



SACRAMENTO  
STATE

*Redefine the Possible*

# The Supervisory Relationship and Evaluation

Module 3

# 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)

|                 |  |
|-----------------|--|
| <b>Naivette</b> | <ul style="list-style-type: none"><li>• <b>Knows nothing about counseling or psychotherapy</b></li><li>• <b>layperson</b></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

- 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

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

- 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

- 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

- 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 posing 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, chemicals or any other substance; or as a result of any mental or physical condition.

The supervisee has expectations of behavior in participating in the supervision process.

- A) True
- B) False

Correct - Click anywhere or  
press Control Y to continue

Incorrect - Click anywhere or  
press Control Y to continue

Your answer:

You did not answer this

You must answer the question  
before continuing

Submit

Clear

The supervisor does not have to communicate evaluation methods with supervisee.

- A) True
- B) False

Correct - Click anywhere or  
press Control Y to continue

Incorrect - Click anywhere or  
press Control Y to continue

Your answer:

You did not answer this

You must answer the question  
before continuing

Submit

Clear

# Supervisee obligations include

- A) developing goals
- B) actively participating in supervision
- C) being prepared for supervision sessions
- D) seek and accept feedback from the supervisor
- E) all of the above

Correct - Click anywhere or  
press Control Y to continue

Incorrect - Click anywhere or  
press Control Y to continue

Your answer:

You did not answer this

You must answer the question  
before continuing

Submit

Clear

# Supervisor obligations include

- A) maintain documentation of supervision
- B) provide periodic evaluations of supervisee
- C) follow a supervision theory/model
- D) all of the above

Correct - Click anywhere or  
press Control Y to continue

Incorrect - Click anywhere or  
press Control Y to continue

Your answer:

You did not answer this

You must answer the question  
before continuing

Submit

Clear

There are two forms of assessment used in evaluating supervisees, formative and summative evaluation.

- A) True
- B) False

Correct - Click anywhere or  
press Control Y to continue

Incorrect - Click anywhere or  
press Control Y to continue

Your answer:

You did not answer this

You must answer the question  
before continuing

Submit

Clear

# Quiz

|                                |                  |
|--------------------------------|------------------|
| <b>Your Score</b>              | {score}          |
| <b>Max Score</b>               | {max-score}      |
| <b>Number of Quiz Attempts</b> | {total-attempts} |

Question Feedback/Review Information Will  
Appear Here

Continue

Review Quiz

