Providing Effective Clinical Supervision (Advanced)

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Gabriela Zapata-Alma LCSW CADC

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Presenter Information

Gabriela Zapata-Alma, LCSW, CADC
Director of Policy and Practice for Domestic Violence and Substance Use, NCDVTMH
gzapata.alma@ncdvtmh.org
US DHHS ACF FVPSA-Funded Special Issue Resource Center Dedicated to Addressing the Intersection of Domestic Violence, Trauma, Substance Use and Mental Health

- Comprehensive Array of Training & Technical Assistance Services and Resources
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Learning Objectives

▪ Identify the three major elements of clinical supervision
▪ Describe approaches to clinical supervision that support accessible, culturally-responsive, and trauma-informed services
▪ Recognize the supervisor’s role in supporting staff growth through the “parallel process”
What’s your current role within your setting?
Clinical Supervision: Three Key Elements

- Task
- Educational
- Supportive

(Adapted from Kadushin 2002)
Task Supervision

Goals:

- Support agency functioning
- Adherence to policies and procedures
- Risk prevention and management

(Adapted from Kadushin 2002; Dixon, 2004; SAMHSA/CSAT TIP 52, 2009)
Task Supervision

Common topics:

- Operations
- Policies
- Billing targets
- Documentation
- Audits/site visits

(Adapted from Kadushin 2002; Dixon, 2004; SAMHSA/CSAT TIP 52, 2009)
Task Supervision

Methods:

- Clarifying procedures and expectations
- Reviewing documentation from compliance perspective
- Providing support in meeting regulatory expectations

(Adapted from Kadushin 2002; Dixon, 2004; SAMHSA/CSAT TIP 52, 2009)
Educational Supervision

Goals:

- Enhance client outcomes
- Support agency mission
- Increase staff skills
- Improve service quality

(Adapted from Kadushin 2002; Dixon, 2004; SAMHSA/CSAT TIP 52, 2009)
Educational Supervision

Common topics:
- Theoretical approaches
- Discrete intervention skills
- Clinical diagnosis
- Treatment planning
- Theory of change
- Integrated approaches
- Gender-responsive care
- Culturally-resonant services
- Trauma/DV-informed approaches

(Adapted from Kadushin 2002; Dixon, 2004; SAMHSA/CSAT TIP 52, 2009)
Educational Supervision

Methods:

- Rapport-building
- Adult learning techniques
- Client review
- Applying theory in practice
- Negotiating learning objectives

(Adapted from Kadushin 2002; Dixon, 2004; SAMHSA/CSAT TIP 52, 2009)
Using Direct Observation for Teaching and Coaching

- Process recordings
- Audio/Visual recordings
- Live observation
Hold supervision session as close to the client session as possible
(directly after if using live observation)
Supervision Using Direct Observation 2

Elicit their reflections and reactions

- What went particularly well?
- What didn’t go as planned?
Supervision Using Direct Observation 3

Providing Feedback

- Highlight strengths
  - authentically
  - specifically
  - name impact
Providing Constructive Feedback

- Objective - specific - impact
- Can be helpful to frame as:
  - Growth edges
  - Missed opportunities
  - Expanding perspectives
Supportive Supervision

Goals:

- Prevent and address secondary trauma
- Prevent and address burnout

(Adapted from Kadushin 2002)
Supportive Supervision

Common topics:

- Countertransference
- Professional identity
- Connection between personal and professional values
- Personal sense of vocation
- Work-Life balance

(Adapted from Kadushin 2002)
Supportive Supervision

Methods:

- Empathic listening
- Mind-body practices
- Psychological flexibility
- Values clarification
- Self-awareness
- Community care
- Reflective practices

(Adapted from Kadushin 2002)
How Mind-Body Practices Help

- They can directly address the overwhelm or dysregulation in our bodies, nervous systems
  - Especially when we don’t have words to express what we are experiencing or talking about it increases our distress
- They are free, can be shared and learned, and can be used in situations when other resources may not be available
Mind-Body Techniques

- Breathing
- Grounding
- Soothing scents
- Tapping
- Mindfulness
- Movement

What would YOU add to this list?
With which element of supervision are you the most comfortable?
Gatekeeping

- Agency standards
- Professional standards
- Ethical standards
- Recognizing and responding to staff impairment
- Safeguarding people in services
- Coaching staff for a better job fit
Healthy Boundaries

- Supervisors naturally perform various functions in clinical supervision
- Some functions may feel in conflict with one another (ex. gatekeeping vs. support)
- Clarity of role as supervisor
- Soft enough boundaries to be collegial, not so much that there is risk of role confusion, perceptions of favoritism, or harm within the power differential
How can I encourage openness when I’m ultimately responsible for evaluating their job performance?
Parallel Process
Think of a great supervisor or teacher you’ve had... what’s a word that describes them?
Parallel Process 2

How we supervise and the supervisory relationship, has a direct impact on how staff relate to clients.
## Parallel Process 3

