

Models of Supervision; a brief overview

Models by Category

- Developmental Models
- Discrimination Model
- Orientation Specific Models
- Supervisory Alliance Model
- Interactional supervision

Developmental Models

Stoltenber and Delworth (1987) described a developmental model with three levels of supervisees where the supervisor tailors her interventions and interactions based on the supervisee's developmental level. The levels are:

1. Self-and-other awareness
2. Motivation
3. Autonomy

Discrimination Model

Bernard's (Bernard & Goodyear, 1992) purports to be "a-theoretical." It combines an attention to three supervisory roles with three areas of focus:

1. Supervisor's role as teacher
2. Supervisor's role as counselor
3. Supervisor's role as consultant

Bernard's three areas of focus for skill building are *process*, *conceptualization*, and *personalization*.

1. Process examines communication between supervisee and client
2. Conceptualization is the supervisee's application of theory, big picture overview, and reasons for next steps
3. Personalization reviews the supervisee's use of self in the therapeutic process.

Orientation Specific Models

Orientation specific models use the same theoretic models used to treat clients to work with supervisees, such as:

1. Psychoanalytic supervision
2. Behavioral supervision
3. Rogerian supervision
4. Systemic supervision

Psychoanalytic Supervision is a stage model.

1. Opening stage: assessing each other and looking for weakness. Supervisor wins

2. Middle stage: conflict, defensiveness, avoiding and attaching
3. Resolution stage is the working stage of supervision. The supervisor is mostly silent and encourages the supervisee towards independence and autonomy.

Behavioral Supervision utilizes cognitive behavioral strategies. The problem is identified and the appropriate technique to resolve the problem is selected. Supervisor models the technique and selectively reinforces the supervisee, utilizing behavioral rehearsal with the supervisee.

In **Rogerian Supervision**, the therapist models the three primary Rogerian interventions

1. Empathy
2. Genuineness
3. Unconditional Positive Regard.

With **Systemic Supervision** the supervision should closely follow the theory. For structural supervision, clear boundaries between supervisor and therapist must be maintained. For strategic supervisors, the supervisor manipulates the supervisee's behavior and once it is altered, the supervisor discusses it with the goal of the supervisee gaining insight.

Supervisory Alliance Model

The model focuses on three roles of the supervisor:

1. Normative or managerial – Administrative tasks like adherence to policies and ethical codes.
2. Formative or educative – Teaching by determining supervisee's strengths and weaknesses and then forming lesson plans.
3. Restorative or supportive – reviews and explores client cases and the supervisee's response.

Interactional Supervision

Lawrence Schulman's Book: interactional Supervision, 3rd Edition is an excellent tool for utilizing this model, comprehensive and has many case examples.

Five Core assumptions of Interaction Supervision

1. Interaction process between supervisor and supervisee is critical and determines the outcome
2. There are common elements to all supervision
3. There are universal dynamics and skills that apply.
4. There are parallels between supervision and other helping relationships.
5. The supervisor-supervisee working relationship is pivotal, it is through the relationship work occurs.

Schulman describes three stages of work:

1. Preparatory and Beginning Stage
2. Working Stage
3. Supervisory Ending and Transitions Stage