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Valuing and Practicing Competency-Based Supervision: A Transformational Leadership Perspective

SYNOPSIS

The purpose of this article is to offer strategies aimed at implementing a change to clinical-supervision towards the direction of a competency-based approach. In addition to this, strategies aimed at overcoming barrier to implementation were outlined. The first step outlined refers to the need for a committed leadership team to engage other educators and trainers in the change process. The second step includes the leadership team striving to ensure that everyone is informed about competency-based supervision. Thirdly, the leadership team is required to organise intensive work meetings in order to create a shared vision on change. The fourth step requires ongoing meetings to be held in order to integrate the culture of the change. Finally ongoing feedback should occur with regards to the competency-based supervisory culture.

Kaslow, N., Falender, C., & Grus, C. (2012). Valuing and practicing competency-based supervision: A transformational leadership perspective. Training And Education In Professional Psychology, 6(1), 47

<http://www.apa.org/pubs/journals/features/tep-a0026704.pdf>

IMPLICATIONS FOR PRACTICE

Within the practice of supervision, a competency-based approach to supervision can be extremely useful. A shift from abstract learning to the more concrete based approach that is the foundation of competency-based provides a sense of uniformity amongst the newest crop of supervisors. By providing a step-by-step process, the competency based approach to supervision ensures a simple, easy to implement, strategy in order to provide the best supervisory outcomes.

From Supervisee to Supervisor

SYNOPSIS

The focus of this article is to outline the challenges of transitioning from the role of supervisee to supervisor. The author points out that few psychologists receive formal education on how to provide effective supervision, and therefore, use their own experiences as a supervisee as a guide on how to supervise. Challenges outlined for those transitioning from supervisee to supervisor include; focussing attention on both the needs of the client, and the educational needs of the supervisee, developing an understanding of how supervisees learn, and, recognising a distinction between being a psychologist engaged in a therapeutic process versus a supervisor engaged in an educational and evaluative process.

Greher, F. (2009). From Supervisee to Supervisor. <http://www.dr-charlton.com/>. Retrieved 15 May 2014, from <http://www.dr-charlton.com/SuperviseetoSupervisor.pdf> Impact of the Supervisory Relationship on Trainee Development

IMPLICATIONS FOR PRACTICE

An awareness of the difficulty involved in transitioning from the supervisee to supervisor can lead to a better understanding of the process. A closer inspection of the specific issues that are present during the transition from supervisee to supervisor ensures that current supervisors are able to monitor the issues they face. The most important issue mentioned is the distinction between the therapeutic role of the therapist versus the educational and evaluative role of the supervisor. A supervisor must be able to transition between the two roles.

Relationship issues in supervision

SYNOPSIS

This chapter aims to outline the critical factors related to the supervisory working alliance. The supervisory relationship between the supervisor and the supervisee has been deemed to be foundational to the process of effective supervisory practice. Some of the more important factors of the supervisory alliance include; care and concern, a safe environment, supportive feedback, normalising mistakes and providing opportunities to observe the supervisors. The author also highlights the literature that supports the role of a strong working alliance in enhancing supervisee satisfaction with their supervisor.

Watkins, C. (2014). Wiley International Handbook of Clinical Supervision (1st ed.). Wiley-Blackwell.

IMPLICATIONS FOR PRACTICE

A supervisory relationship is a crucial aspect in the training of a therapist. By outlining some of the important factors in creating and maintaining a successful supervisory alliance, practicing supervisors can more readily establish this relationship. Another important implication comes from the literature suggesting that a strong working alliance enhances supervisee satisfaction with their supervisor. This concept allows the supervisor to establish better rapport with the supervisee.

Towards Best Practice Supervision of Clinical Psychology Trainees

SYNOPSIS

The purpose of this article is to provide a broad and comprehensive overview of the many aspects of clinical supervision. One of the most prominent points within this article is the outline of supervision and supervisee therapeutic skills. The author states that positive supervision is associated with the supervisor's self-perceptions of their clinical skills and self-efficiency. The author also outlines that supervisors can pass on both good and bad attitudes and behaviours. According to this article, supervision is more effective when paired with curriculum-based training, such as coursework. In terms of the importance of supervision, this article agrees with the consensus that supervision is vital to the training of counsellors, with students rating it as the most effective form of training.

O'Donovan, A., Halford, W., & Walters, B. (2011). Towards best practice supervision of clinical psychology trainees. Australian Psychologist, 46(2), 101-112.

https://www.psy.uq.edu.au/current_students/postgraduate/clin/altc/publications/Towards%20Best%20Practice%20Supervision%20of%20Clinical%20Psychology%20Trainees.pdf

IMPLICATIONS FOR PRACTICE

The most prominent implication for practice drawn from this study is the notion that the supervisor's self-perceptions on their clinical skills can positively affect supervision. This concept encourages supervisors to have a greater belief in their clinical skills, and perhaps even to improve their clinical skills, in order to become a more competent supervisor. The addition of curriculum-based training that was suggested in the article is an idea that should be considered for every practicing supervisor. The addition of this curriculum-based training provides a uniforming platform of training that is not currently available in psychology training.

