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SACRAMENTO  
STATE

*Redefine the Possible*

# The Supervisory Relationship and Evaluation

# Perry's Stages of Helper Development

Dualistic Stage	<ul style="list-style-type: none"><li>• “Right/Wrong” Black/White</li><li>• Think there is only one right way to respond to a client</li></ul>	<ul style="list-style-type: none"><li>• Worried about what to say next</li><li>• Frustrated with supervisor for failing to give right/wrong answer</li></ul>
Multiplistic Stage	<ul style="list-style-type: none"><li>• Many responses to a statement</li><li>• Diversity of client= no one size fits all</li></ul>	<ul style="list-style-type: none"><li>• Eventually become comfortable with no one “right” way</li><li>• Overwhelmed by various techniques &amp; interventions</li><li>• Frustrated by supervisor as all techniques seem appropriate</li></ul>
Relativistic Stage	<ul style="list-style-type: none"><li>• More skilled at choosing interventions</li><li>• more practice (long after this class)</li></ul>	<ul style="list-style-type: none"><li>• open &amp; reflective clinician</li></ul>

## Helper Development (Hoffman et.al, 1995; Young, 1998)

Naivette	<ul style="list-style-type: none"><li>• Knows nothing about counseling or psychotherapy</li><li>• layperson</li></ul>
Novice	<ul style="list-style-type: none"><li>• <i>Novice</i> – one who is new</li></ul>
Initiate	<ul style="list-style-type: none"><li>• Person who is selected for a program &amp; has introductory training (1<sup>st</sup> or 2<sup>nd</sup> semester student)</li></ul>
Apprentice	<ul style="list-style-type: none"><li>• Student undergoing instruction beyond introductory level- fully immersed in counseling.</li></ul>
Journeyman	<ul style="list-style-type: none"><li>• Beyond 2/3 years post-grad experienced required for licensing.</li></ul>
Expert	<ul style="list-style-type: none"><li>• Exceptional journeyman, exceptional diagnostic and counseling skills. Can handle “tough cases”</li></ul>
Master	<ul style="list-style-type: none"><li>• Qualified to teach. Judgments &amp; practices become standards to follow. Expert in their field.</li></ul>

# Assessment

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- Formative
  - Facilitating skill acquisition and professional growth through direct feedback
- Summative
  - Means of which we discuss feedback
  - Must be clear about the criteria used to measure the supervisee

# Process of Evaluation

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1. Negotiating a supervision-evaluation contract
2. Choosing evaluation methods and supervision interventions
3. Choosing evaluation instrument(s)
4. Communicating formative feedback
5. Encouraging self-assessment
6. Conducting formal summative evaluation sessions

# Generic Rubric- competencies

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- Level 1
  - Performs inadequately on this skill/skill set. Needs close supervision. Does not appear to have acquired requisite ability to demonstrate this skill/skill set.
- Level 2
  - Performs skill/skill set only in most rudimentary fashion. Needs close supervision. Shows little ability to integrate this skill/skill set with other skills.
- Level 3
  - Performs skill/skill set adequately, although somewhat self-conscious. Has begun to integrate skill/skill set with other skills. Will benefit from continued supervision.
- Level 4
  - Performs skill/skill set with competence. Is comfortable using skill/skill set and can integrate it with others skills to arrive at a more complex approach to counseling. Is able to articulate when supervision is needed regarding this skill/skill set.
- Level 5
  - Demonstrates mastery of this skill/skill set. Is proficient without benefit of supervision; seeks consultation when appropriate.

# Participation in Supervision

UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
Is not forthcoming in supervision	Comes to supervision with recordings of counseling sessions	Comes to supervision with recordings cued at a particularly fruitful place for discussion
Does not plan for supervision sessions	Is prepared to ask questions of supervisor about his/her counseling	Is prepared to share outcome of using agreed-on supervision suggestions, and can reflect about success or lack of success
Does not follow-up on agreed-on supervision suggestions	Discusses the outcome of attempts to use supervisory suggestions	Is engaged in supervision and communicates a willingness to be challenged
Does not provide recordings of counseling for the purposes of supervision	Is attentive in supervision and willing to discuss areas of concern	Is realistic about what is being done well; seeks input to improve performance
Is not engaged with supervisor, even when supervisor is supportive	Is realistic about what is being done well and what needs improvement	
Does not appear to hear or assimilate supervisor input		(Bernard & Goodyear, 2014)

# Supervisee obligations

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- Obtain and document clients' knowledge of supervision and how the supervisor can be contacted,
- In concert with supervisor, develop goals, learning needs, and learning plan, identifying personal strengths and limitations,
- Attend and participate in supervision on the agreed-upon basis,
- Prepare for sessions, and include case material from sources such as case records, written narratives and audio-visual records that represent the supervisee's practice or an issue where more guidance is needed
- Seek feedback and evaluation from the supervisor,
- Seek additional resources and references from supervisor, and
- Maintain documentation of supervision



# Supervisor Obligations

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- Ensure that the scope of his/her own responsibility and authority in agency settings has been clearly and expressly delineated,
- Provide documentation of supervisory qualifications to supervisee or auspices governing the supervisory context,
- Provide oversight and guidance in diagnosing, treating, and dealing with the supervisee's clients,
- Evaluate the supervisee's role and conceptual understanding in the treatment process, and his/her use of a theoretical base an
- Conduct supervision as a process distinct from personal therapy or didactic instructions,
- Provide supervision in the agreed upon format,
- Maintain documentation of supervision,
- Provide periodic evaluation of supervisee,
- Provide documentation of supervisee to meet the requirements of the supervisory context (including evaluation forms, recommendations forms, counter-signature of case materials, claim forms , etc.)
- Identify practices prosing a danger to the health and welfare of the supervisee's client or to the public and
- Identify supervisee's inability to practice with skill and safety due to illness; excessive use of alcohol, drugs, narcotics, chemical s or any other substance; or as a result of any mental or physical condition.