

Clinical Supervision

Best Practices in Clinical Supervision - Part 1 of 2

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Objectives

- Define Clinical Supervision
- Learn the goals of Supervision
- Identify competencies and qualities for Supervisors
- Roles of Clinical Supervisors
- Identify the principles of Supervision

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What is Clinical Supervision

Clinical Supervision is a disciplined, tutorial process wherein principles are transformed into practical skills, with four overlapping foci: administrative, evaluative, clinical and supportive (Powell)

Clinical supervision is an interpersonal tutorial relationship centered on the goal of skill development and professional growth via learning and practicing.

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Goals of Supervision

The goal of supervision is to improve the supervisee's work with clients; ensuring client welfare
Support the supervisee in relation to their work, and supporting the supervisee's professional development

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Goals of Supervision

Monitor Supervisee Performance and Act as a Gatekeeper for the Profession
Empower the Supervisee to Self-Supervise and carry out goals

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Competencies Of Clinical Supervision

Effective Clinical Skills
Knowledge of legal, ethical, and regulatory guidelines pertaining to both supervision and counseling
Understanding the significance of the supervisory relationship (trust and respect)
Effective teaching, motivation and communication skills
Ability to intergrate research and theory with practice
Ability to set goals and objectives to effectively create a supervision plan

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Competencies Of Clinical Supervision

- Knowledge of models, strategies ,techniques, and principles of supervision
- Proficiency in the application of evaluation methods and the provision of honest and constructive feedback
- Ability to recognize and effectively intervene with dual relationships in supervisory and clinical relationships
- Knowledge of multicultural issues
- Ability to recognize and effectively address parallel process (supervisory relationship and supervisees clinical relationship)

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Qualities of Effective Clinical Supervisors

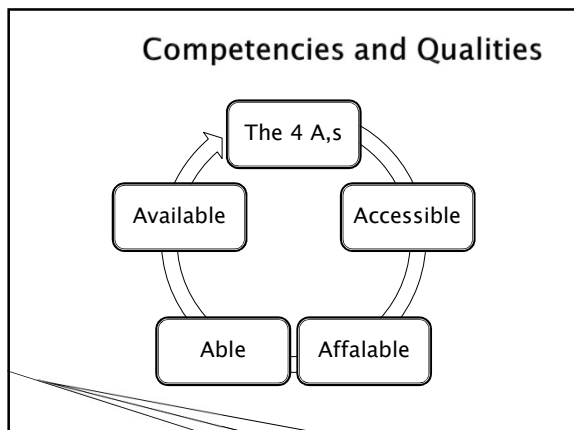
- Demonstrates empathy positive regard and genuineness
- Ability to create a safe learning environment
- Ability to communicate effectively
- Ability to be open, approachable, an supportive
- Model ethical behavior

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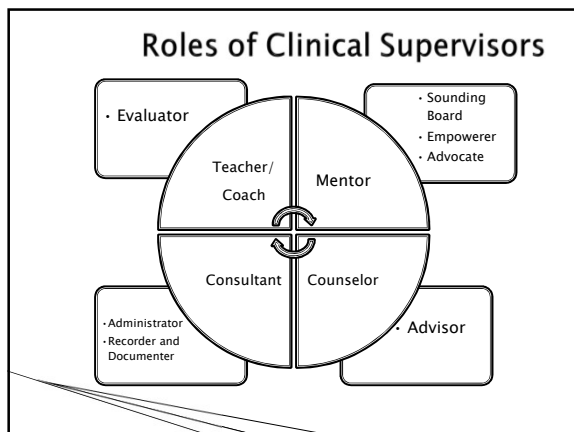
Qualities of Effective Clinical Supervisors

- Good judgement in understanding situations to execute an appropriate plan of action
- Openness to examine ones own biases and attitudes
- Effective time management and organizational skills.
- A sense of humor, humility and balance of life
- Decision making and problem solving skills