When Supervision Resembles a Train Wreck

SYNOPSIS

The purpose of this paper is to examine the damaging aspects of mismatching clients, supervisees and supervisors across differing competency and experience levels. One of the possible issues that can affect the relationship between supervisees and supervisors is power. The developmental level of the supervisee and supervisor contributes to the power issue that can cause problems within the supervisory relationship. Unresolved conflicts, such as differences in clinical and personal issues can also contribute to the deterioration of the supervisory alliance. The conclusion drawn from this study is that a mismatched client, supervisee and supervisor relationship can pose threats to the clinical outcomes of the client as well as the personal and professional growth of the supervisee and supervisor.

<http://www.nswiop.nsw.edu.au/images/publications/clin-sup-monograph.pdf>

IMPLICATIONS FOR PRACTICE

The threat of mismatching clients, supervisees and supervisors can cause dramatic issues to the progression of the counselling and supervisory relationship. In terms of implications, this study increases the focus that is placed on matching the most appropriate supervisor to the supervisee. For example, it would be optimal to match a supervisee who practices behaviourism with a supervisor who follows the same principals.

Competence in Competency-Based Supervision Practice: Construct and Application

SYNOPSIS

The purpose of this paper is to outline and recommend the application of a competency-based model of supervision. The reason behind the recommendation of a competency-based supervision practice is to provide behavioural standards that can serve as a platform for evaluation. In the outline of this model, the authors recommended twelve practices in order to implement competency-based supervision. The importance in supervisors performing their professional responsibilities in a competent manner stems from the professional ethics that surround the issue.

Falender, C., & Shafranske, E. (2007). Competence in competency-based supervision practice: Construct and application. Professional Psychology: Research

IMPLICATIONS FOR PRACTICE

The authors outline and recommend the application of a competency-based model of supervision in order to provide behavioral standards which can then be used as a platform for evaluation. To implement competency based supervision, in their outline of this model, they recommend twelve practices. They also suggest that it is the supervisor's ethical responsibility to perform their professional responsibilities competently.

Transition from supervisee to supervisor - Psychotherapy Supervision: Theory, Research, and Practice

SYNOPSIS

This chapter of this book focuses on the transition from the one receiving the supervision to the one conducting the supervision, and provides strategies and thoughts on how to effectively make that transition. The first advice offered is a list of interpersonal attributes that a supervisor should possess. These attributes include; empathy, reliability, trustworthiness, intelligence, genuineness and be ethically sound. The next piece of advice administered is based on the supervisors need to evaluate. When supervising, two forms of evaluation must be present, formal and summative evaluation. Formal evaluation refers to ongoing feedback that should be administered to facilitate skill acquisition and professional growth. Summative evaluations are written evaluations are usually based off a specific criteria and are used to assess how a supervisee is progressing. Through the supervisors own experience as a supervisee, processes such as evaluations should not be a hard transition.

Hess, A., Hess, K., & Hess, T. (2008). Psychotherapy Supervision: Theory, Research, and Practice (2nd ed.). New Jersey: John Wiley & Sons.

IMPLICATIONS FOR PRACTICE

It is advised that factors which strongly influence a clinician to effectively make the transition from being a supervisee to being an effective supervisor are the supervisor's interpersonal attributes and the supervisor's ability to evaluate. An effective supervisor possess attributes such as empathy, reliability, trustworthiness, intelligence, genuineness and great knowledge in ethical conduct and practice, and by drawing on his/her own experiences as a supervisee, is able to conduct two types of evaluations, formal evaluation and summative evaluation. Formal evaluation involves administering effective ongoing feedback to facilitate supervisee's skill acquisition and professional growth. Whereas, summative evaluation involves giving written evaluations based on specific criteria in the assessment process of the supervisee's progress.

Defining Competencies in Psychology Supervision: A Consensus Statement

SYNOPSIS

The purpose of this paper is to outline five factors of clinical supervision that are essential to becoming a competent supervisor. These five factors include; a recognition that obtaining competency in supervision is a life-long pursuit, a recognition that attention must be paid to diversities of all forms whilst supervising, a recognition and respect for the legal and ethical issues of supervision, a recognition that training is effected by both professional and personal aspects and finally, a recognition of the necessity of both self and peer assessment on all levels of supervision.

Falender, C., Cornish, J., Goodyear, R., Hatcher, R., Kaslow, N., & Leventhal, G. et al. (2004). Defining competencies in psychology supervision: A consensus statement. Journal of Clinical Psychology, 60(7), 771--785.

