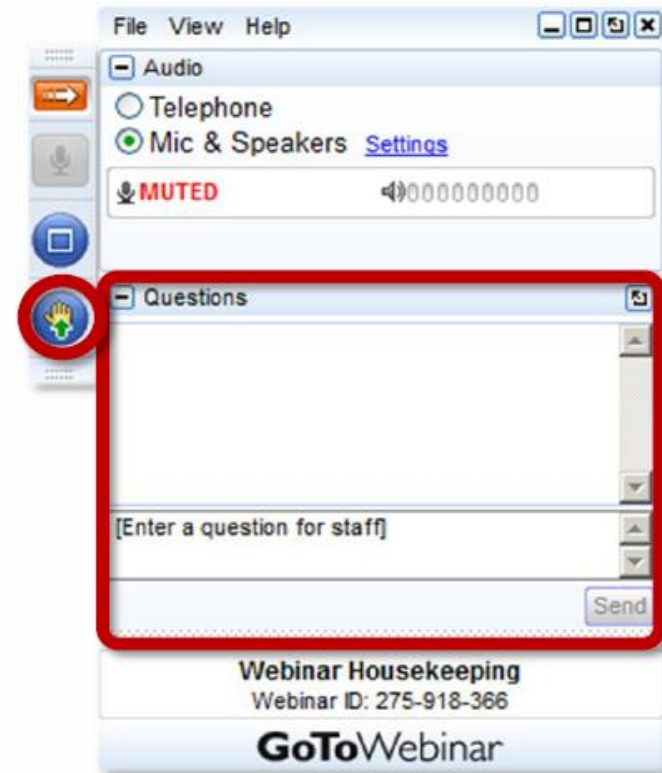


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Today's Moderator and Presenter



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Challenges and Opportunities in Clinical and Administrative Supervision: A Leadership Didactic – Part 1

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I have no conflicts of interest related to the content or delivery of this presentation

“If measuring a successful therapy is an elusive goal, measuring a successful supervision is even more elusive. More poignantly, we remain in the dark about how the work can go awry so quickly when it does—or, for that matter, how to fix it.” (Alonso, 2000)

Agenda

- Supervision research and training
- Outcomes from supervision
- Challenges in supervision
 - Complex nature of supervision in the mental health setting
 - Supervisory Resistance
- Opportunities to improve supervision
 - The importance of a clinical approach
 - Observation of the Parallel Process
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- Discussion

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- We become supervisors based upon clinical skills or tenure without supervisory training or experience
- Training in the art and science of supervision not readily available in our field

Why teach and research supervision?

- Enables us to improve our approach to treating our own patients

Why teach and research supervision?

- Enables us to improve our approach to treating our own patients
- Offers an opportunity to develop one's leadership skills
 - **The behavioral health field faces numerous challenges that require leadership at all levels**

Why teach and research supervision?

- Leads to better outcomes
 - Staff
 - Patients / clients



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Outcomes from Supervision

The Common Paradigm

Treatment →

Outcomes from Supervision

The Common Paradigm

Treatment → Patient Outcomes

Outcomes from Supervision

Less is known about

Supervision →

Outcomes from Supervision

Less is known about

Supervision → Treatment →

Outcomes from Supervision

Less is known about

**Supervision → Treatment →
Patient Outcomes**

Outcomes from Supervision

- A systematic review of 24 articles across a variety of specialties demonstrated that
 - Enhanced supervision resulted in both patient and education related outcomes
 - Studies limited by small sample sizes, non-randomized designs, and *a lack of objective measures for clinical supervision*

Farnan JM et al, *Academic Medicine*, Apr 2012

Outcomes from Supervision

- Clinical supervision resulted in
 - Improved clinician-client alliances
 - Symptom reduction in the brief treatment of major depression

Brambling et al, *Psychotherapy Research*, 2006

Outcomes from Supervision

- Best practice* clinical supervision led to
 - Improved professional support
 - Reduced burnout
 - Reduced intent to leave
- An appropriate infrastructure is needed to achieve best practice clinical supervision

Saxby C et al, *Advances in Clinical Supervision Innovation and Practice Conference, 2013*

*As defined by achieving norms of effectiveness on the MCSS-26 by supervisors

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 - Evaluative component
 - Vulnerability and error as components of growth can conflict with the evaluative component of supervision

Falender & Shafranske

Clinical Supervision Definition (2004)

- A distinct professional activity
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- Ensures that ethical, legal and professional standards are used to promote and protect the welfare of the client, the profession, and society at large

