

# Advanced Supervision in Mental Health Practice 3 CE

Presented by: Dr. Sue Futeral, PhD, LCSW-C, C-EAT

Attention Maryland Board  
Approved Social Worker  
Supervisors: This course  
meets the 3 CE per renewal  
requirement for supervision  
content area.



**CORE WELLNESS**



CORE WELLNESS

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## About the Presenter

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**Dr. Sue Futeral**, PhD, LCSW-C, C-EAT, is a two-time graduate of the University of Maryland, School of Social work, earning both her Masters and PhD degrees there. She has won two awards from the University of Maryland, 50 heroes of Social Justice and Outstanding Social Worker, Alumni Association. Sue has served as a school counselor in BCPS as well as working in private practice and is known for her engaging presentations delivered with skill, passion and expertise.

Sue is married and has three adult children and one cat as well. Sue plays violin, piano, trombone, recorder, and many percussion instruments. She enjoys drawing, painting, sculpting, clay and crafts such as knitting.



# Advanced Supervision in Mental Health Practice 3 CE

Attention Maryland Board Approved Social Worker Supervisors: This course meets the 3 CE per renewal requirement for supervision content area.



CORE WELLNESS

Part 1: The 4 Components of Supervision

Part 2: Ten techniques for difficult conversations & holding a leadership role

Part 3: Group dynamics, supervision models applied; Q & A

# WHY clinical Supervision???



Licensure and training

Evidence Based Practice implemented with *ongoing fidelity* monitoring/supportive consultation and supervision associated with greater staff retention

Reduction in turnover intent with clinical supervision

Enhanced treatment outcomes

Supervisors impact client outcome (moderate effect)

Parallel Process

Supportive process with staff translates to clients and climate

# Premises of Sup.



Strength-based

Collaborative

Supportive

Creating a positive working  
morale

Relationship focused

# Supervisor as a LEADER



Identify ways you currently supervise and think of ideas you can incorporate to enhance your supervision experience and that of your supervisees!

Supervision is fun, creative, and fosters development and productivity

Creates environment of caring, shared objectives, and productivity

# Supervision Overview



**What has been your experience with a supervisor?**

# Chinese Proverb



**"TELL ME, I'LL FORGET.  
SHOW ME, I'LL REMEMBER.  
INVOLVE ME, I'LL UNDERSTAND."**





This session will provide participants with the tools to apply transformation leadership skills to specific organizations.

# Transformational leadership strategies

Assessment of readiness to change,



Competencies-based approach to individual jobs, knowledge, skills, and attitude components of supervision practice

Enhancing supervisory alliance and goal development

# Supervisory Styles



Personal Leadership Style  
Clinical Supervision in Your Setting  
Developmental Goals of Staff

# Transactional Leadership



Transactional leaders are distinguished by

Create clear structures

Communicate expectations

Provide rewards and punishments contingent upon performance

Focus on meeting designated and specific targets or objectives

([Aarons, 2006](#); Kaslow, Falender & Grus, in review)



Currently, most mental health leaders are transactional leaders

However, to promote change, transformational leaders are necessary

# Transformational Leaders



Share the common perspective that effective leaders transform or change the basic values, beliefs, and attitudes of followers—to enhance performance beyond the minimum expected

Transformational leadership ‘transforms’ individual employees making them more receptive to, and building capacity for, organizational change

# Transformational



includes articulating a vision of the future:

fostering acceptance of group goals:

communicating high performance expectations,

providing intellectual stimulation,

modeling appropriate behavior,

and displaying supportive leader behavior.

# Transformational



A transformational leader identifies viable new opportunities for his or her work group through a persistent, vigorous, and clear expression of a vision of the future

In this instance the vision includes a competency-based approach to clinical supervision



# Current issues in Sup.



Staff burnout  
Morale problems  
Productivity  
Turnover  
Maintaining and enhancing quality of  
care  
Enhancing interdisciplinary teamwork

Supervisory styles: Is SUPERVISION a priority in your



organization:

Yes

No

Not sure

Supervision is provided in my  
organization:

Not at all

Quarterly

Weekly

Monthly

As needed

How much of your time as a supervisor do you spend in directly supervising staff to promote clinical quality outcomes?

1-5 hours/week

6-10 hours/week

11-15 hours/week

16+ hours/week

Supervisors receive training and ongoing support for providing supervision:

Yes

No

Not sure

Symptoms are adaptations.

Trauma shapes the survivor's basic beliefs about identity, world view, and spirituality or meaning-making.

Using a trauma framework, the effects of trauma can be addressed within mental health (and substance use) treatment systems.

When worker and client share a trauma perspective, they can collaborate.

The four most important things a worker has to offer a survivor are Respect, Information, Connection, and Hope (RICH).

***Workers need support from one another, including Respect, Information, Connection, and Hope.***

***Working with survivor clients affects the person of the helper too.***

(Saakvitne, et al., 2000)

**Safety** - Drives out fear and drives in trust

**Trust and Transparency** - Interactions are honest without hidden agendas. Supervisors follow through on commitments to staff

**Collaboration and mutuality** - Relationship recognizes different levels of responsibility without exertion of dominance and power

**Empowerment** - Mutual professional development process is designed to reinforce and enhance the skills and knowledge of both parties. Risk for emotional exhaustion, depersonalization and lack of accomplishment and meaning are explored and addressed.

**Voice and choice** – Staff voice is embraced and choices are

Trauma-informed supervision ensures staff who do screening and assessment

Ask questions in a sensitive, respectful manner

Honor shared decision making

Effectively partner with the client to identify trauma related needs, strengths and available resources



Trauma-informed supervision

Ensures staff embrace the consumer voice

Explores with staff their challenges in embracing consumer voice and choice

Embraces the peer work force, understanding the power in this resource and the challenges faced by peer workers

Trauma-informed supervision provides for

- Mentoring and coaching
- Professional development and competency building
- Managing expectations
- Exploring new approaches and best practices
- Giving support concerning stressors outside of work
- Addressing emotional exhaustion and lack of accomplishment

## ADVANCED SUPERVISION IN MENTAL HEALTH PRACTICE



- Participants will learn foundations of supervision theory
- Participants will learn 10 techniques for difficult conversations and leadership skills
- Participants will learn 3 techniques in applying group and individual supervision models.

# Role Change



Many people who become supervisors were social workers in the field first and then later took on the role of supervision. Subsequently, most of the relationships which were developed prior to becoming a supervisor were developed with other workers at a collegial level. This often presents difficulties when all of a sudden a worker is supervising their peers. This can present issues such as:

- **Supervisees alleging you are “drunk with power” any time you assert any authority**
- **Social disharmony**
- **Role balancing**
- **Professionalism**

## 4 components of supervision



- a. To become better supervisees.
- b. To be an effective clinician
- c. To produce better client outcomes.
- d. To reduce risk.

