



Supervised practice of
psychologists:
Development of
a training programme
for mentors and a model of
supervised practice

SUPER PSIHOLOG

The project is supported by Norway Grants 2009–2014 and by national funds of the Republic of Slovenia



**REPUBLIC OF SLOVENIA
GOVERNMENT OFFICE FOR DEVELOPMENT
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SUPERVISOR'S ROLES AND FOCUS OF SUPERVISION

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SUPER PSIHOLOG, 25.-26. 9. 2015



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Teacher role

- In charge
- Consider observed interactions / interaction sequences in the therapy session
Identifies the appropriate interventions.
- Teach, demonstrate, or model intervention techniques
- Explain content / rationales for specific strategies / interventions
- Identify and interpret significant events and actions in the supervision session as well as the therapist-client session
- Give feedback and evaluates



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Therapist / counselor

- Assisting the supervisee to take advantage of a critical moment for reflection
- Explore supervisee's feelings / reactions in the therapy session and the supervision session
- Explore supervisee's feelings / reactions in relation to specific techniques or interventions
- Allow for supervisee's own exploration of safety / concern in session
- Help supervisee to focus / describe personal therapy competence and development areas
- Ensuring opportunity for the supervisee to embark in / work with their emotions and "defense" in the session
- Facilitate supervisee self-exploration of confidences and/or worries in the counseling session.
- Help the supervisee define personal competencies and areas for growth.
- Provide opportunities for supervisees to process their own affect and/or defenses.



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Consultant

- The supervisor as a consultant acts as a resource for supervisees but encourages them to trust their own thoughts, insights, and feelings in their work.
- When in the consultant role, the supervisor deliberately shares responsibility for learning and development with the supervisee
- Ensure that alternative interventions or interpretations are available to the supervisee
- Encourage brainstorming in supervisee - in relation to strategies / interventions
- Encourage supervisee's discussion / reflection about the client in relation to the problem / motivation and ...
- Facilitate that the supervisee can secure their needs in the supervision session
- Allow / ensure that supervisee has sufficient influence on how the time in supervision session is used



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Intervention (Process Skills)

- What the supervisee is doing in the session that is observable by the supervisor
- Interventions, skills, techniques
- Opening and ending a conversation
- Reflect emotions
- Ask follow-up questions
- Reformulate
- Summarize
- Using body and voice (nonverbal) appropriate to the intervention and client.



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Conceptualization

- Include how well one formulate cases from theory and how well they convey this.
- Treatment planning, intervention selection, implementing manualized treatment appropriately, and grounding one's practice in theory and research
- Ability to analyze - understand – plan
- Put observations/thoughts/actions into «words» and place them into a theoretical framework
- Detect change/development - and be able to put it into «words»
- Hear what the client says, also between the lines, and put it into a context



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Personalization / personal competence

- How one uses own experiences, thoughts feelings in therapy
- Resources to accommodate the client. Including warmth and sensitivity without being provoked by clients' attitudes or emotional expressions
- Master being in a position of authority, or a discoverer position
- Dare to come forward with expertise
- Dare to not know
- Avoid getting defensive at criticism
- Avoid being tripped by severe discomfort when their own feelings are activated
- Ability to tap into own internal and personal history as a resource to enhance understanding and appropriate action



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- **Substantial Evidence that the three roles have distinctive properties**
- **And is useful to enable flexible use of the roles – in accordance with the needs of the supervisee**
- **But - have a problem with evaluations and assessment**
- **And - have a problem with the relationship dimension of the supervision**