<http://davinci.cascss.unt.edu/users/frankcollins/Falender%20et%20al%202004.pdf>

IMPLICATIONS FOR PRACTICE

There are five essential factors of clinical supervision which influence the effectiveness of becoming a competent supervisor. Firstly, it is important to recognize that obtaining competency in supervision is a lifelong pursuit. Secondly, it is important to recognize and pay attention to diversity. Thirdly, it is important to recognize and have respect for ethical and legal issues in supervision. Fourthly, it is important to recognize that an individual's personal and professional aspects have an effect on supervisor training. And, fifthly, it is important to recognize that both self and peer evaluation is essential in supervision at all levels.

Impact of the Supervisory Relationship on Trainee Development

SYNOPSIS

The purpose of this paper is to explore the supervisory relationship between a trainee counsellor and a supervisor. During the supervisory training period, a relationship between the supervisor and the supervisee must be formed. The researchers of this study found that the bond between the trainee and the supervisor is important to facilitating the training received by the trainee, but also that the trainee must work hard at creating this bond. A strong bond is formed mostly through the trainee's understanding of required tasks, if the trainee has a good understanding of the tasks required, it is likely they will have a strong bond with the supervisor, therefore facilitating their counselling training.

Min, R. (2012). Impact of the Supervisory Relationship on Trainee Development. International Journal of Business And Social Science, 3(18), 168-177.

http://ijbssnet.com/journals/Vol_3_

IMPLICATIONS FOR PRACTICE

During the practice of supervision, it is important to be aware and diligent of the supervisor supervisee relationship. By highlighting the importance of this relationship, this paper brings to light an aspect of supervision that is often overlooked. Not only does this paper have important implications for supervisors, there are also implications for the supervisee. By acknowledging the importance of the supervisee in forming the supervisory relationship, supervisees should be inspired to continue to improve their relationship, and therefore improve their counseling training.

A Contextual-Functional Meta-Framework for Counselling Supervision

SYNOPSIS

The purpose of this paper is to develop and articulate an approach to counselling supervision known as the contextual-functional meta-framework (CFM) for counselling supervision. The purpose of the CFM is to provide a framework for supervisors to organise their supervisory interventions. The six elements of the CFM include; the administrative context, the culture-infused supervisory working alliance, supervisory functions, the supervisee's theory of change, the service delivery system and the phase of counsellor development.

Chang, J. (2013). *A contextual-functional meta-framework for counselling supervision. International Journal for the Advancement of Counselling, 35(2), 71-87*

<http://familypsychologycentre.webs.com/CFM%20article.pdf>

IMPLICATIONS FOR PRACTICE

The contextual-functional meta-framework enables practicing supervisors to utilise a checklist for enabling effective supervision. Following the six elements of the CFM allows for a professional and all encompassing approach to supervision, ensuring that the supervisee is trained to handle the challenges of being a practicing counsellor.

Effective supervision in clinical practice settings: a literature review

SYNOPSIS

The purpose of this literature review was to assess, based on passed research, what is most important to effective supervision in the field of clinical psychology. From their study of existing literature on the subject, the researchers found that the most important aspect of effective supervision is the relationship between the supervisee and the supervisor, with a positive relationship leading to more effective supervision. The researchers also state that honest and clear feedback is important. In addition to these two practices, it is important for the supervisee to have input and some control over the supervision process. It is also vitally important that both the supervisee and the supervisor's behaviour and attitude towards the supervision process is positive.

Kilminster, S., & Jolly, B. (2000). Effective supervision in clinical practice settings: a literature review. Medical Education, 34(10), 827-840.

<http://onlinelibrary.wiley.com/doi/10.1046>

IMPLICATIONS FOR PRACTICE

It is important to review the literature on supervision regularly in order to ascertain which aspects of supervision are most important. The identification of the four important aspects of effective supervision provides a guideline for improving the supervisory process. The supervisory relationship is a vital aspect of supervision and therefore is not surprising that it is the most important aspect of supervision. The allowing for clear, honest and constructive feedback also an important aspect of supervision that should be more widely recognised.

Multicultural counselling supervision: A four-step model toward competency

SYNOPSIS

Multicultural elements and issues are a vital aspect of effective counselling supervision. The purpose of this paper is to provide a four-step model for the development of multiculturally competent counsellors. The four steps involved in the model include; developing cultural awareness of the counselling supervisor, exploring the cultural dynamics of the counselling supervisory relationship, examining the cultural assumptions of the traditional counselling supervisory relationship, and finally, integrating multicultural issues into existing models of supervision. The importance of implementing a multicultural approach stems from a counsellor's ability to effectively counsel clients from another culture.

Robinson, B., Bradley, L., & Hendricks, C. (2000). Multicultural counselling supervision: A four-step model toward competency. International Journal for the Advancement of Counselling, 22(2), 131-141.

<http://link.springer.com/article/10.1023/A:1005567609258>

IMPLICATIONS FOR PRACTICE

The ability to provide effective counselling to people from any geographical and cultural background is an important tool for any counsellor. By providing a four-step model of multicultural counselling, an ability to provide multicultural counselling can be created and fostered during supervision. Through the practice of multicultural supervision, the supervisor's own multicultural counselling abilities are also enhanced. This provides for better overall counselling and more equipped counsellors in general.

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