## 4 components of supervision



Case management;  
Workload and performance management;  
Professional training and development;  
Personal support.

Supervision means performing the functions:



- Clear and specific worker objectives.
- Awareness of worker's needs.
- Willingness to facilitate the step-by-step progression of workers.
- A willingness to accept the diversity of workers including differences in viewing the role of working, differences in motivation, differences in interest and differences in cultural perspectives.

## SUPERVISION



- a. Protect the public
- b. Develop professionals
- c. Support professionals
- d. Manage the work



## Functions of supervision (Kadushin)



- a. administration
- b. education
- c. supportive leadership

## SUPERVISORS....



- Translate the policies and objectives of the agency into specific work duties and timelines;
- Select the jobs to be completed;
- Assign workers who will complete the jobs;
- Determine when the jobs will be completed;
- Review whether or not the work is being completed and up to agency standards;
- Evaluate employees;



Trauma-informed supervision addresses

Secondary traumatization (ST)

Vicarious traumatization (VT)

Compassion fatigue (CF)

These concerns can directly contribute to staff turnover. Turnover rates in behavioral health are at 40%.



Trauma-Informed supervision increases the knowledge and skills of the clinical and peer work force to deliver treatment services that address effects associated with trauma honor the core principles of trauma-informed care



Trauma-informed supervision allows staff to

Explore challenges and concerns without fear of judgement

Be transparent about mistakes and biases

Be vulnerable

Remain in a constant learning stance



## Trauma-informed supervision

Builds staff competencies to ensure trauma-informed care principles are infused into all case collaborations with community partners

Creates trauma champions who communicate and embody trauma-informed principles in community initiatives



Trauma-informed supervision ensures

- Staff understand the need to track and analyze data
- Staff have the tools and resources to seek and track consumer feedback
- Relevant data is shared with staff so they can understand how to strengthen their practices
- Staff can safely explore challenges with data collection in order to seek effective solutions

✓ Promotes staff retention and reduces turnover (Barak, Nissly, & Levin, 2001; Knudsen, Roman, & Abraham, 2013)



✓ Reduces levels of vicarious trauma experienced by staff (WCSAP, 2004)

✓ Influences supervisee ability to more effectively cope with their work (Sommer & Cox, 2005) and is associated with greater resilience among workers (Turner, 2009)

✓ Enhances worker well-being by strengthening ties to the organization and increasing affiliation with the larger field (Knudsen, Roman, & Abraham, 2013)

✓ Facilitates and supports effective dissemination and sustainability of best practices (Miller et al., 2006; Schwalbe, Oh, & Zweben, 2014)





# “No one can face trauma alone”

(Herman, 1997, p. 153)





What do I believe about how change occurs for people?

What are the crucial variables in training and supervision?

How do I measure success in supervision?

How do I contribute to that success?

What learning objectives do I have for supervision, and what techniques will I apply to achieve these objectives?

(Powell, 2004)



# Facilitating Factors



Individuals are more likely to accept and commit to a proposed change

When it is clearly communicated to them as an exciting and viable opportunity

There are perceived benefits

In this instance benefits are opportunities for personal growth and development and enhanced competence

# Facilitating Factors

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- Sensing a 'felt need' to create dissonance between the present situation and the vision. Without perceived need, change may be viewed as unnecessary and disruptive
- Vision articulating behavior on the part of the leader is an important means to increase felt need.

# Other Factors:



- By becoming part of a larger effort, change is seen as possible and leading to positive results.
- Group goals serve as indicators of future organizational events and provide personal development opportunities
- Encouraging contribution of ideas leads to empowerment and cynicism reduction
- Leader behavior must exemplify vision and values
- Before transformational leadership few organization had supervision training
-

# Obstacles



- Staff cynicism—refers to those who are skeptical about change, protective of status quo—and who may have excellent rationales for maintaining some aspects of business as usual



# Managing obstacles



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- Managing two components of cynicism:
- Improving the perceptions of future success and
- Building faith in those responsible for the changes
-



