

Evaluation in Supervision

Kendra L. Smith, Ph.D.

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Agenda

- Reactions to Evaluation
- What exactly is our responsibility?
- Purpose, role, responsibility of evaluation
- Criteria for trainees
- Case Study
- Evaluation of Supervisors

EVALUATION

Supervisor's Responsibility

- Supervisors have a *double* contract
- Maintain standards of proper care in the treatment of clients
- Maintain standards of care in the education of counselors



Evaluation is subjective

Evaluation in Supervision: Purpose

- Enhance and evaluate supervisee competence
- Monitor quality of professional performance
- Assess supervisee's readiness to practice independently



Evaluation in supervision: Role

Facilitating supervisee's development
(sometimes feels like super-vision)



Evaluation in Supervision: Role



Gatekeeper for the field

Evaluation in Supervision: Responsibilities

- Maintaining standards of care
 - For client
 - For supervisee/student
- Includes:
 - Informing client of supervision
 - Informing students of:
 - Levels of competency expected
 - Appraisal methods
 - Timing of evaluations
 - Documentation

Training Programs responsible for:

- Evaluating students with regard to:
 - personal attributes
 - aptitudes
 - values
- Providing remediation and recourse

If we start with purpose, role, & responsibility...

- When?
 - Formative evaluation
 - Summative evaluation
- How?
 - Supervision contract
 - Weekly supervision meetings
 - Observations
 - Formalized assessments (forms)

What's missing?

- Specific criteria defining what it is we are evaluating



- Virtually no empirical research to determine what is essential for supervisees to learn and/or be evaluated on in the supervision process
- In fact, no definitive evidence of how therapy works or what makes a “good” counselor



Criteria pre-practicum



- Academic success in first semester courses
- Openness to new ideas
- Flexibility

Criteria pre-practicum (continued)

- Cooperativeness with others
- Ability to accept personal responsibility
- Awareness of own impact on others
- Ability to deal with conflict
- Ability to express feelings effectively and appropriately
- Willingness to accept and use feedback

Criteria during practicum/internship:

- Technical skills
- Interpersonal skills and personal characteristics
- Conceptual skills



Technical Skills

- Skill improvement is assumed to be necessary for beginner supervisees
 - Less aware of relationship dynamics
 - More concerned with what to say
 - If and when to use self-disclosure
 - How to obtain information from client
 - How to confront and interpret appropriately
 - How to solve the client's problem(!!!!)

Interpersonal Skills

- Capacity to:
 - Connect
 - Respond with sensitivity
 - Contain strong emotions
- Pay close attention to client's cues
- Weather the ups and downs of the therapeutic work



Interpersonal deficits

- Skill deficits—for example:
 - Staying silent for long periods
 - When to push; when to back off
- Finding balance between being fully themselves—or overly officious—and being therapeutic
- Often hard to evaluate and remediate in supervision

Conceptual skills

- Theoretical understanding of the client's needs
- Integrating various aspects of the client (e.g., history, personality, strengths, capacity for entering therapeutic relationship) into overall understanding of client

Conceptual skills:



- Requires knowledge of normal development, psychopathology, etc.
- Enables supervisee to:
 - Understand how to take client from point A to point B (treatment planning)
 - Assess risk (e.g., suicide, child abuse)

Returning to the question of when...

- Summative evaluation
 - Mid- & final semester evaluation forms
 - Technical, interpersonal, conceptual skills
- Formative evaluation
 - Direct feedback
 - Clear statements to the supervisee
 - Indirect feedback
 - Statements about the supervisee to others
 - Behavior toward the supervisee
 - Behavior toward others re supervisee

Site and Faculty Supervisors

- Differences in responsibilities
- Differences in access to information
- Differences in theoretical orientation
- Differences in opinion

It is not only what you teach, but
also what you do, that has
impact on those whom you are
trying to teach.

(Rubin, 1986)

Evaluating the supervisoror

- Continued supervision skill development
- Studies of supervisee satisfaction
 - Supervisees are not as satisfied as supervisors think they are
 - Dissatisfaction inhibits learning

Potential stumbling blocks

- Supervisee
 - Unclear, or changing, expectations
 - Supervisor who is inconsistent, harsh or lacking empathy
 - Lack of consistent feedback
- Supervisor
 - Unclear programmatic expectations
 - Non-supportive environment
 - Lack of clear communication

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