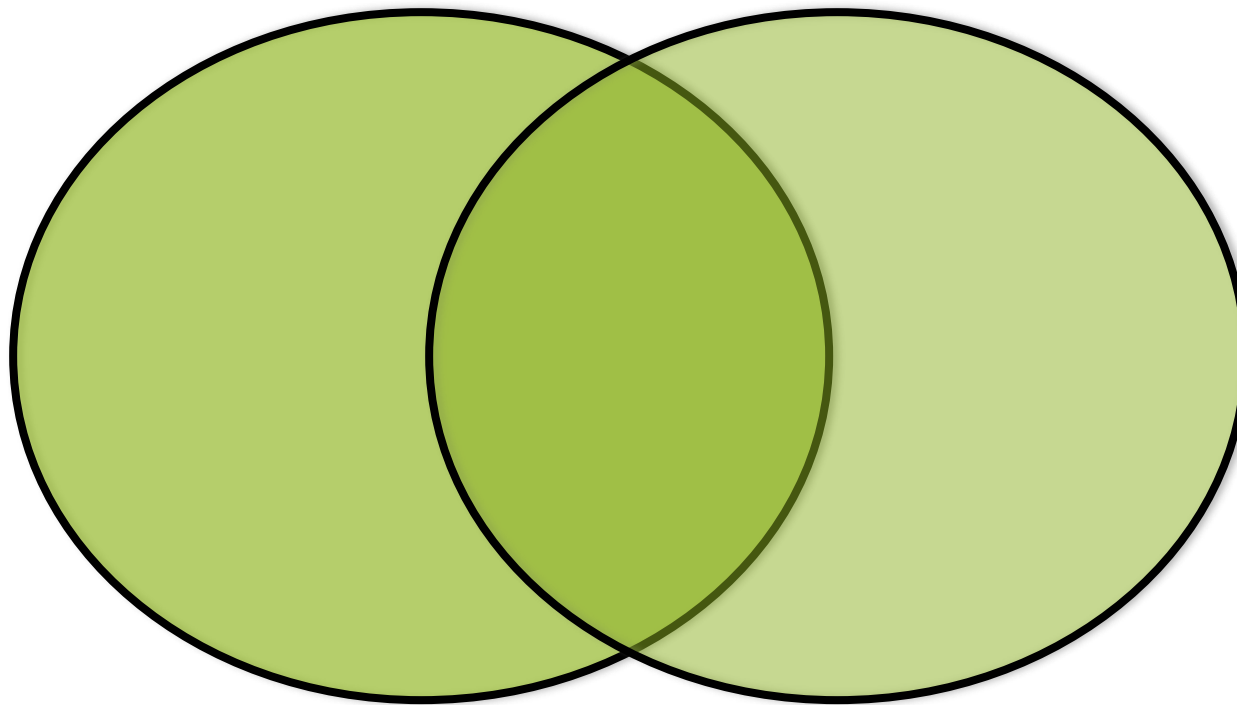
The Complexity of Supervision

- Supervision is unique from
 - Case consultation
 - Psychotherapy
 - Mentoring



The Complexity of Supervision

Challenge in navigating clinical and administrative overlap

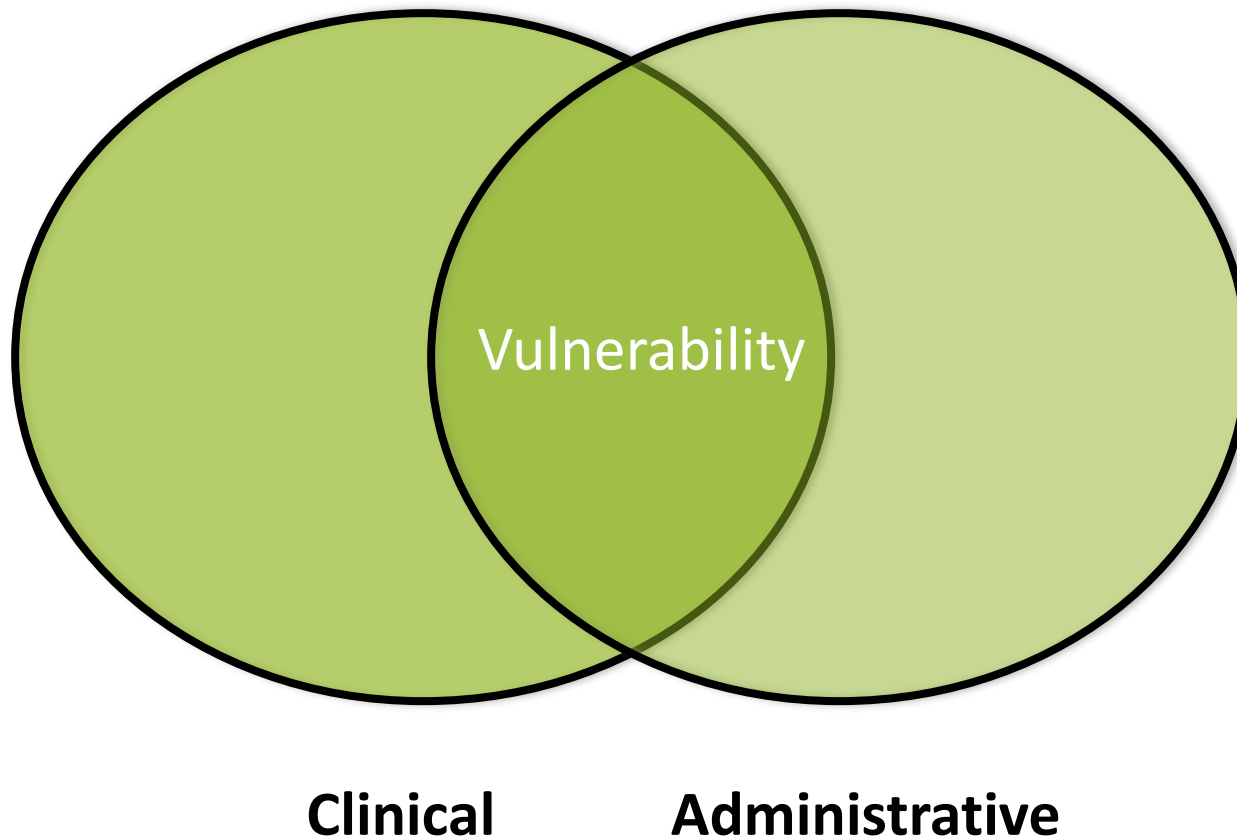


Clinical

Administrative

The Complexity of Supervision

Challenge in navigating clinical and administrative overlap



The Complexity of Supervision

- Challenge in defining and managing the various responsibilities of supervision can lead to
 - Lack of structure
 - Difficulty setting priorities
 - Defaulting to certain areas of focus at the expense of others
 - Difficulty navigating the administrative versus clinical aspects of supervision --> often the same supervisor
 - Reducing the presence of a safe space to review and process cases
 - Vulnerability as part of the growth and developmental process in the clinical setting
 - Limiting the ability to safely hold risky cases

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Challenges: Supervisory Resistance

- Just as we see resistance in our clients / patients, we experience our own resistance, or the resistance of our supervisees, as part of clinical supervision (Alonso)
 1. Because there is so little agreement in the field about the definition of supervision, the supervisor may be unclear about the border between advisement and psychotherapy.
 2. Minimal training in the art and science of supervision tends to throw supervisors back on their psychotherapeutic skills and habits, which is very useful -- until a problem arises. Do we diagnose our supervisees as we would a client?

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 3. The competitive spirit inherent in all parent-youngster dyads is also present in the supervisory situation. An unconscious Oedipal conflict in supervision, a la Freud.

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- 5. Real or fantasied legal and ethical liability adds to the mix of confounding variables. *Just how responsible is the supervisor for his or her students' blunders?* Can the student really learn without making blunders?