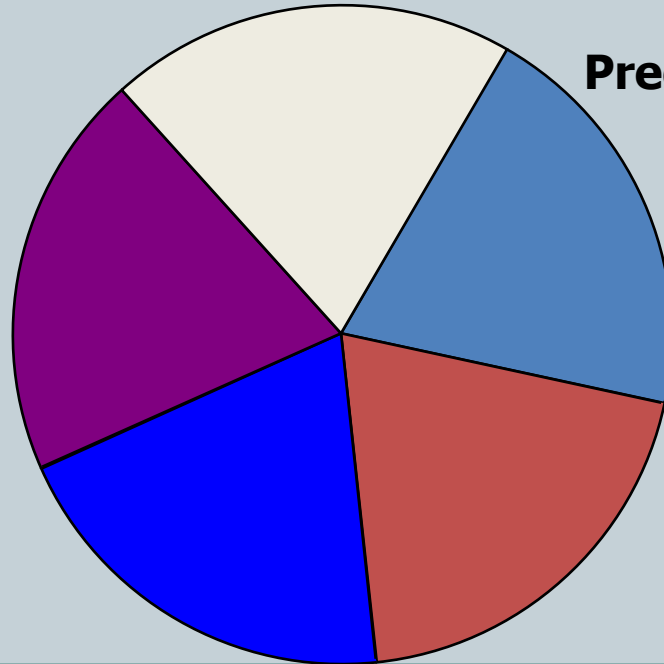
# Cynicism



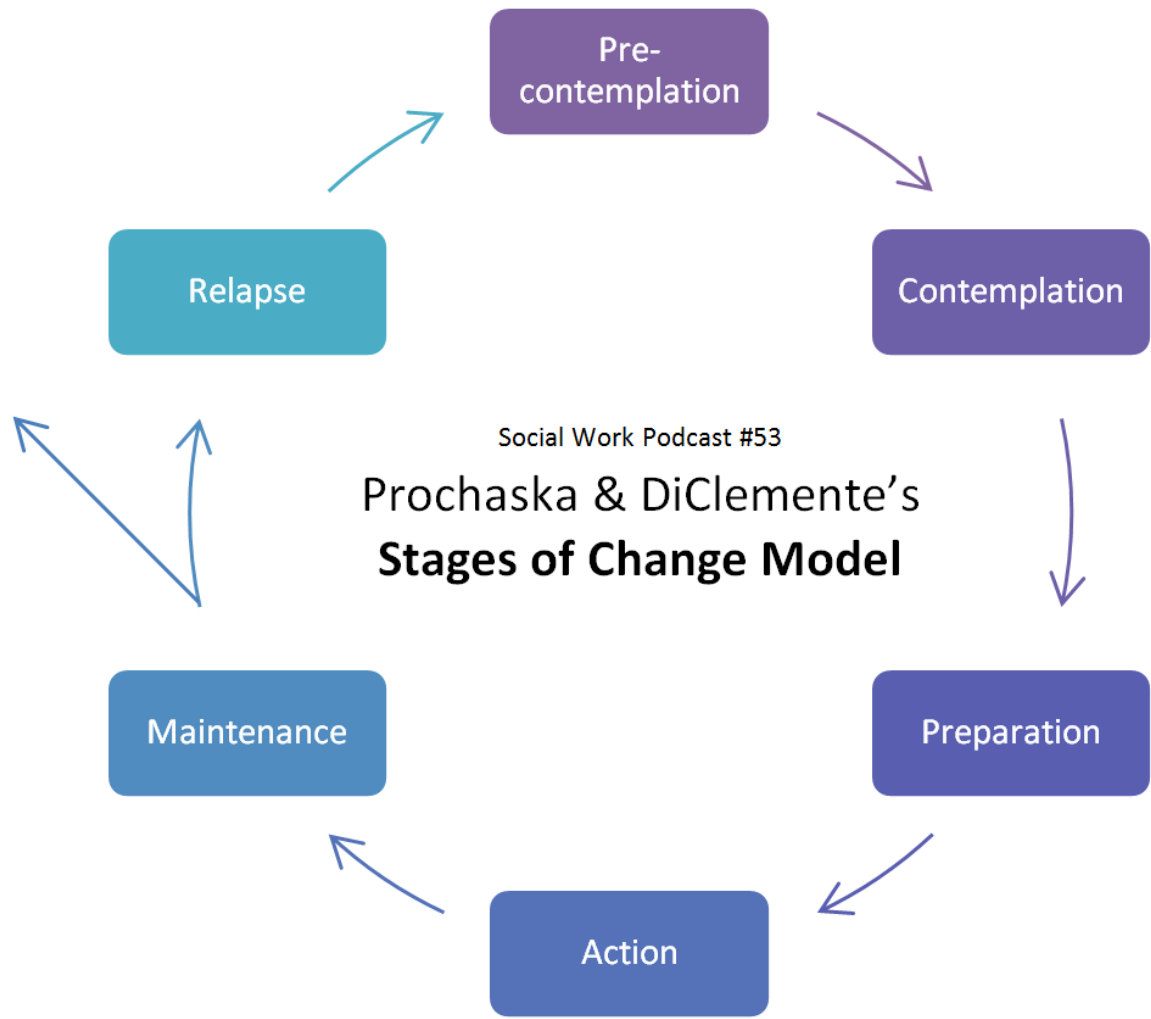
- Cynicism About Organizational Change can be a self-fulfilling prophecy.
- Combatting cynicism
  - involving people in making decisions that affect them
  - keeping people informed of ongoing changes
  - keeping surprises to a minimum
  - publicizing successful changes
  - providing opportunities for employees to express feelings
- receive validation and reassurance

# Stages of change

- Pre-Contemplation,
- Contemplation,
- Preparation
- Action,
- Maintenance,
- Relapse



**Precontemplation**



# CHANGE



Change will be more palatable if leaders are well-liked, viewed as knowledgeable about the subject matter, possess power and status in the organization, and trustworthy

Emotional affect speaks louder than totally rational or factual approaches

Influence tactics arousing enthusiasm based on values, ideals etc. and seeking participation and support are more effective

# Supervisors need to study



a. Business and Professions Code, Chapter 14,  
Article 4

- “. . . supervised course of study . . .”
- “responsibility for, and control of”

b. CCR Title 16, Division 18

Unprofessional conduct -

- aid or abet unlicensed practice
- permits one under “supervision or control”

## Coaching, Facilitating, Mentoring, Sponsoring, Reflective Practice



Pearson, M. and Kayrooz, C.  
(2004) Enabling critical reflection on research supervisory practice.  
International Journal for Academic Development,  
9 (1), pp 99-116.

## Key elements of Supervision



### EXPERT COACHING

The supervisor as expert and coach provides expertise on the research topic, research methodology, and in writing the thesis. Effective coaching includes assisting students to become aware of their own processes in problem solving and to develop their professional repertoire and judgement as a research practitioner. For example, "...assisting with research topics

## Expert Coaching



challenges intellectually

-

encourages take ownership of thesis

-

gives constructive feedback on ideas in thesis drafts

-

assists formulate research topic

-

helps plan and refine the project

-

comments on thesis drafts in a constructive fashion

-

comments on thesis drafts in a timely fashion

-

encourages develop/evaluate own ideas

-

provides specialist/technical expertise

-





- 
- provides specialist/technical expertise
- 
- introduces to relevant current literature
- 
- encourages writing early
- 
- advises on problem framing +solving
- 
- introduces me to ethical practices formal and informal
- 
- advises me on critical aspects of research
- 
- provides advice on the logistics for producing a thesis document



## FACILITATING

The supervisor as facilitator provides guidance that enables the student to manage their candidature through the 3 stages identified in Cullen et al. (1994, p. 96),

negotiating a program of study and research that is appropriate for the student.

It includes ensuring that the student meets official requirements such as ethics clearance and annual reports, and that progress is being made in a timely fashion.

For example- setting up the ground rules from the beginning.



Negotiates program of study and research

-

displays sensitivity to gender differences in interactions

-

directive when needed

-

negotiates explicit ground rules for supervision

-

ensures official requirements are met, e.g. ethics clearance, annual reports

-

consults on the selection of examiners

-

willing to help me without being intrusive

-

devotes sufficient time

-

promotes good interaction and learning among staff



listens with attention

-

respects the knowledge and expertise

-

approaches supervision flexibly

-

puts effort into a good start

-

provides information on availability

-

initiates contact

-

negotiates their availability

-

displays sensitivity to cultural differences



## MENTORING

The supervisor as mentor supports the student's development in the context of their evolving personal and career goals, and links them to appropriate research, academic and professional networks. A mentor can offer both personal and professional support. For example, "... introduces me to relevant professional networks..."



demonstrates genuine interest in well-being

-

approachable, responsive, and affirming

-

encourages publishing

-

directs me to leading researchers

-

encourages networking within the university

-

introduces to professional networks

-

conveys enthusiasm for project/research

-

helps arrange for presentations at seminars and conferences



Refers supervisee to relevant professional assistance

- collaborates leading to joint publications
- conveys enthusiasm for the research
- assists progress career goals
- advises on opportunities for relevant experience



## SPONSORING

The supervisor as sponsor assists the student to gain the necessary access to resources and opportunities for their learning and research activity. Such resources include technical support, funding and introductions to those with specialist expertise.

