Theories and Supervision

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Definitions of theories and models

Theories

- Psychodynamic
- Person-centered
- Cognitive behavioral
- Systemic
- Constructivist

References
Theories enable us to make sense of and organize what otherwise might be overwhelming amounts of information

- A roadmap for practitioners
- Scalpel/Surgeon
Models should incorporate:

- How learning and development occur
- The role of individual and multicultural differences in supervision
- The goals of supervision
- The role of the supervisor
- Intervention strategies
- The role of evaluation in supervision
Housework

- **What is your theory?**
  - What is the problem?
  - How will you know when there is not a problem?
  - What is your role?
  - About how long will it take?

- **What model do you use?**
Your Personal Counseling Theory

- Dysfunction is...
- Goals for therapy are...
- In therapy you take a __________ stance and take on the role of (directive coach, teacher, active collaborator, blank screen, validator/encourager)
- Key techniques you use are...
- You know your client/s are ready to terminate when...
Models of Supervision Grounded in Psychotherapy Theory

- Psychodynamic
- Client-Centered
- Cognitive Behavioral
- Systems/Family therapy
- Constructivist
Freud’s Couch
Psychodynamic Supervision

**Key Concepts**
- Supervision is a process focusing on the intrapersonal and interpersonal dynamics in the supervisee’s relationship with clients, supervisors, colleagues, and others.
- The primary focus of supervision is on the supervisee’s development of self-awareness of these dynamics and how they affect therapy.

**Key terms**
- Transference and Countertransference
- Working alliance
- Parallel Process
- Resistance
Parallel Process: the supervisee’s interaction with the supervisor that parallels the client’s behavior with the supervisee as therapist

- Difficulties terminating with clients may mirror difficulty terminating professional relationship

Frame: meeting frequency, time, place, freedom from interruption

- Deviations from the established frame are significant and must be thoughtfully considered

Learning alliance: primary focus of supervision is teaching the supervisee, not treating the client
What similarities do you see between our supervisory work and the relationship you share with your client?

We’ve talked about your wanting my approval as a supervisor. It appears to me that you are hesitant to challenge your client lest she not approve of you.

Think out loud for a bit about what purpose your client’s resistance might be serving.

You appear to be having a very strong emotional response to your client; where and with whom else in your life might you experience this emotion?
Person Centered Supervision

• Key Concepts
  ○ Supervisee has immense resources
  ○ Supervisor is not viewed as the expert
  ○ Supervisee takes an active role in the process as collaborator
  ○ Quality of supervision hinges on the quality of the supervisor-supervisee relationship

• Role of the supervisor
  ○ Provide a atmosphere of empathy, warmth and genuineness
  ○ Facilitate the supervisee’s ability to be open to her experience so she can become fully present and engaged in the relationship with the client
  ○ Trusts the supervisee’s potential for growth
Person-Centered Supervision Sample Questions

- I’d like to hear you talk more about how it was for you to be with the client for that session.
- I encourage you to begin to trust more your own internal direction.
- Even though you are saying you really don’t know how to proceed, if you did know, what actions might you take?
- Tell me what you found to be important about the experience you shared with your client today.
- I’d like to hear you talk more about the climate you are creating with your client.
- To what degree do you feel you understand the world of your client?
- What are your expectations for what we might do in today’s session?
CBT Supervision

• Key concepts
  ○ Goals and processes of supervision are presented in a specific and systemic fashion
  ○ The potential of the supervisee is defined in terms of their potential to learn

• Role of the supervisor
  ○ Establish trusting relationship
  ○ Skill analysis and assessment
  ○ Set goals for the trainee
  ○ Construction and implementation of strategies to accomplish goals
  ○ Follow up evaluation and generalization of learning
• **Role of the Supervisor**
  - Teach cognitive-behavioral techniques.
  - Identify how the supervisee’s cognitive picture of his or her skills affects his or her ability as a therapist.
  - Collaborate with the supervisee about an agenda for the supervision session.
  - Continually assess and monitor supervisee’s progress.
  - Serve as the expert who will guide the trainee into the correct learning environment.
CBT Supervision Methods

- Imagery exercises
- Behavioral rehearsals
- Role playing
- Socratic questioning
- Challenging supervisee cognitions
- Homework
- Audio/video tape sessions for playback during supervision
CBT Supervision – 9 Steps

1. Check – in
2. Agenda setting
3. Bridge from previous supervision setting
4. Inquiry about previously supervised therapy cases
5. Review of homework since previous supervision session
6. Prioritization and discussion of agenda items
7. Assignment of new homework
8. Supervisor’s capsule summaries
9. Elicit feedback from supervisee

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Systemic Supervision

- **Key Concepts**
  - Trainee’s mental health, as defined by relationships with his or her family of origin, has implications for professional training and supervision.
  - Supervisees’ knowledge of their own FOO dynamics enables them to relate more effectively to the families they will meet in their clinical practice.
  - If supervisees do not understand the patterns of interpersonal behavior learned in their FOO, they are likely to project feelings they had toward their family onto their clients.
  - Isomorphism – the replication of family dynamics within the supervisory relationship.
Role of the supervisor

- Assist the supervisee in exploring his or her own family dynamics
- Encourage supervisee to identify patterns such as enmeshment, detachment, and triangulation
- Theoretical consistency – know the systemic orientation of your supervisee (Bowen, structural, strategic, etc.)
  - Make sure your role of supervisor matches the role of the therapist in the particular systemic model
  - Strategic therapy: Paradoxical interventions
- Be active, directive, and collaborative
Systems Supervision Techniques

- Genograms
- Family history
- Family sculpting
- Techniques particular to a certain family/systems theory
Constructivist Approaches to Supervision

- **Key Concepts**
  - Heavy reliance on a consultive role for the supervisor
  - Downplaying of hierarchy
  - Focus on supervisee strengths
Role of the Supervisor

- The supervisee is just beginning to develop his/her story as a self-as-professional so the supervisor helps to:
  - Help the supervisee edit the client story
  - Help the supervisee edit his/her own professional story
- Stance of curiosity instead of a stance of knowing
  - Invites the supervisee to participate actively as an editor of who he or she is as a therapist
Solution-Focused Supervision

Role of the Supervisor

- Rather than be didactic help the supervisee draw on his/her own resources, behave independently, and make changes
- Resistance resides in the relationship, it is avoided by establishing a collaborative relationship
- Focus on supervisee strengths rather than faults
- Snowball effect: Focus on small changes rather than attempt only large ones
- Work to achieve what is possible (rather than radical change)
- Accept that there is no one correct way to understand or intervene
Solution-Focused Supervision

Role of the Supervisor

- Attend to the positive in the client as well as the trainee
- Consultant – use questions to guide interactions
- Use language that supposes a possibility rather than an actuality
  - “Can you think of a time when you were able to be assertive with your client?”
  - “Tell me about a time when you were able to be assertive with your client.”
- If the supervisee focuses on problems, ask him/her about achievements and competencies
Sample Questions Solution-Focused Supervision

- “What aspects of your counseling have you noticed getting better since we last met?”
- “Tell me the best thing you did with your client this week.”
- “As you begin to get better at dealing with this situation, how will you know that you have become good enough at it so that you can take it on your own?”
- “What will you be doing differently?”
- Scaling questions
Audio Questions

You will now need to listen to Sample Sessions 1 – 4 in a separate You Tube video. Each session will highlight a particular theory of supervision.

When you take your test to receive the CE credit for this course, you will be asked to identify the theory for each sample supervision session.
References


