

Developing Your Professional Identity as a Strengths-Based Clinical Supervisor

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4.0 CEs

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Training Objectives

1. **Students will reflect on their identity as clinical supervisors** through a discussion of the evidence-base, theories, and personal experiences that serve as a foundation. (Lecture, Large Group Discussion)
2. **Students will practice Appreciative Inquiry as a means to discover and amplify interviewee strengths** following APA assumption that supervision is strengths-based. (Lecture, Large Group Discussion, Small Group Activity)
3. **Students will identify their own strengths as clinical supervisors** and will share these with peers. (Lecture, Large Group Discussion, Small Group Activity)
4. **Students will develop a plan for the deliberate practice of clinical supervision** that facilitates supervisor identity development and continued professional growth. (Lecture, Large Group Discussion, Small Group Activity)

My Best Hopes

Help you Identify and begin developing your strengths as a clinical supervisor.

Provide a model and some experience identifying strengths in clinical trainees.

Utilize Small and Large Group Activities and Discussions for Collaborative Learning (We learn best when we learn from each other)

*What are Your
Best Hopes?*

Our Collective Identity as Clinical Supervisors

What makes Supervision Effective?

Our **Collective Identity** makes Supervision Effective

No matter what your identity as a supervisor, clinical supervision is **guided by best practices and standards**, based on **expert opinion** and **empirical research**, and is **regulated by state statute**.

Competent to Practice - Standards published by the APA

“**Supervision is a distinct Intervention**, separate from Psychotherapy and Consultation, **that requires unique knowledge and skill.**”

Approved to Practice - Statutes published by the State of Washington

Evidence-Based Practice - Empirical Research and Best Practices:
What makes supervision effective?



Evidence-Based Practice of Effective Supervision*

Strong **working alliance** and positive **relationship** between supervisor and trainee (Enlow et al., 2019; Falender & Shafranske, 2014; Holt et al., 2015; Rieck et al., 2015; Staples-Bradley et al., 2019).

Modeling of Ethical Behavior (Barnett & Molzon, 2014).

Cultivating openness and routine attention to **Multicultural Factors** (Falender & Shafranske, 2014; Pettifor et al., 2014; Tsong & Goodyear, 2014).

Incorporating treatment progress into supervision goals and evaluations (Amerikaner & Rose, 2012; Barrett et al., 2019; Falender & Shafranske, 2014; Kangos et al., 2018; D. L. Milne et al., 2011).

Discussing, Modeling, and Role-Playing evidence-based clinical practices (D. L. Milne et al., 2011).

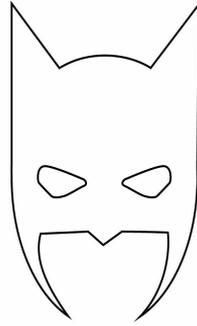
Establishing clear **Expectations for Supervision** (Barnett & Molzon, 2014; Falender, 2018; Falender & Shafranske, 2014; Lu et al., 2019; Martin et al., 2014).

Setting appropriate **Strengths-Based Goals** congruent within the trainee's **developmental level** (L. D. Borders, 2014; Kangos et al., 2018; Tangen et al., 2019).

Routine and frequent **Strengths-Based Feedback** (L. D. A. Borders et al., 2017; Falender & Shafranske, 2014; Falender & Shafranske, 2012; Fialkov & Haddad, 2012; Holt et al., 2015; Kangos et al., 2018; D. L. Milne et al., 2011; D. Milne & Reiser, 2012; Wade & Jones, 2014).

*Compiled by:
Jessica Cowan, PsyD

*What
Makes
Supervision
Effective
For You?*



Your Individual Identity

What are your secret
strengths?

Supervisor **Identity** Development*

*Let's
Discuss*

Theme 1: Supervision is complex due to the added dimension of oversight

Theme 2: Focus from the client to the therapist requires a change of perspective

Theme 3: Becoming ourselves is good and occurs over time but there are boundaries

Theme 4: Wearing the Supervisor hat comfortably takes time

Theme 5: Self-Awareness becomes multidimensional and take extra skill and focus

Theme 6: Confidence and competence in skill being supervised grows over time

Theme 7: Confidence and competence in supervision grows over time

Theme 8: Understanding trainee development and being patient and flexible are important

Theme 9: Being a gatekeeper for the profession takes courage

Theme 10: Understanding and managing power differentials is necessary

*From: Heid (1998); Goodyear et al. (2014).