For example,  
“...assists me obtain resources to attend relevant seminars and conferences.”





assists obtain resources for seminars and conferences

-

assists to meet administrative requirements in an efficient and timely manner

-

keeps informed about procedures and issues re intellectual property rights

-

assists me to access essential technical support

-

advises about resources and other funding sources

-

ensures that I can gain access to required facilities (e.g. fax, phone, computer)



## REFLECTIVE PRACTICE

The supervisor as a reflective practitioner models openness to new ideas and encourages critical discussion on research practice including their own, and the supervisory process.

For example, "... is open to different research approaches."



models effective research practice

-

open to different research approaches

-

open to critical discussion on research practice

-

periodically reviews our supervision

-

carries out supervisory duties professionally

-

respects as professional and a learner

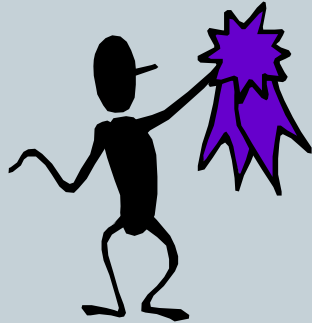
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encourages open/critical discussion on research practices

## POWER



- The force that allows an individual the ability to induce another person to carry out his/her directives or any other value(s) she/he supports.



– 1) REWARD POWER



- Remunerative (money)

What is the response?



- Or normative (a pat on the back).

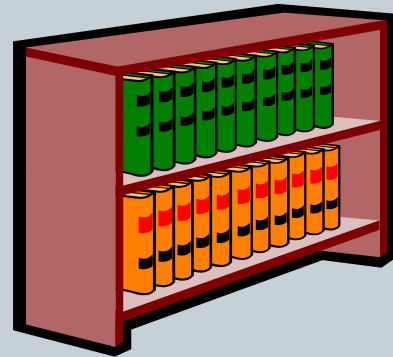
What is the response?

- **BEWARE OF NORMATIVE COMPLIANCE!**

## EXPERT POWER



- Power that comes from having special knowledge and/or skills.



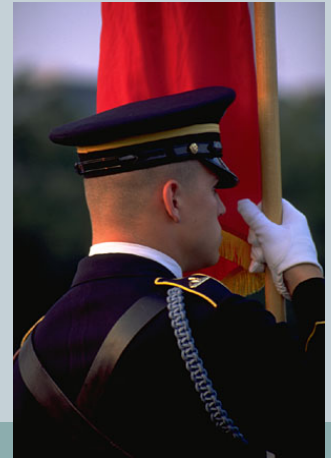
## EARNED POWER



- The power that comes from earned respect.

What happens if you have legitimate power but no earned power?

What happens if you have earned power but no legitimate power?



## LEGITIMATE POWER



- The power that comes from holding the position. The source of the powers in the position (formal power).





## COERCIVE POWER

- The threat of harm or punishment; public humiliation.

What is the response?



Alfred Kadushin, the foremost authority in social work supervision, defines supervision as:



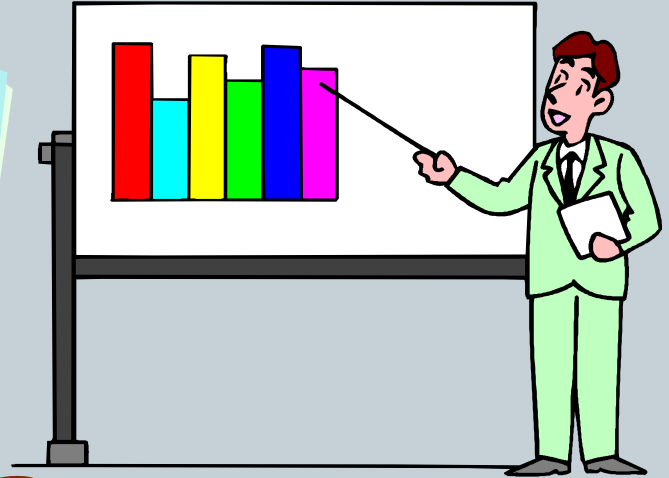
- 1) helping the worker with job-related discouragements and Discontents;
- 2) giving workers a sense of:  
worth as professionals; self-esteem; networking
- 3)the responsibility of sustaining worker morale;
- 4)belonging to the agency;
- 5)security in their performance.

## A good supervisor:



- Fosters trust;
- Builds people rather than tears them down;
- Is supportive;
- Is consistent;
- Is caring;
- Uses time wisely;
- Is persistent to their goals;
- Is willing to compromise;
- Allows as much freedom is possible;
- Is creative.

# SUPERVISORY STYLES



## Policy Bases of Supervision



- a. Ethical
- b. Legal
- c. Professional
- d. Institutional

## Institutional Requirements



- a. Based in ethics
- b. Based in professional norms
- c. Based in law
  - - work must be supervised by MSW
  - - must meet at least 1.5 hours per week
- **FOR SUPERVISION**



- Decide on your own purposes for supervision.
- Decide what ethical principles will guide your supervision.
- Evaluate the fit between your purposes and your ethics.

What distinguishes supervision, consultation, and collaboration?



- a. Supervision includes responsibility for the quality of the work and authority over the work.
- b. Supervision involves a fiduciary duty to the supervisee and to the client.



## Distinctions



- c. Supervision requires monitoring and evaluation of the work.
- d. Consultation does not involve authority although it implies expertise and therefore responsibility.
- e. Collaboration involves parallel work without authority or responsibility for the work of the other.

## Contexts of Supervision (Kadushin)



- a. community
- b. profession
- c. organization
- d. department
- e. supervisor-supervisee

# Maryland Board of Social Work Examiners



This course meets the 3 CE per renewal requirement for supervision content area. Information is here:

<https://health.maryland.gov/bswe/Documents/Regs/10.42.06>

Continuing Education Requirements.