<table>
<thead>
<tr>
<th>Therapeutic Alliance</th>
<th>Working Alliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Rapport</td>
<td>▪ I get along with my supervisor</td>
</tr>
<tr>
<td>▪ Trust</td>
<td>▪ I can raise questions and concerns without fear of retribution</td>
</tr>
<tr>
<td>▪ Caring</td>
<td>▪ My supervisor cares about me (as much as they do for clients and other staff)</td>
</tr>
<tr>
<td>▪ Staff is here to help me (not judge me)</td>
<td>▪ My supervisor is here to help me (not investigate me)</td>
</tr>
</tbody>
</table>

Parallel Process 4

Dynamics that are coming up between clients and staff often are reflected within supervisory sessions and the supervisory relationship.
Parallel Process 5

Responding to these dynamics:

- Can name the process
- Use a shared practice theory as a model for responding
What theoretical approaches are used in your program?

How can they be applied in the parallel process?
Psychological Flexibility

“Psychological flexibility spans a wide range of human abilities to:

- recognize and adapt to various situational demands;
- shift mindsets or behavioral repertoires when these strategies compromise personal or social functioning;
- maintain balance among important life domains;
- and be aware, open, and committed to behaviors that are congruent with deeply held values.”

Psychological Flexibility

Three main skills support psychological flexibility in the workplace:

- Contact with the present moment
- Cognitive defusion
- Values-based action

(Bond et al. 2015)
Pause -
please return in
5 minutes
Supporting accessible, culturally responsive, and trauma-informed services in supervision
Being Fully Present

▪ Role model the presence we hope is present amongst staff and within our programs
▪ Show up for the relationship
▪ Active listening
▪ Minimize distractions
▪ Clinical supervision isn’t just for clinical staff
Building Consistency

- Having a general format supports predictability (while still being flexible and attentive to changing needs and context)
- Set a regular schedule (if not possible, then schedule several weeks in advance)
- Follow through on commitments
Attending to Power Dynamics

- Recognize power dynamics inherent within the supervisory relationship.
- Work to build trusting and respectful partnerships where differences can be expressed and openness is valued.
- Foster an environment of mutuality.
- Regularly seek and incorporate:
  - staff input on decisions that impact them
  - feedback on our impact
Power Dynamics & Cultural Humility

- Societal power dynamics often show up in our supervisory relationships and institutions
- Need to be able to build a supervisory relationship that can openly and productively address bias, including microaggressions
- Awareness of our own positionality and using our privilege to support greater equity
- Reflect on how our social identities, culture, and history, influence our perceptions
Reflective Supervision
Why Reflective Supervision?

- Cultivate self-awareness
- Learn and grow
- Highlight strengths and address challenges that come up in our work
- Develop the capacity to hold strong feelings, complexity, and “not knowing”
- Expand our perspectives and approach to the work within a collaborative partnership
- Sustain and nurture empathic responses
Reflective Practice

Reflecting on one’s actions, observations, thoughts or feelings in supervision

Reflecting in the moment with open curiosity, attention to relationships, awareness of the process that is unfolding in context during practice

Integrating knowledge, skill, mindset, reflective process into practice

Adapted from Donald Schon (1983)
Reflective Practice in Supervisory Relationships

Providing a trustworthy and reliable space to explore interactions and individual responses to them as they occur in our work.
What do we mean when we describe a supervisor as trustworthy?
“The Enemies of Trust”

- Confusing messages
- Inconsistent standards
- Inaccurate feedback
- Lack of trust in others
- Ignoring the elephant in the room
- Insufficient communication
- Hiding poor outcomes
- Plus... everything else that damages relationship

(Galford & Seibold Drapeau, 2003)
Supervisor Qualities that Enable Reflective Supervision

- Reflective
- Collaborative
- Consistent
- Relational
- Growth-mindset
- Strengths-based
- Empathetic
- Trustworthy
- Individualization
- Engaged listener
- Transparent
- Self-aware
Skills and Strategies for Reflective Practice

- Attunement and mindfulness
- Attention, slowing down
- Holding space with strong feelings
- Sorting and selecting
- Clear/direct communication
- Perspective taking and offering
- Gentle inquiry
- Raising concerns, exploring differences of opinion, or spotlighting
Expectations of Reflective Practice in Supervision

The supervisor and staff will explore strengths, interactions, experiences, thoughts, feelings, **AND**

- The impact on relationships
- Effectiveness with others
- Supervisor will help guide perspective taking
- Feedback and modeling
- Commitment to move forward in a way that integrates expanded understanding
Before beginning reflective supervision, consider:

- Are we clear about what is and isn’t expected as part of reflective supervision?
- Is there a hesitation to talk about feelings that come up in response to work and/or clients?
- Are there challenges related to trust?
- What can we support people in navigating feelings of discomfort or vulnerability?
- Is there an awareness of the impact of existing power dynamics and microaggressions?
- What are the current responses to mistakes and how do we support learning from them?
Reflective Supervision in Practice

