BEST PRACTICES FOR CLINICAL SUPERVISION

PART I

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What is Supervision?
Reflect on an experience of supervision:

What did you like about your supervision experience?
What did you dislike about your supervision experience?
What happened (content, context, style)?
What were the consequences (personal & professional)?
“Supervision is an intervention provided by a more senior member of the profession to a more junior member or members of the same profession. This relationship is evaluative and hierarchical, extends over time, has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the clients that she, he or they see; and serving as a gatekeeper for those who are to enter the particular profession” (Bernard & Goodyear, 2009, p7)
Roles of the Supervisor

- Advisor
- Teacher
- Mentor
- Coach
- Evaluator
- Consultant
Who Are Supervisors?

Counselors with training and experience to supervise.

Voluntary national supervision credentials which includes at least two years post-Master’s degree counseling experience.
Two types of supervision:

**Clinical supervision:** Supportive and educative activities to improve application of counseling therapies and techniques directly to client.

**Administrative supervision:** Usually a managerial role over supervisee in which parts of the job relating to the delivery of services is addressed (Remley & Herlihy, 2010).
The Supervision Process involves:

- Informed consent
- Supervision agreement
- Fair evaluation
- Supervisor competence/training
- Confidentiality and limits to confidentiality
- Accountability and responsibility
- Vicarious liability concerns
Supervision Contract

- Legal document.
- Extensive: Includes all aspects of the working relationship.
- Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship (CACREP, 2016).
Copies of all supervisory contracts & updates to the contract

Record the date and duration of each session

Create a supervision logbook: include at least minimal notes on the content of supervision, decisions reached, agreed actions

In some situations (e.g., risk issues) it would be good practice to document a discussion and/or agreement with clinical electronic notes.
What to Expect from supervisees

- Strategies to facilitate growth.
- Evaluating attending skills.
- Diagnosis and problem solving.
- Interventions.
- Develop self-awareness in session.
- Define areas of strength and weakness.
- Develop and apply a theoretical orientation.
- Explore professional boundaries.
Traits of a stellar supervisee

- Maturity: Reaction to negative feedback.
- Autonomy: Ability to own their decisions.
- Perspicacity: Absolute thinking.
- Motivation: Desire to increase skills and knowledge outside of class.
- Self-Awareness: Vulnerability to gain insight into personal actions.
- Openness to Experience: Trying something new.
Blocks to receiving supervision

- Previous experience of poor supervision
- Personal inhibition
- Difficulties in handling authority
- Role conflict
- Assessment
- Practical blocks (e.g., finance or geography)
- Difficulties in receiving support
- Anxiety
### Principles of learning theory

**Constructivist view: (McAuliffe & Eriksen, 2011)**
- Not blank slates but “construct” knowledge based on prior experience and knowledge, observation and discussion.

**Cognitive dissonance: (Piaget, 1929)**
- Learning occurs when there is the experience of cognitive dissonance – something doesn’t fit.

**Zone of proximal development (Vygotsky, 1978):**
- “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers.” (p. 86)
- Becomes in supervision: “what the [supervisee] can think thorough and work on with the help of the supervisor today, they will do on their own tomorrow” (Burns-Lundgren, in Pickvance, 2016)

**Experiential learning theory (Kolb, 1974):**
- Role of supervisor is to be a facilitator and designer of environments to support learning.
Multicultural and Diversity Issues

- Supervisors help supervisee’s develop multicultural competence.
- Supervisor addresses multicultural issues in the supervisory relationship.
- Supervisor helps supervisee address multicultural issues in supervisee and client relationship (ACA, 2005; Toporek, Ortega-Villalobos, & Pope-Davis, 2004; Arredondo et al., 1996).
Forms of Supervision

1. **Individual supervision**: Most preferred and cornerstone of counselor’s professional growth (Prieto, 1998; Ray & Altekruse, 2000)

2. **Triadic supervision**: One supervisor and two supervisees, comparable to individual supervision. Time-efficient. Promotes vicarious learning, modeling, multiple perspectives, and role play different roles. Split-focus and single-focus forms (Hillerbrand, 1989; Lawson et al., 2009; Stinchfield et al., 2007)

3. **Group Supervision**: One supervisor and 6-8 supervisees. Time efficient. Benefits include reality-testing self-perception, eliminating self-defeating behaviors, practice skills, and understand group dynamics, empathy, and social interests. Fosters independence and universality within the learning process.
1. **Self-report**: Fosters tutorial relationship and case conceptualization. Subjective and not ideal for novices.