## John Dewey System of Learning



- Experience
  - Important to understand interns' past experiences in order to
  - effectively design a “liberating educational experiences” to allow
  - the person to fulfill their potential
- Democracy
- Continuity
- Interaction



### Recognize shift in role

- Helper of clients *to* mentor/educator/
- supervisor of *supervisee*
  - “Start where the supervisee is”
- Doer *to* explainer
  - Practitioner *to* one who assistssupervisee with interpreting/applying theory to practice
- Member of agency hierarchy *to* colleague/
- collaborator *to* evaluate and advocate
- supervisee as well



**Keep  
calm  
and  
become an  
ADMIN?**



## What is Administrative Supervision?

- Supervision is a special aspect of organizational administration.
- Administration is a process which implements organizational objectives.
- Stein (1965) describes it as a “process of defining and attaining the objectives of an organization through a system of coordinated and cooperative effort”



- In organizational structure there are:
  1. First line supervisors- They are directly responsible for and in contact with the direct service workers,
  2. Second line supervisors- They supervise the first line supervisors

Here in this report we will talk about more front line supervisors, those who supervise direct service workers.



- The supervisor is a link in the chain of administration
- As an administrator, the supervisor has responsibility for agency management and specific, clearly defined, administrative-management functions assigned to her. These functions are the essence of administrative supervision.





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- As an administrator, the supervisor has responsibility for agency management and specific, clearly defined, administrative-management functions assigned to her. These functions are the essence of administrative supervision.



## TASK

- **Staff recruitment and selection**

The supervisors charged with hiring people as agency social workers seek to select candidates who are likely to fit in. The task requires selecting those applicants who have the personal characteristics, attitudes, and maturity that will allow them to feel comfortable and accepting in implementing agency objectives.



## WHY??

The supervisor is in the best position to know the detail of the job that needs to be done and the attitudes, skill, and knowledge required to do it. Consequently, supervisors make a significant contribution to the process of staff recruitment and selection.

Even they do not make final decision the supervisors recommendations are invariably given careful consideration.



## 2. Inducting and Placing the Worker

- New workers may have little if any idea of the purpose and nature of supervision, so there is a need for some preparation for the role of the supervision
- The supervisor prepares to induct the worker by reviewing the worker's personal folder, informing other workers and the unit that a new workers has been hired, find office desk, select some reading material agency and its functions, and discuss their possible assignment
- Workers need to find their place in the organizational framework
-



- Knowing whom to they report, and who reports to them enables workers to find their particular location in the working place
- The supervisor personally introduces the workers to peers, office personnel with whom he will be working and administrative officers
- Lastly if the worker is new in the city help them to get adapt around city



- Worker recruited, hired, inducted and placed the supervisor has to plan what the agency needs him to do. Basically, key administrative responsibility of supervision is called 'putting the job descriptions to work'
- Administration sets general policies and objectives. It will break down;
  1. Duties
  2. Specific task





- Familiarities

Know the workers, case required actions, tasks and responsibilities, deadline etc.

- Prioritize works
- Focus on not only who will do it but when it has to be done
- Unit supervisor has responsibilities for long range plan including total component budget



## 4. Work Assignment

In making task assignments the supervisor needs to consider variety of factors

### 1. Criteria for assignment

- Know your workers capabilities
- Distribute the jobs and case workers equally
- Balance – know your people's strength and weaknesses
- Give them work challenges enough and but not overwhelming
- Consider the age, sex, race and ethnicity



## 2. **Work assignment and caseload management**

- The supervisor is responsible for scheduling the ensures the workers' ability to perform their jobs without undue stress
- While having the same number of cases as peers, a worker may nevertheless feel overloaded. Sharing their sense of resentment with the supervisor can be helpful



### 3. Problems in work assignment

- Unwanted case
- Experienced VS inexperienced



## 5. Work Delegation

- Delegation goes beyond the assignment of task. It involves the supervisor sharing some measure of her authority with the supervisee, who is then empowered to make decisions and to take action in the performance of the assigned task.
- Task assignment indicates what work needs to be accomplished. Task delegation indicates how it is to be accomplished.



- Task delegation is complex function which includes; supervisor attributes, supervisee attributes, the nature of the task delegated, and organizational climate.
- Usually more trained or experienced workers are given the freedom of deciding the details in implementing an assignment.
- The more discretion he is given, the greater the likelihood that the supervisee will feel he is trusted and worthy to trust
- Willing supervisor VS unwilling supervisee
- Willing supervisee VS unwilling supervisor



- However, the supervisor should be ready, when necessary, to be more directive, not only assigning the task but clearly specifying how it should be done
- “Supervisors is responsible for the work done by each of his supervisees” Olyan (1972)



## 6. Monitoring, Reviewing, Evaluating Work

- An interview study of 20 supervisors in a state public welfare department found that 55 percent of the supervisors saw their primary role as monitoring worker performance
- Monitoring involves; obtaining verbal reports from workers, reading records, reviewing statistical reports. Additionally , sharing favorable feedback and verbal approval.





- Work review is necessary. It monitors work and workers both
  1. Is work done as planned
  2. General responsibility of seeing that supervisees are available to cover work load
- Supervisor need to concern with tardiness, absences, request from time off, sick leave, vacation schedules, and projected and emergency overtime personnel needs to ensure adequate coverage of work assignments.
- If the worker sick or absent the supervisor make sure that all services and all work is covered.



- Formal evaluation of the workers' performance is administrative act.
  1. What is right? What is wrong?
  2. What is the behavior and attitude ?
  3. Is there any required change?
  4. Promotion, raises, changes in job assignments

Monitoring, review, and evaluation are the inspectional aspects of administrative supervision.



## 7. Coordinating Work

If organizational objectives are to be effectively implemented all of this breaking down has to be coordinated and integrated.

Through coordination the supervisor brings workers into relationship with other workers involved in activities that are reciprocal, supportive, or supplementary to their own work.



- Coordination unifies different workers efforts toward achievements of agency objectives
- Cooperation among workers and work units is reduces conflict
- The supervisor organized and orchestrated the activities of a number of different workers so that their joint efforts are cooperatively directed toward accomplishing some significant aspects of the mission of the agency.



## 8. The Communication Function

- The supervisor act as an integral link in the chain of administrative communication. In the vertical line of authority, supervisor faces 2 ways
  1. Toward the administrators above her in the hierarchy
  2. Toward workers below her



- Communication permits more effective coordination of the work of the agency through linkages provided by the flow of information and feedback.
- The supervisor is one of the principal gatekeepers in the communications highway system, gathering, others in the hierarchy and transmitting this information to others in the hierarchy.
- The supervisor has the responsibilities of encouraging relevant communication from supervisees, establishing a climate of receptivity and a readiness to listen.



- The supervisor has variety of channels through which to communicate information: personal face- to- face communication, phone communication, writing a memo or a report.
- To be effective, the supervisor has to do more than act as messenger
- Every supervisor need to be honest about their limit and power to forestall unrealistic expectations about the effect of upward communication



## 9. Supervisor as Administrative Buffer

- The supervisor serves as a buffer in relation to agency clients and administration looks, in general, to the first-line supervisory staff to handle problems relating to service. Consequently the supervisor performs the function of dealing with clients who want to discuss a complaint with someone other than the worker.