Supervisor Development (Watson, 2014)

1 **Supervisee Lens**



2 **Developing Supervisor Lens**



3 **Complexities & Responsibilities**



4 **Negotiating Power Differential**



5 **Splitting Supervision Tasks**

We view supervision through the eye of the trainee as supervisees and we continue this as we start supervising others.

Slowly, we begin to **shift views from the trainee to the supervisor**.

This shift exposes the **complexities of supervision and the overwhelming responsibilities of the role**. How can we encourage growth and remediate deficiencies all while maintaining a positive relationship and ensuring client well-being?

As we take more control over the process, **we often fight the power differential that becomes obvious**. How do I negotiate the inherent power associated?

We finally negotiate the various tasks and responsibilities of supervision by **compartmentalizing them and taking things one step at a time**. It still feels awkward, but manageable.

So what's next? Theories and Research on Clinical Supervisor Development typically end just as you begin supervising. Some research has been done on **Supervisor Identity Development**, but it is limited, especially in Health Service Psychology.

Appreciative Inquiry

Appreciative Inquiry was developed on the **organizational psychology** side of professional psychology as a means to help supervisors work with employees from a strengths-based perspective rather than a deficit-based one.

Appreciative Inquiry is an **inquiry into what is good** about us. It is an exploration of strengths, of ourselves at our best.

Usually includes 4-6 stages, all beginning with the same letter, aimed at building the relationship, identifying strengths, and amplifying strengths as a means to achieve goals.

It is unstructured but often includes prompts and questions at each stage. Matches the four intervention questions, but with a positive spin:

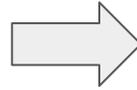
1. Where is the interviewee now?
2. How did they get here? What strengths have helped them succeed?
3. Where should the interviewee be? What are their goals?
4. How do they build on their strengths and activate their resources to best achieve their goals?

Associated theories and approaches include:

- **Solution-Focused Interventions** to ask questions and help the interviewee identify strengths and other resources and to design and plan for their preferred future
- **Motivational Interviewing** to understand readiness for change and help the interviewee move forward
- **Developmental theory** to understand current and future developmental levels and associated competencies
- **Strengths-Based theory and Positive Psychology** to identify strengths and and to amplify strengths as a means to achieve goals

Six Stages of **Appreciative Inquiry***

Stages 1 and 2
Define and Discover
Define the Relationship and Discover Strengths



Stages 3 and 4
Dream and Design
Dream the Future and Design a Plan



Stages 5 and 6
Deliver and Don't Settle
Deliver on Goals and Don't Settle



Appreciative Inquiry (Define and Discover)

Stage 1: DEFINE the Experience and Build the Relationship

TASKS

Begin defining the experience by creating a safe and welcoming environment, building a respectful relationship, and getting to know the interviewee from a strengths-based perspective.

Pay attention to (and make notes regarding) strengths, exceptions, internal and external resources, and what brings joy and inspiration to the interviewee.

SKILLS

Apply relationship building and interviewing skills. Be curious. Use open ended questions and prompts. Use presuppositions (“What else?”) to draw out additional information. Use reflections and paraphrase of key words and phrases.

PROMPTS

- What do you enjoy about supervision? What else?
- How have you changed as a trainee in the past year? How else?
- When things are going well for you, what do you notice about yourself? What else?
- How do you best learn? How else?
- Tell me what you liked about your past supervisors. What else?
- etc.

Appreciative Inquiry (Define and Discover)

Stage 2: DISCOVER and Reflect on Strengths

TASKS

Discover and reflect on your interviewee's strengths and other resources, both internal and external.

Identify what is going well for the interviewee and where they find joy and inspiration.

SKILLS

Apply relationship building and interviewing skills. Be curious. Use open ended questions and prompts. Use presuppositions ("What else?"). Reflect on strengths and other resources, paraphrase and summarize (or ask the interviewee to).

