

Technology-Based Clinical Supervision




**ENHANCED PROFESSIONAL
LEARNING SERIES**



ATTC

Addiction Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Presentations

Week #8



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Agenda

Welcome

- Review Agenda
- Check In
- Review Homework

Presentation

- Group Presentation (2) Demo/Discussion
- Individual Presentations (3)

Summary

- Review today
- Where do we go from here/sustainability
- Final Questions



Check-In

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Lights, Camera, . . . Action !!



TBCS Presentations- Group Presentations

Functions of a Clinical Supervisor

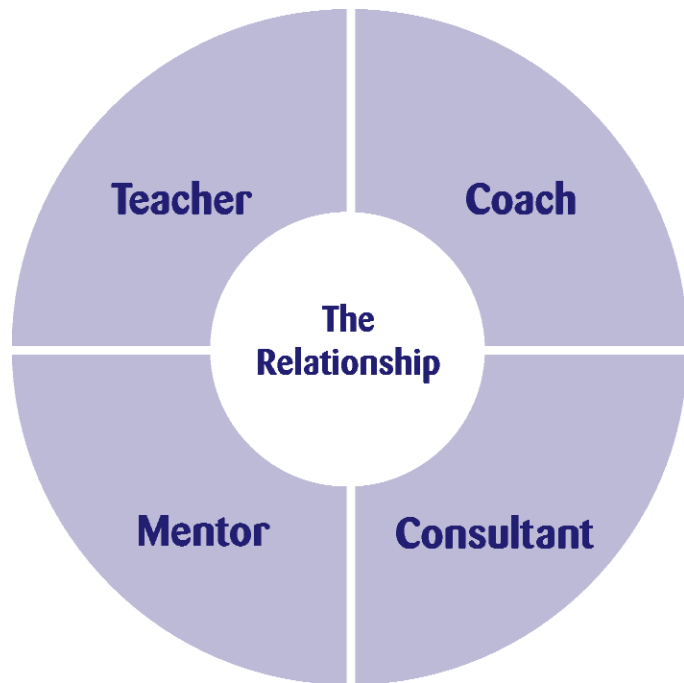
- **Teacher:** Assist in the development of counseling knowledge and skills by identifying learning needs, determining counselor strengths, promoting self-awareness, and transmitting knowledge for practical use and professional growth. Supervisors are teachers, trainers, and professional role models.
- **Consultant:** Bernard and Goodyear (2004) incorporate the supervisory consulting role of case consultation and review, monitoring performance, counseling the counselor regarding job performance, and assessing counselors. In this role, supervisors also provide alternative case conceptualizations, oversight of counselor work to achieve mutually agreed upon goals, and professional gatekeeping for the organization and discipline (e.g., recognizing and addressing counselor impairment).
- **Coach:** In this supportive role, supervisors provide morale building, assess strengths and needs, suggest varying clinical approaches, model, cheer-lead, and prevent burnout. For entry-level counselors, the supportive function is critical.
- **Mentor/Role Model:** The experienced supervisor mentors and teaches the supervisee through role modeling, facilitates the counselor's overall professional development and sense of professional identity, and trains the next generation of supervisors.

Which of these functions do you lead with, in your supervisory relationships?

Vignette #1

- New Supervisor, Walt has been assigned to redesign the supervision program for a community-based substance abuse treatment program (includes an inpatient program, intensive outpatient program, family therapy, impaired driver treatment, drug court program, halfway house, and educational services).
- The decision was made to establish an integrated system of supervision. Staff: 10 FTE counseling positions with a a broad range of professional training and experience, from entry-level certified addiction counselors to licensed social workers and licensed professional counselors. All staff, regardless of degrees and training, basically have the same duties.
- Until now, staff received primarily administrative supervision with an emphasis on meeting job performance standards.
- Walt wants to make the supervision more clinical in nature, using direct methods of observation (videotape and live observation). He anticipates program growth in the next few years and wants to mentor key staff who can assume supervisory responsibilities in the future.
- Walt has been meeting with clinical staff in small groups organized along work teams into dyads and triads to describe the changes and new opportunities.
- The vignette begins with Walt meeting with two staff members to discuss their learning needs and to present the new clinical supervision system. Al is in recovery, with 5 years of sobriety and 3 years of experience as a counselor. Carrie has an M.S.W. degree with 6 years of work experience.

Supervision Consultation



- You (Walt) are meeting with two staff members to discuss their learning needs and to present the new clinical supervision system.
 - Al is in recovery, with 5 years of sobriety and 3 years of experience as a counselor.
 - Carrie has an M.S.W. degree with 6 years of work experience.

What is your approach to each of these clinicians?

Vignette # 2

- Stan has provided clinical supervision for Eloise for 2 years. He's watched her grow professionally in her skills and in her professional identity.
- Lately, Stan's been concerned about Eloise's relationship with a younger female client, Alicia, who completed the 10-week IOP 2 months ago and participates weekly in a continuing care group.
- Alicia comes to the agency weekly to visit with her continuing care counselor. She also stops by Eloise's office to chat. Stan became aware of her visits after noticing her in the waiting room on numerous occasions.
- Earlier in the day, Stan saw Eloise greet Alicia with a hug in the hall and commented that she will see Alicia "at the barbecue." Stan is aware that Alicia and Eloise see each other at 12-Step meetings, as both are in recovery.
- Eloise feels she is offering a role model to Alicia who never had a mother figure in her life. Eloise expresses no reservations about the relationship. Stan sees the relationship between Eloise and Alicia as a potential boundary violation.

Supervision Consultation

- What approach will you use to inform Eloise of your concerns?
- How will you address potential harm to Alicia, Eloise, and the agency?
- How can you create a WIN-WIN situation to help Eloise address appropriate boundaries?
- How will you address other boundary crossing issues for the entire staff?



Please write down
One thing that stands
out for you today!





*Sneak Peek at next
week*

YOU TELL US!!

CLOSURE

Questions



And to all of you ...



.... You have all been amazing!!