- While serving as a buffer between client complaints and the agency the supervisor also functions as a buffer between worker and agency. The supervisor protects the worker from imposition by administrators of unreasonable workload standards
- Also, supervisor is expected to protect the organization from embarrassment



- While serving as a buffer between client complaints and the agency the supervisor also functions as a buffer between worker and agency. The supervisor protects the worker from imposition by administrators of unreasonable workload standards
- Also, supervisor is expected to protect the organization from embarrassment



## 10. Supervisor as Change Agent and Community Liaison

- The supervisor has responsibility of using her knowledge of the situation to formulate suggested changes in agency policy procedure.
- The supervisor is in a strategic position to act as agency change agent. Standing between administration and the workers, she can actively influence administration to make change and influence workers to accept them.



- If the supervisor sees a need for changes, then she should actually encourage and collaborate with supervisees in seeking those changes, rather than being a mere mediator.
- Take action to change

## EARS: Elicit/Amplify/Reinforce/Start Over



- **Elicit:** What went well?
- **Amplify:** What was good about it?
- **Reinforce:** Wow! How did you *do* that?!
- **Start over:** What else went well?

## Sustaining the Supervisory Relationship



### 6. Co-construct competence \*

- Ask about accomplishments
  - What has gone well this week?
  - How *did* you manage that?
- Look for “accelerators” to progress
  - What has helped you be able to connect with a client before?
  - be successful implementing a new program?
  - How can we put that into place in this situation?



1.

## Modeling

- Encourage an open, exploratory process of give-and-take as relationship develops
- Avoid being defensive as encourage feedback on how things are going

2.

## Encourage exploration of different points of view

- Critical reflection on decision making process
  - “Think aloud” about steps took to arrive at a decision;
  - Were steps adequate? Did I omit alternatives?
  - What assumptions did I make about the client? the community?



### 3. Ask discriminating questions

- Ask questions that require critical thought to answer
  - What are the pros/cons of being more confrontive/more supportive with client at this point in your work together?
  - Why do you think stakeholders aren't buying into the project?
  - Any ideas?
- Help supervisee move beyond 'gathering' info to
- interpreting & evaluating



## Supervisor relationships



Identify themes

Help supervisee look for themes in clients' or groups' words and behaviors

Help supervisee develop abstract thinking and cognitive growth

Use ongoing assignments to sustain relationship

Coordinate, collaborate and consult in Staff meetings

## Recommendations



- Decide on your own purposes for supervision.
- Decide what ethical principles will guide your supervision.
- Evaluate the fit between your purposes and your ethics.

## CONSULTATION/SUPERVISION



- a. Supervision includes responsibility for the quality of the work and authority over the work.
- b. Supervision involves a fiduciary duty to the supervisee and to the client.

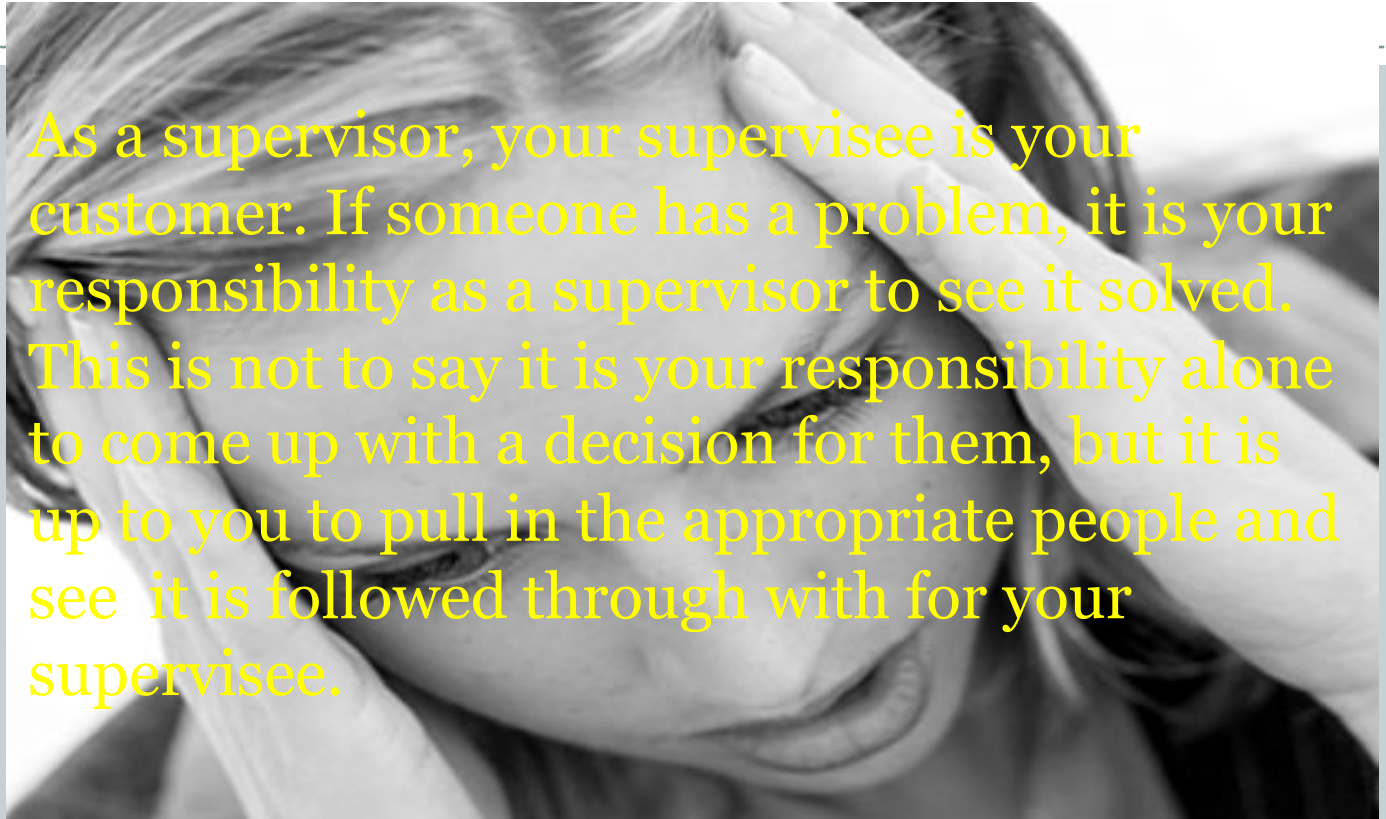
## DISTINCTIONS



- c. Supervision requires monitoring and evaluation of the work.
- d. Consultation does not involve authority although it implies expertise and therefore responsibility.
- e. Collaboration involves parallel work without authority or responsibility for the work of the other.