PROMPTS

- What do you enjoy doing? What else?
- What have others said you are good at? What else?
- What motivates or inspires you? What else?
- What do you value about your work with clients and your work in supervision?
- Who has been most helpful to you? Who else?
- How have they been helpful? How else?
- What resources have been useful? What else?
- etc.

Small Group Activity

Discovering Your Strengths

(Use Slides 11-14)

1. Each group member will assume the role of interviewer, interviewee, and observer at least once.
2. The focus of the activity is on the first two stages of Appreciative Inquiry - Define and Discover with the goal of discovering the interviewee's strengths, especially those related to clinical supervision and training.
3. The expectation for each role includes:
 - a. **Interviewer** will **define the experience, build the relationship, and discover and reflect on the interviewee's strengths as a supervisor**. Pay attention to strengths, exceptions, flow, and what brings the interview joy and inspiration.
 - b. **Interviewee** will **engage with the interviewer and respond to questions and prompts**.
 - c. **Observer(s)** will **take notes on the conversation between the interviewer and the interviewee**, looking especially for the strengths of both and what went well with the Appreciative Inquiry. Pay attention to what seems to bring either or both joy and inspiration.
 - d. **EVERYONE: Share your feedback and observations with your group.**

Large Group Discussion

Discovering Your Strengths

1. What do you think of the Appreciative Inquiry process so far?
2. What did you learn about yourself or about your interviewee or about your interviewer?
3. What was surprising or unexpected?
4. What was similar across the members of your small group?
5. Which relationship building, interviewing, or solution-focused skills were your strongest?
6. What would you like to be better at? How might you challenge yourself?
7. What have you learned that you could apply to your work as a supervisor?

Appreciative Inquiry (Dream and Design)

Stage 3: DREAM of a Preferred (Imagined) Future

TASKS

Identify and describe the interviewee's preferred future as a clinical supervisor. Focus on process goals as well as outcome goals. Build on the interviewee's strengths. Allow the student to dream of their preferred future with a focus on ownership.

SKILLS

Apply solution-focused intervention skills. Be curious. Use open ended questions and prompts. Use presuppositions ("What else?"). Reflect on strengths and other resources, paraphrase and summarize (or ask the interviewee to). Use Miracle Question.

PROMPTS

- Use miracle question (or magic wand, or fairy godmother, etc.).
- Ask about aspirations or best hopes.
- What inspires you about your work?
- What kind of supervisor do you hope to be one day?
- What are your goals as a supervisor?
- What do you admire most about your past supervisors?
- etc.

Appreciative Inquiry (Dream and Design)

Stage 4: DESIGN a Plan to Bring About the Future

TASKS

Begin discussing how the preferred future could be attained. Focus on what is achievable (best hopes) and how strengths can be amplified to help ensure success. Consider small steps and process goals as a means to achieving larger outcome goals.

SKILLS

Apply relationship building and interviewing skills. Apply solution-focused intervention skills. Be curious. Use open ended questions and prompts. Use presuppositions (“What else?”) to draw out strengths. Use scaling. Consider ROPES.

PROMPTS

- How do you best learn? How else?
- What has worked well in the past in terms of developing new skills? What else?
- What activities help you improve your knowledge and/or skills? What else?
- Small steps (mini goals) - What can you do in the next week? Next month?
- What might prevent forward movement (“Flag the Minefield”)? What else?
- How might you activate your resources to overcome obstacles?
- etc.

The **ROPES*** Model of Solution-Focused Strength Development

Resources

- What resources are available that will help you reach your goals? Consider both internal (e.g, strengths) and external (VIPs, Trainings, Books, etc.) resources.

Options

- What options are currently available? What are the different ways to achieve your goals? How have you seen others achieve goals? What are the pros and cons of various options?

Possibilities

- What other possible options might exist? How can we think outside the box? What could we do better? What could we be missing?

Exceptions

- When have you overcome similar obstacles? How did you do this? When are you at your best? What do you excel at? What has made you successful in the past?

Solutions

- What is going well? What are you doing that is working well? What have others complimented you on? What have others thanked you for?

