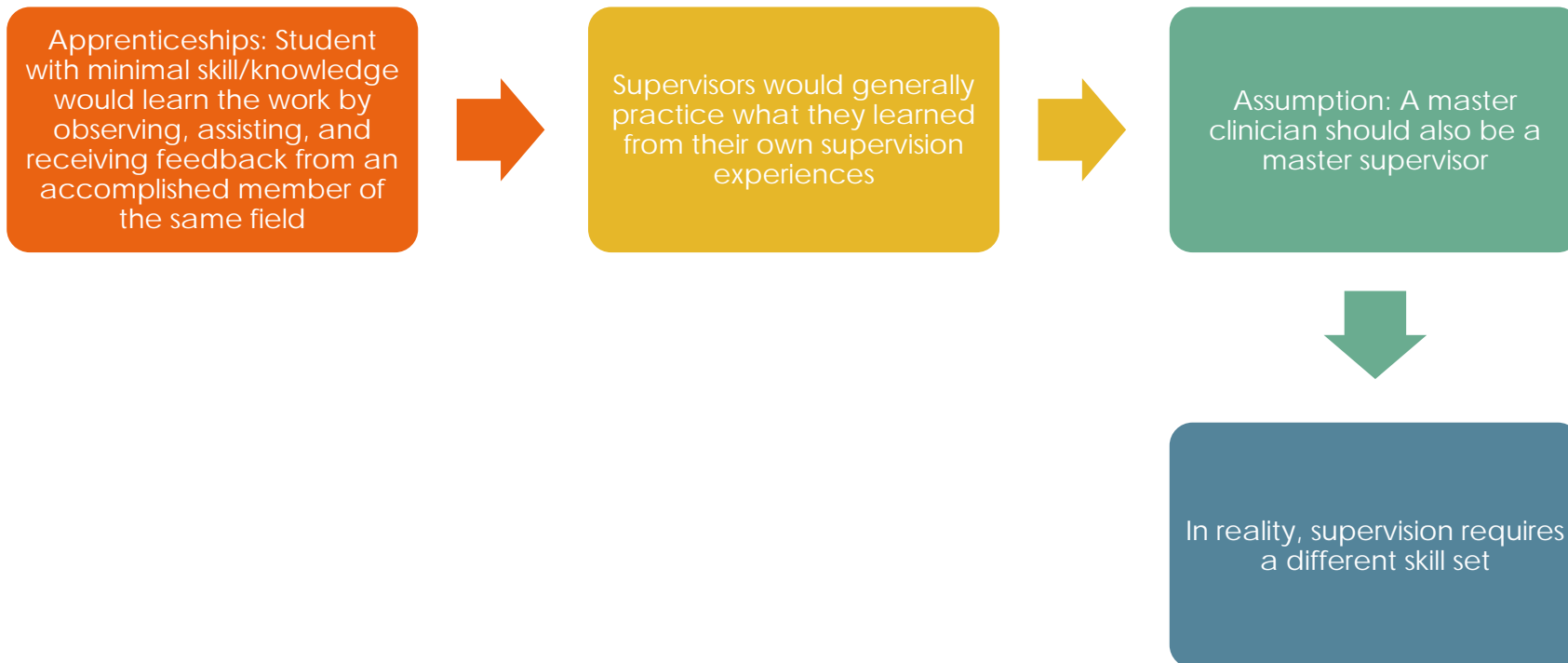


Psychotherapy Supervision

UCLA PCFA PSYCHOTHERAPY BOOTCAMP

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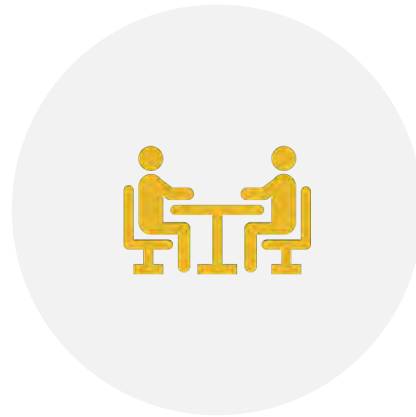
Origins of clinical supervision



What is the purpose of supervision?



TO BE ABLE TO LEARN FROM THE
EXPERIENCE OF YOUR SUPERVISOR WHILE
YOU GATHER EXPERIENCES OF YOUR OWN



DISCUSSING PATIENT CASES WILL PROVIDE
YOU THE OPPORTUNITY TO REFLECT ABOUT
THE CASES



A SUPERVISOR MAY HELP YOU TO IDENTIFY
COUNTERTRANSFERENCE THAT YOU ARE
UNABLE TO IDENTIFY ON YOUR OWN

How do I communicate about patient encounters with my supervisor?

