with you about the differences between supervision and
Social Work _____
- 29. Maintain an appropriate focus in your session's _____
- 30. "Be there" to meet your needs and not impose his/her issues on you _____
- 31. Be open to discussing any difficulties between the two of you
which are hindering your learning _____
- 32. Clearly define the nature, structure, expectations, and limitations of the
supervisory relationship _____
- 33. Make decisions and take responsibility when appropriate _____
- 34. Make you feel she/he genuinely wants to help you learn _____
- 35. Be a good role model for you _____
- 36. Provide you with general knowledge about professional psychology _____
- 37. Be sensitive and adaptive to the stresses you are experiencing
as a student _____

Summarize the supervisor's strengths and weaknesses as you currently view them and make suggestions for ways in which your supervisor could further facilitate your learning.