Small Group Activity

Developing Your Strengths

(Use Slides 16-19)

1. Each group member will assume the role of interviewer, interviewee, and observer at least once.
2. The focus of the activity is on the first two stages of Appreciative Inquiry - Define and Discover with the goal of discovering the interviewee's strengths, especially those related to clinical supervision and training.
3. The expectation for each role includes:
 - a. **Interviewer** will help the interviewee imagine their preferred future as a supervisor and develop plans to achieve it. Pay attention to strengths, exceptions, flow, and what brings the interview joy and inspiration.
 - b. **Interviewee** will engage with the interviewer and respond to questions and prompts, elaborating when appropriate, focusing on being a clinical supervisor.
 - c. **Observer(s)** will take notes on the conversation between the interviewer and the interviewee, looking especially for the strengths of both and what went well with the Appreciative Inquiry. Pay attention to what seems to bring either or both joy and inspiration.
 - d. **EVERYONE: EVERYONE: Share your feedback and observations with your group.**

Large Group Discussion

Developing Your Strengths

1. What do you think of the Appreciative Inquiry process so far?
2. What did you learn about yourself or about your interviewee or about your interviewer?
3. What was surprising or unexpected?
4. What was similar across the members of your small group?
5. Which relationship building, interviewing, or solution-focused skills were your strongest?
6. What would you like to be better at? How might you challenge yourself?
7. What have you learned that you could apply to your work as a supervisor?

The **Deliberate Practice** of Clinical Supervision

Deliberately Practicing Clinical Supervision

deliberate: with purpose

To continue to practice, we must do so **deliberately** by “...maintaining or increasing professional or scientific competence in psychology” (Washington State Department of Health).

Deliberate practice is the repetition of an activity by deliberately and purposefully pushing oneself to the next level.

Deliberate practice allows us to step back from our work, especially work that creates **flow**, to push ourselves out of our comfort zone to learn more, do something better, add something important, or otherwise purposely improve our work in order to be more effective.

Appreciative Inquiry (Deliver and Don't Settle)

Stage 5: DELIVER Your Future (Deliver on Your Goals)

TASKS

The interviewee follows through on plans and goals. Changes to goals can occur along the way. Make sure to track progress consistently (weekly is recommended) and make corrections as needed.

Focus on process and progress as well as goal achievement. Consider how to amplify strengths in pursuit of goals.

SKILLS

Apply relationship building and interviewing skills. Be curious. Use open ended questions and prompts. Use presuppositions (“What else?”) to draw out successes. Consider progress and process as well as outcome. Use scaling. Remember small steps lead to big steps and process goals can be as important as progress goals.

PROMPTS

- What went well? What else?
- What did you learn about yourself? What else?
- What have you enjoyed the most? What else?
- What was the easiest? What was most difficult?
- What are you most proud of? What was most surprising? What else?
- etc.

Appreciative Inquiry (Deliver and Don't Settle)

Stage 6: DON'T SETTLE, Practice Deliberately

TASKS

This pulls in deliberate practice by encouraging the interviewee to continually and purposefully expand their knowledge, skills, or attitude.

The goal is to develop an effective practice that incorporates the best of who we are,

SKILLS

Apply relationship building and interviewing skills. Be curious. Use open ended questions and prompts. Use presuppositions (“What else?”) to draw out additional information. Use reflections, encouragers, paraphrases. Consider principles of deliberate practice. Use scaling.

PROMPTS

- In what areas are you doing well? How could you do even better?
- If asked to raise the bar for yourself, what might that look like?
- Where would you like to challenge yourself?
- How can you continue this momentum?
- What resources (VIPs, strengths, peers, trainings, etc.) might help you keep moving forward?
- etc.

Your **Identity** as a Clinical Supervisor

Large Group Discussion

What are the collective aspects of supervision that make it effective?

What are your strengths that define your identity as a supervisor?

How might you apply Appreciative Inquiry in your practice?

How will you deliberately practice clinical supervision with the goal of incorporating the best in you, the best in your trainees, and the best in their clients?

What are your next steps?

Comments? Questions? Discussion?

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