- Regularly meet for scheduled supervision
- Supervisee takes lead in selecting clients for review
- Supervisor helps by guiding the supervisee’s exploration of thoughts, feelings, and values in relation to the client, their interaction and situation
- Supervisor encourages perspective taking
- Supervisor models behaviors and responses that are desired for the supervisee’s approach to clients
- Supervisor assists supervisee to incorporate newfound awareness in ways that supports staff to more effectively serve the client
Reflection

- Event or Experience
- Explore Thoughts and Feelings
- Partner for Solutions
- Check Perspectives Feedback

Cave and Johnan 2014
Benefits and Opportunities

- Supports cross-cultural attunement and trauma responsiveness
- Strengthens shared understanding of program philosophy, values, and ethics
- Fosters staff initiative
- Becomes a reliable place to explore strengths and challenges with a solution-making orientation
- Provides context for supervisory modeling
- Offers supportive space for staff to process reactions, self-regulate, and co-regulate
Benefits and Opportunities cont.

- Facilitates clarification of expectations about roles, responsibilities, job performance and skill development
- Transparently offers exploration of necessary skill development and needs for staff’s growth and behavioral change
- Offers consistent feedback and perspective checking as part of the process
- Invites staff to be a collaborative partner in developing solutions and planning next steps
- Engages individual in efforts to improve overall program quality
Supervision and Transformation

Unaware or Unwilling or Unable

Presence
Curiosity
Dignity
Clarity
Trustworthiness
Modeling
Feedback
Guidance
Perspective
Collaboration
Planning

Aware, Willing, and Able
Maximizing Beginnings

- Provide orientation
  - Approaches used (reflective, etc.)
  - Expectations
  - Agency culture and tone flows from the supervisor

- Ask about their past experiences with supervision and learning style(s)
  - What worked well for them?
  - What wasn’t as helpful?
  - How do they approach learning?

- Clearly place the ownership over supervision with staff
Do Staff Have What They Need?

- Confidentiality, consistency and transparency
- Opportunities to learn and grow; honoring “where they are” with clear plans and resources for professional growth
- Opportunities for inclusion and participation
- An agency culture centered on equity, accountability and well-being
- Good benefits and clear and effective policies
- Referrals to outside resources and supports as needed
- What else?
What about when staff have nothing to cover in supervision, or say they ‘don’t need supervision’?
What’s Behind the Reluctance?

- New to supervision and not sure how to prepare for it or use it?
- Past negative experiences with supervision?
- Feeling overwhelmed by volume of work?
- Feelings of inadequacy or defensiveness?
  - Imposter Syndrome
How We Respond Makes a Difference

In general:

▪ Side-step power struggles
▪ Attend to perceived barriers to supervision
▪ Invite collaboration on how to make supervision more meaningful
▪ Find ways to explicitly connect supervision with staff and agency goals
Nothing to Cover

- Normalize with a reframe
- Reflect on what’s been helpful in the past
- Read the situation, get things going
- Offer options
- End with eliciting their reflections on today’s session and a plan for how they will prepare for the next session
‘I Don’t Need Supervision’

Responding with reflections

- “Supervision hasn’t felt particularly helpful in the past”
- “You’re not sure what supervision could offer you at this point in your career”
Matching Supervisory Approaches to Supervisee’s Needs
What Can We Do? Next Steps

- Maximize beginnings - the start of a supervisory relationship is a fertile time for laying the foundation for strong supervisory relationships

- Reset - for supervisory relationships that have stagnated, focus on building/repairing relationship, collecting feedback, and crafting the path forward

- Reflect on the parallel process - what staff-client dynamics are showing up in the supervision session? Name the process and invite collaborative reflection

- Set a goal that supports your growth as a supervisor - what aspect of supervision do you use the least? How are you adapting supervision to staff needs? How are you supporting accessible, culturally responsive, and trauma-informed services in supervision?
Additional Resources
Tools for Transformation: Becoming Accessible, Culturally Responsive, and Trauma-Informed Organizations

Tools for Transformation: Becoming Accessible, Culturally Responsive, and Trauma-Informed Organizations
An Organizational Reflection Toolkit

Carole Warshaw, MD, Erin Tinnon, MSW, LSW, and Cathy Cave
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www.NationalCenterDVTraumaMH.org
SAMHSA TIP 52: Clinical Supervision and Professional Development of the Substance Abuse Counselor

Resource on supervising peer support specialists and recovery coaches

Question & Answer
Thank You!
Gabriela Zapata-Alma LCSW, CADC
Director of Policy and Practice for Domestic Violence and Substance Use

P: 312-726-7020
TTY: 312-726-4110
gzapata.alma@ncdvtmh.org
www.nationalcenterdvtraumamh.org

Twitter: @ncdvtmh
Additional References


