What IS Supervision?
DEFINITION

‘An intervention provided by a more senior member of a profession to a more junior member... This relationship is evaluative, extends over time and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s), monitoring the quality of professional services offered to the client(s) she, he or they see(s), and serving as gatekeeper of those who are to enter the particular profession

- Bernard & Goodyear, 1998
DEFINITION

Supervision is ... “what happens when people who work in the helping professions make a formal arrangement to think with another or others about their work with a view to providing the best possible service to clients, and enhancing their own personal and professional development.” (Scaife, 2009)
• What are the roles and responsibilities in supervision?
ROLES IN SUPERVISION 1

• Functions Model (Kadushin, 1992)
  - Educative
  - Supportive
  - Managerial
ROLES IN SUPERVISION 2

- Inskipp and Proctor, 1993
  - Formative
  - Restorative
  - Normative
ROLES IN SUPERVISION 3

- Teacher
- Monitor evaluator
- Counsellor
- Coach
- Colleague
- Boss
- Expert technician
- Manager of administrative relationships
  - Hawkins and Shohet, 2006
RESPONSIBILITIES IN SUPERVISION (WHICH OVERLAP WITH ROLES)

• To the service user/public - to ensure ethical practice
• To the supervisee
• To the employer(s)
• To the training institution
• To the profession
  • Scaife, 2009
EDUCATIONAL PRINCIPLES OF SUPERVISION

1. Learning is best seen as part of a cycle of activities, rather than as a one-off event.
2. Supervisees are more likely to learn when they themselves perceive a gap between what they currently know and what they need to know.
3. Supervisees need to be able to make the connection between any new learning and their current knowledge.
4. ‘The zone of proximal development’
5. This is an adult learner model.
EXPERIENTIAL LEARNING CYCLE
KOLB, 1984

Experience

Reflection

Abstract Conceptualisation

Active experimentation
MODELS OF SUPERVISION

• Functions Model- Kadushin (1992), Inskipp and Proctor (1993)
• Developmental Model- Stoltenberg & Delworth (1987)
• Key Issues Model- Gilbert & Clarkson (1991)
• General Supervision Framework, Scaife & Scaife (1996)
• Therapy specific models- e.g. CBT (e.g. Armstrong and Freeston, 2006)
• Etc, etc...
DEVELOPMENTAL APPROACH: (STOLTENBERG & DELWORTH, 1987)

- Level 1: self centred (novice)
- Characterised by anxiety, dependency and high motivation.
  - Supervisors need to provide structure and to make prescriptive interventions: Needs patience
    - ‘can I make this work’?
DEVELOPMENTAL APPROACH (CONT’D)

• Level 2: Client centred (journeyman)
• Characterised by fluctuation between dependence and autonomy and uncertainty about role
• Supervisors need to provide support, clarify ambivalence and provide modelling: Needs flexibility
  • ‘can I help this client make it?’
DEVELOPMENTAL APPROACH (CONT’D)

• Level 3: Process centred (independent craftsman)
• Characterised by being able to move between their own responses and client awareness
• Supervisor needs to provide enough stimulation for supervisees to continue to develop: Needs wisdom
  • ‘how are we relating together?’
DEVELOPMENTAL APPROACH (CONT'D)

- Level 4: Process in context centred (master craftsman)
- Characterised by personal autonomy, insightful awareness, personal security and knowledge being deepened and integrated
  - ‘how do processes interpenetrate?’
KEY ISSUES MODEL (GILBERT & CLARKSON, 1991)

- 1. Reduction of Harm
- 2. Ethics/professional practice
- 3. Skills/techniques
- 4. Conceptual framework
- 5. Transference/countertransference
- 6. Developmental
- 7. Personal Issues
- 8. Treatment goals/stages
- 9. Assessment
A SYSTEMS APPROACH
(HOLLOWAY, 1995)

• The model takes into account a number of contextual factors and provides a matrix of supervision tasks and supervisor functions

• Supervision tasks are:
  • counselling skill, case conceptualisation, professional role, emotional awareness, self-evaluation

• Supervisor functions are:
  • monitoring/evaluating, advising/instructing, modelling, consulting, supporting/sharing

- Mode 1: Content of the Supervision Session
- Mode 2: Strategies and Interventions
- Mode 3: Therapy Relationship
- Mode 4: Therapist’s Process
- Mode 5: Supervisory Relationship
- Mode 6: Supervisor’s Own Process
- Mode 7: Wider Context
MODE 1

- Focus on the **client**- what and how they present
  - Helping the supervisee **be** rather than **do**
MODE 2

- Exploration of the **strategies** and **interventions** used by the supervisee
  - ‘if the only tool you have is a hammer you will tend to treat everything as if it is a nail’
MODE 3

- Focusing on the relationship between the **client** and the **supervisee**
  - attending to the client’s transference
  - learning from the patient
MODE 4

• Focus on the **supervisee**
  • the internal processes of the supervisee and how they may be affecting the work
MODE 5

• Focus on the **supervisory relationship**
  • - parallel process
MODE 6

- The **supervisor** focusing on their own **process**
  - the client and therapist relationship can invade and be mirrored in the supervisory relationship
- 6A- supervisor-client relationship
MODE 7

- Focus on the wider context
  - 7.1 Context of the client
  - 7.2 supervisee’s intervention in the context of their profession and organisation
  - 7.3 Context of the supervisee-client relationship
  - 7.4 Wider world of the supervisee
  - 7.5 Context of the supervisory relationship
  - 7.6 Context of the supervisor
CRITIQUES OF THE PROCESS MODEL

- The model is hierarchical
- The model if based on one orientation (and not integrative)
- Mode 7 should be contained within the other 6
LIMITATIONS OF SUPERVISION MODELS

• Too simplistic
• Too prescriptive
• Do not provide ‘the answers’!
• All supervisees are different
• Research seems to be suggesting two themes
  • In a crisis we all need structure
  • The most important factor in effective supervision is the relationship
• Consider your experiences of supervision
• What models have you used?
• Is it possible to integrate aspects of the models?
REFERENCES