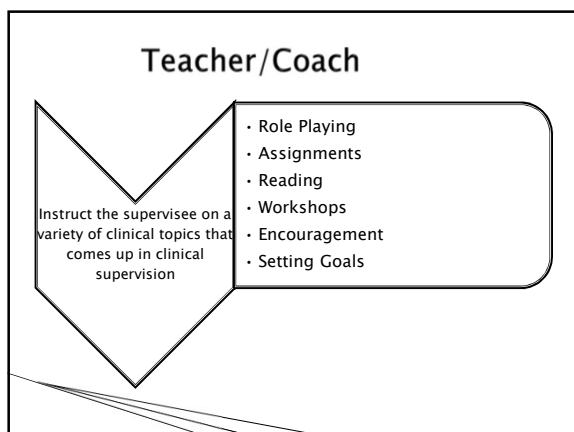
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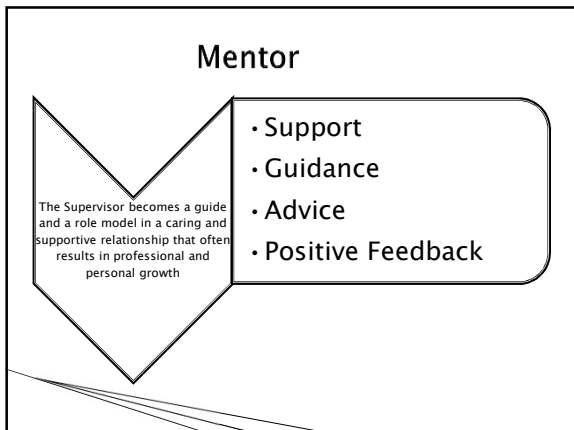
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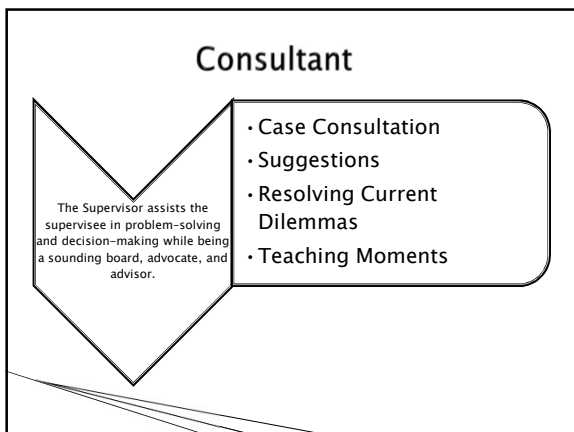
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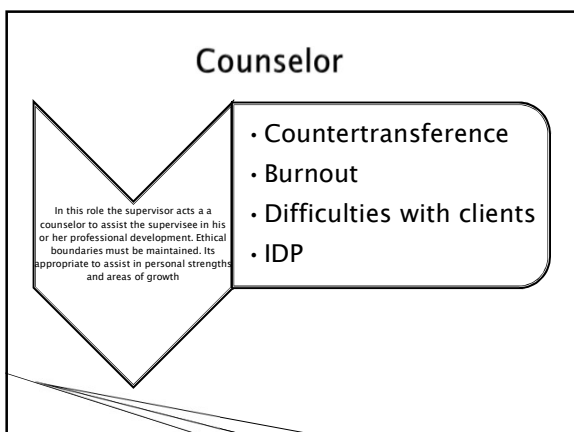
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11 Central Principles of Clinical Supervision

Clinical supervision is an essential part of all clinical programs.

Clinical supervision enhances staff retention and morale.

Every clinician, regardless of level of skill and experience, needs and has a right to clinical supervision. In addition, supervisors need and have a right to supervision of their supervision

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11 Central Principles of Clinical Supervision

Clinical supervision needs the full support of agency administrators.

The supervisory relationship is the crucible in which ethical practice is developed and reinforced.

Clinical supervision is a skill that must be developed.

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11 Central Principles of Clinical Supervision

Clinical supervision requires balancing administrative and clinical supervision tasks

Culture and other contextual variables influence the supervision process; supervisors need to continually strive for cultural competence

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11 Central Principles of Clinical Supervision

Successful implementation of EBPs requires ongoing supervision.

Supervisors have the responsibility to be gatekeepers for the profession.

Clinical supervision should involve direct observation methods.

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Discussion (Q&A)

- ▶ Quality and effective supervision can benefit all: the client, the supervisee, the supervisor, the community at large.
- ▶ “Supervisors serve multifaceted roles; in addition to gatekeeper role, supervisors by necessity, must also be clinical explorers and inventors” (Rousmainere,et,al,,(2014)

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