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The Importance of a Clinical Approach

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 - Holding complex cases – “never worry alone”
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 - Developing confidence in one’s skills
 - Vulnerability and insecurity in the therapy process leading to growth and development as a provider

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The Parallel Process

“Processes at work currently in the relationship between patient and therapist are often reflected in the relationship between therapist and supervisor.” (Searles, psychoanalytic psychiatrist, 1955)

The Parallel Process

- A conscious or unconscious identification with the client, as conveyed via the therapist-supervisor relationship
- An interaction among client, therapist, and supervisor
 - The supervisor makes use of what is occurring in both the therapist-client relationship and the therapist-supervisor relationship
 - Enables the trainee to use his or her own experience in receiving help from the supervisor to facilitate understanding of the client's situation (McNeill, Worthen, 1989).
- [Case Example 1 from McNeill, Worthen, 1989]

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How to Supervise Involves Teaching Supervisees how to use Supervision

- Teaching how to use supervision enables a foundation of communication that fosters the supervision process (Whitman, 2001)

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 9. Learning to supervise
 - Development of self-supervision, problem solving skills

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Discussion

- What challenges do you face as a supervisor? Similar or different than that described in the articles?
- Have you noticed your own resistances as a supervisor?
- What strategies have you used to foster a successful supervision process?

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