# Supporting Staff

As a supervisor, your supervisee is your customer. If someone has a problem, it is your responsibility as a supervisor to see it solved. This is not to say it is your responsibility alone to come up with a decision for them, but it is up to you to pull in the appropriate people and see it is followed through with for your supervisee.



# Supporting Staff



It is imperative for supervisors to take a moral stance for fair, respectful treatment for both supervisees and clients.



# Supporting Staff



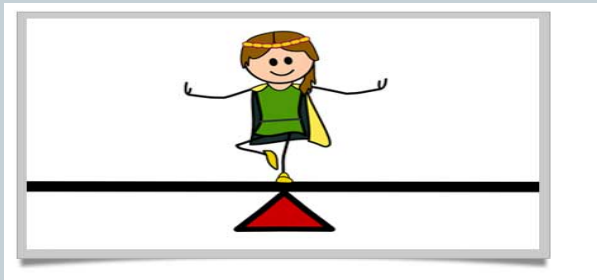
Follow through with supervisee when they have questions. Recommending a supervisee “go to” or “call” someone is typically not sufficient, particularly if you are dealing with a new worker.

For all intents and purposes, the minute an employee asks you a question, they have asked the agency and if they do not get an answer for it, then it is the agency that has not followed through.

# Importance of Supervision



- Clinical supervision is the primary means through which all applied mental health fields are taught. However, supervision is a **balancing act**. **Good supervision is a skill of balancing the needs of the clients.**







Supervisors should review the supervisee's work in order to **IMPROVE** the social worker's skills and ensure the clients are given the highest service possible.

Doing this effectively leads to success for the supervisee and the supervisor.



# SUCCESS

Because you too can own this face of pure accomplishment

## Importance of Supervision

# Importance of Supervision



## 3 Major Components of Supervision

- ❖ **Administrative**
- ❖ **Educational**
- ❖ **Supportive**

To be an effective supervisor, you need to be skilled at each of the three areas.

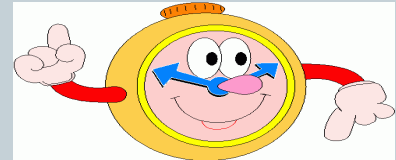
# Administrative Supervision



Relates to ensuring that work is performed and is performed in a manner that is consistent with agency policies.

Some specific areas would focus on:

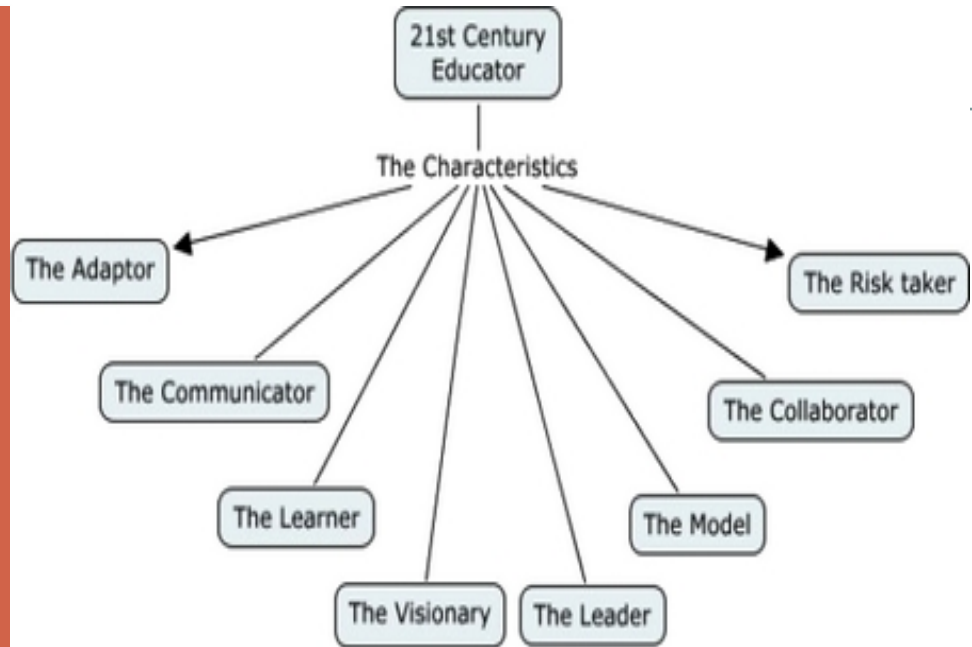
*Caseworker contact and punctuality ( in terms of meeting attendance and completing paperwork)*





Occasionally referred to as a clinical supervision, educational supervision involves teaching a supervisee skills while also developing their self-awareness at the same time.

This is done by analyzing the social worker's interactions with clients and then teaching them how to provide specific services to specific clients.

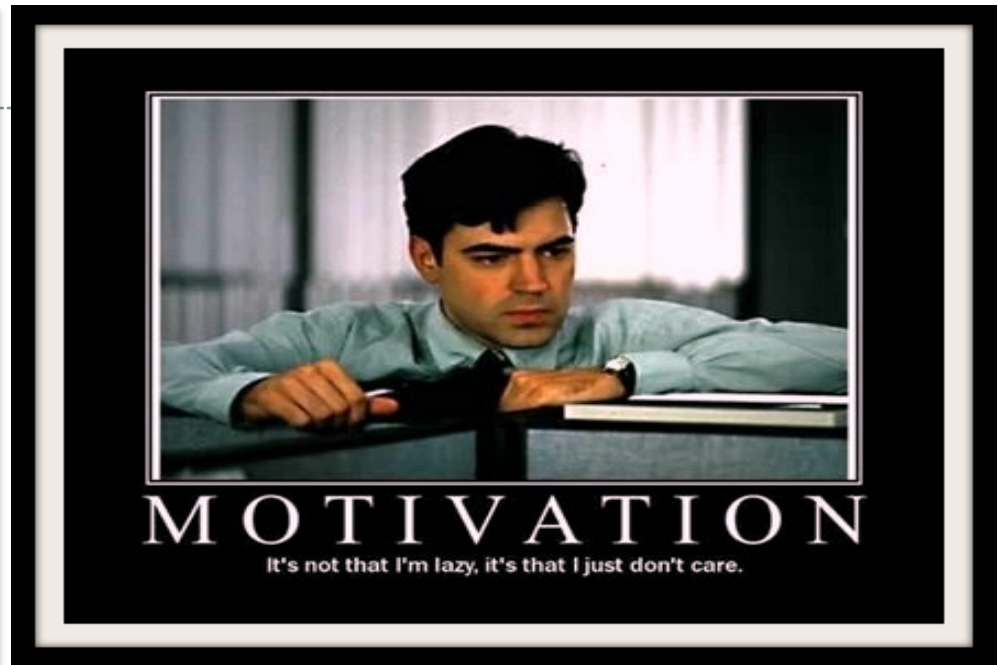


## Educational Supervision



Focuses on enhancing job performance by decreasing job related stress that interferes with work performance.