2. **Video-tape or audio-tape**: Offers supervisor direct access to supervisee work. Hear and see complexity of interaction and supervisee can view him/herself as counselor (Bernard & Goodyear, 2018).

3. **Interpersonal process recall**: Supervisor and supervisee watch video of session together. Advantage of exploring underlying issues but interpersonal dynamics can become distorted.
4. **Reflective process**: Use Socratic questioning to promote problem-solving (Bernard & Goodyear, 2018)

5. **Live observation**: Opportunity for live supervision.

6. **Live supervision**: Interactive with counseling. Supervisor acts coach; bug-in-the-ear, in-vivo, phone-ins, consultation breaks, computer and television interactions (Bernard & Goodyear, 2018)
Considerations for Digital Supervision

- Utilize videoconferencing platforms approved by your site or other HIPAA complaint platforms.
  - FaceTime calls show up as data transfer on your bill. It does not show the type of data.
  - Apple is not HIPAA compliant.
  - FaceTime calls use end-to-end encryption.
  - Apple cannot decrypt end-to-end encryption data.
- Skype uses a strong HIPAA compliant level of encryption
- Secure Email: using approved emails from site/university
- Secure texting: via approved site phone (if applicable)
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<td>BetterHelp</td>
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<td>Simple Practice</td>
<td>MyClientsPlus</td>
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Applications

- Calm
- Mindfulness
- Simple Habit
- SW Helper
- Virtual Hope Box
- Suicide Safe
- CBT-i Coach
- Panic Attacks
- Headspace
Safe Use of Applications

• Be competent in using the application
  • Spend time reading the fine print and understanding how to use the application
• Develop a handout of the risks, benefits, and instructions on how to use the application
• Review this with your intern(s) to ensure they understand and are competent using the application(s) prior to recommending it/Them to client(s)
• Document all the above along with the therapeutic rationale.
## Differences of Synchronous vs. Asynchronous

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<th>Asynchronous</th>
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<td>• Connected at the same time</td>
<td>• Not online at the same time</td>
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<td>• Real time communication</td>
<td>• Delayed conversation</td>
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<td>• Limited participants</td>
<td>• Unlimited participants</td>
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<tr>
<td>• Video conferencing</td>
<td>• Social networking</td>
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Examples

**Synchronous**
- Video conferences
- Webcasts
- Phone calls
- In-person
- Instant messaging

**Asynchronous**
- Emails
- Prerecorded multimedia
- Text messages
- Social media
- Blogs
Email Guidelines

Choose to use end-to-end encryption for email.

Enter into a HIPAA-compliant business associate agreement.

Ensure your email is configured correctly.

Develop policies on the use of email and train your staff.

Retain the emails the legal amount of time.

When there are questions, seek the consult of a HIPAA specialist attorney.
The implementation of a secure messaging platform does not replace the requirement to produce a HIPAA texting policy.

- A policy provides a mechanism for monitoring user activity.
- A policy makes texting policies enforceable.

Prohibiting using text messages could be counter-productive.

- Texting accelerates the flow of communication
- Texting enhances productivity in health environments

Text Messaging
Texting Guidelines

- Use a HIPAA compliant app.
- Keep messages concise and specific.
- Read the text thoroughly before sending.
- Do not use emoticons.
- Have manners, but do not send messages that are not needed.
On-Camera Effectiveness

- Lighting
- Camera placement/angle
- Posture
- Behavior
- Picture-in-Picture
- Environment
- Clothing
Distance Therapy Pitfalls

- There may be trouble building therapeutic alliance.
- Misunderstandings and misinterpretations can happen.
- Insurance reimbursement may not exist.
- Boundary violations can occur.
- There could be reluctance to using technology.
- Telemental health is NOT suitable for everyone.