Real-time supervision via video or one-way mirrors: offers opportunities for real-time interventions

Video supervision: captures both what you and the patient say precisely, as well as the non-verbal communication

Audio supervision: similar benefits to video supervision but with only part of the input

Review of process notes supervision

Selection of communication method should be explicitly discussed with the patient and be part of the treatment frame

Supervision Models

What are the different models of supervision?

- ▶ Developmental models
- ▶ Integrated models
- ▶ Orientation-specific models

Developmental Models of Supervision: Assumptions

In the process of becoming competent, the trainee will progress through several stages that are qualitatively different from each other

Each stage requires a qualitatively different environment for optimum growth to occur

Developmental Models of Supervision: Stages

Beginning/novice: supervisee expected to have limited skills and lack confidence

Middle stage: Increased skills and confidence, conflicting feelings about perceived independence/dependence on supervisor

Expert: Supervisee able to use good problem-solving skills and be reflective about the counseling and supervisory process

Use of an interactive process referred to as "scaffolding": Supervisor encourages supervisee to use prior knowledge and skills to guide them on to the development of new knowledge and skills

Integrative Models of Supervision

- ▶ Rely on more than one theory and technique
- ▶ May employ a multiple therapeutic orientation or aim to be used across any theoretical orientation

Psychotherapy-Based Supervision Models

- ▶ Psychodynamic approach to supervision
 - ▶ Patient-centered
 - ▶ Supervisee-centered
 - ▶ Supervisory-matrix centered (relationship between supervisor and supervisee)
- ▶ Cognitive-Behavioral Supervision

How do I select a “good” supervisor?

Is the supervisor open to video/audio supervision?



Does the supervisor have a coherent model of supervision?

Does the supervisor do anything to hone their supervisory skills?

Is the supervisor more skilled at working with trainees of a particular developmental stage?

Is the supervisor specifically trained in a particular psychotherapeutic approach that is of interest?

Characteristics of effective supervisors

Empathic, genuine,
open, flexible

Respectful of their
supervisees as
persons and as
developing
professionals

Sensitive to
individual
differences of
supervisees

Comfortable with
the authority and
evaluative functions
of being a
supervisor

Provide regular
feedback

Enjoy supervision
and are committed
to seeing their
supervisee grow

Prepare for and are
highly involved in
supervision sessions

Understand their
own strengths and
limitations, personal
traits and
interpersonal style

Have a good sense
of humor

How valuable is experience?

Supervisors who are more recent graduates may be associated with better client outcomes (Callahan, Ruggiero, and Watkins (2015))

“Experienced” supervisors are often relatively inexperienced in terms of formal training in supervision

Supervision Best Practices (Task force of the Association for Counselor Education and Supervision – ACES)

- ▶ Supervision should be a proactive, planned, purposeful, goal-oriented, and intentional activity (i.e., supervisors should be spending time preparing for supervision sessions, evaluating the effectiveness of their interventions, and considering the patient's progress)
- ▶ Supervision should be developmentally appropriate
- ▶ Supervision should be flexible
- ▶ Supervision should be considered an educational process informed by learning theory, teacher education, etc.
- ▶ Supervisors should attend to issues of diversity and cultural competence
- ▶ Supervisors should teach supervisees reflection skills

Consider having multiple supervisors



STAFFING THE SAME PATIENT WITH
MULTIPLE SUPERVISORS MAY BE A
VALUABLE EXPERIENCE



HAVING MULTIPLE SUPERVISORS
CAN CREATE OPPORTUNITIES FOR
SEEING MORE PATIENTS



SUPERVISION IS EXPENSIVE AFTER
GRADUATION!

How do I find a supervisor?

- ▶ PCFA Website Bios
- ▶ Psychotherapy Supervisor Speed Dating Night
- ▶ Consult RPC Chief generated Psychotherapy Supervisor List
- ▶ Word of mouth



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Elizabeth Casalegno



Background and Training:

Undergraduate Degree: BA 2005, University of California, San Diego

Post-Graduate Degree: MD 2009, University of California, Davis

Psychiatric Residency Training: 2009-2013, University of California, San Diego

Practice Information:

Practice Style: combines psychopharmacologic and psychotherapeutic approaches. Provides care for patients and providers for ancillary treatments such as TMS and ECT.

Theoretical Orientation: primarily cognitive behavioral therapy that is psychodynamically informed.

Type of Patients: individuals, couples, families, adults

Supervision Information:

Dr. Casalegno is available to supervise on Tuesday from 8:00 am to 5:00 pm; Friday from 8:00 am to 5:00 pm; and Saturday from 8:00 am to 5:00 pm.

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PROFILES ACCESSIBLE VIA HYPERLINKS.

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