Supervisor increases the supervisee's motivation and helps develop a work environment that enhances work performance.



## Supportive Supervision

# Importance of Supervision



All 3 methods should be assessed and determine which one is appropriate. At times intervention might include one of the three, other times (and a significant portion of the time) intervention would include a portion of all three.

Each supervisor must be aware of which areas they are stronger in than others. Self-awareness is the key.

# Importance of Documentation



- Documentation is an important part of supervision and moral fiber for the supervisee.
- **If it's not documented it didn't happen.**
- It's imperative for the supervisor to review documentation and monthly reports for content.
- Documentation should evaluate the families needs and re-evaluate the goals as families needs change.
- When writing documentation understand your audience.

# Service Standards



- Service Standards are the guidelines and rules for all services offered to DCS clients.
- It is important to understand and review the DCS service standards frequently while providing appropriate services.
- Service standards can be viewed under community based services, scroll down and select Attachment A service standards  
<http://www.in.gov/dcs/3159.htm>





### • Agenda suggestions:

- *Sample agenda*
- Review *Learning Plan* regularly:
  - are we on target?
- Discussion of clients, projects and assigned tasks
  - Developing skillset
  - Link: theory to practice
- Give feedback that is clear, consistent, ongoing
  - More focus on + than -
- Practice skills and techniques



- Narrative assessments by supervisors using previously established criteria.
- Management by objective systems in which the supervisor determines whether the employee has accomplished a predetermined set of objectives.
- Rating scales and checklists that require the supervisor to make an assessment of the worker's level of performance on a standardized scale.
- Comparisons of an individual worker's performance to those of other workers. For example, workers could be compared in terms of the number of successfully closed cases or the number of clients served on average.
- Multirater Assessment Systems in which more than one evaluator directly assesses the worker's skill or performance level.



- Many organizations and professional associations are now evaluating performance by developing lists of specific skills or competencies that professionally trained workers should possess.
- Efforts have also been made to create tools or systems of measurement to determine if workers in certain job categories have actually acquired these skills or if they need additional training



- According to Shera and Page (1995) a critical aspect of empowerment-oriented social service organization is that supervisors “promote positive relationships and images through the development of positive language, help staff focus on client strengths, and model appropriate behaviors and values to staff” (p. 4). Peer consultation for staff members who need assistance with workplace issues may also be an effective means to provide support and consequently increase a sense of personal empowerment and autonomy (Shera & Page, 1995).
- In a study of management practices in empowerment-oriented organizations, Gutierrez et al. (1995) found that the use of peer supervision techniques helped build relationships and support, building a sense of shared philosophy and psychological safety among staff members. Workers can be organized into teams or support groups can be established to facilitate peer consultation and information exchange.

## Mentoring



- Another method used to provide peer support involves mentoring. Mentoring has been found to be an effective method of orienting new employees to the workplace and helping them to develop appropriate workplace skills (Dreher & Ash, 1990; Hardina & Shaw, 2001).
- Kaminski et al. (2000) studied the use of mentors to train workers to act as workplace advocates and leaders. They found that the best mentors repeatedly praised student performance, gave trainees new tasks that involved greater levels of responsibility, and encouraged them to develop their own goals and tactics for producing results.
- An additional benefit of the mentoring process is that mentors can help marginalized employees (for example, women and persons of color) navigate difficulties in workplace culture that could limit their ability to secure promotions or become administrators (Burke & McKeen, 1990; Ragins, Townsend, & Mattis, 1998).

# **Casebook for Clinical Supervision: A Competency-Based Approach**

**(APA, 2008)**

Carol A. Falender & Edward P. Shafranske (Eds.)



## **Clinical Supervision: A Competency-Based Approach (APA, 2004)**

Carol A. Falender & Edward P. Shafranske

Forthcoming in 2011 from APA

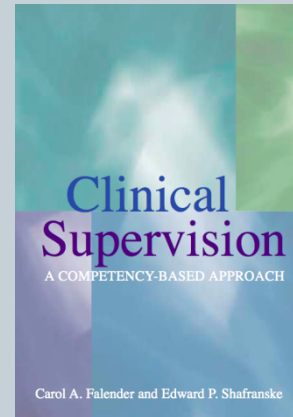
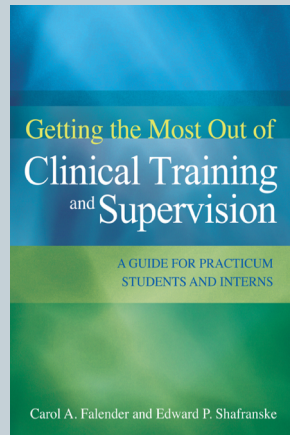
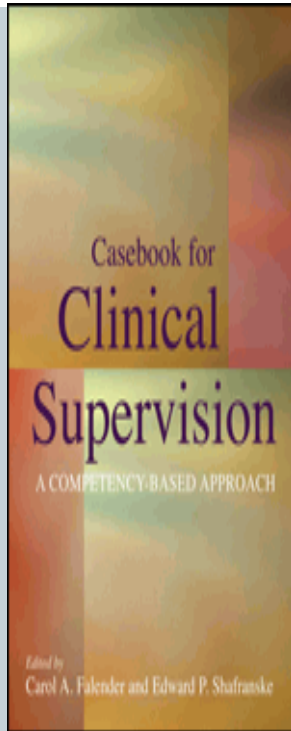
## **Getting the Most Out of Clinical Supervision: A Practical Guide for Interns and Trainees**

Carol A. Falender & Edward P. Shafranske

## **Diversity and Multiculturalism in Clinical Supervision: Foundation and Praxis**

Carol A. Falender, Edward P. Shafranske, & Celia Falicov (Eds.)

# RESOURCES



# References



- NASW  
[socialworkers.org/practice/naswstandards/supervisionstandards2013.pdf](http://socialworkers.org/practice/naswstandards/supervisionstandards2013.pdf)
- Clinical supervision skills in Behavioral Health  
Campbell Jane M. PHD 2004





- The END/THANK YOU!!!
- Questions
- Comments
- Feedback
- Please complete your evaluations