A Blueprint for Developmental Supervision

1. **Beginning Stage**: The goal of this stage is to develop the relationship, assess competencies, educate, and monitor early experiences.

   **Supervisor**
   - Assume primary responsibility and encourage supervisee
   - Assess supervisee's strengths and weaknesses in areas of training, experience, and clinical competence (assessment, direct treatment, and interpersonal style)
   - Use supervisee assessment information to develop goals with the supervisee
   - Review and sign supervisory contract and other supervisory agreements
   - Critically review each of the supervisee's prospective clients for appropriate placement
   - Set supervisory goals collaboratively with supervisee
   - Review policies and procedures of practice (address ethics, confidentiality, and emergency procedures)
   - Educate supervisee in areas of need to include ethics, liability, assessment, organization of information, documentation, and therapeutic skills
   - Provide direct and consistent observation of therapy (live supervision, video, one-way mirror, bug-in-the-ear)
   - Provide structure for supervisory sessions
   - Limit autonomy until competence in performance is evidenced
   - Provide direct feedback often and combine with information and practice as needed

   **Supervisee**
   - Seek and accept direction
   - Discuss perception of strengths and weaknesses with supervisor
   - Provide supervisor with information requested
   - Review and sign contact and supervisory agreement
   - Set supervision goals in collaboration with supervisor
   - Practice safe and prudent therapy within the structure provided by supervisor
   - Review policies and procedures for practice and seek clarification
   - Be willing to take risks and practice within the boundaries of the supervisory relationship
   - Question and hypothesize
   - Provide information to supervisor regarding wants and expectations of supervision
   - Recognize that anxiety is normal and discuss concern with supervisor
Be available for direct intervention in critical incidents (with supervisee and clients)
Review and approve all documentation (assist in writing if needed)
Document supervisory activities

2. **Middle Stage:** The goal of this stage is to transition from dependency to independent practice. This stage is often characterized by a struggle in the supervisory relationship as supervisees want to move forward and supervisors want to tread carefully.

**Supervisor**
- Role-play, provide ethical dilemmas, play devil's advocate, and design "what if" scenarios for supervisee to explore and discuss
- Suggest various theoretical approaches for each given case
- Facilitate discussion of various treatment alternatives
- Assist supervisee in choosing a sound course of action
- Provide supervisee with opportunities to discuss client and presenting problems from supervisee's perspective
- Share responsibility with supervisee
- Monitor by direct observation, documentation review and self-report
- Create opportunities for supervisee to struggle with decisions and consequences
- Ask questions and expect supervisee to seek answers (be prepared to assist)
- Serve as a resource and reference for materials, problem solving, and practice
- Encourage supervisee to present cases in a collaborative

**Supervisee**
- Practice presenting cases in a professional manner
- Explore theoretical orientation with supervisor
- Actively participate in identification of treatment techniques and strategies
- Consult with supervisor for direction
- Initiate interventions independently
- Provide information to supervisor to assure client welfare
- Choose approach for case conceptualization and share with supervisor
- Identify relevant questions and strategies for gaining information
- Draft reports and explain formulation and process to supervisor
- Assume comprehensive case management duties
- Share responsibility with supervisor for client care
- Share responsibility for structure of supervisory sessions
- Come to supervision sessions prepared to initiate
manner
Collaboratively make decisions about how much time to spend on each case
Share responsibility for the supervision session structure
Reduce directive stance and encourage democratic decision making
Provide formative feedback consistently, and develop a plan of action collaboratively with supervisee for improvement
Document supervisory practice

topics for discussion
Provide feedback to supervisor on the supervision received and identify and voice perceptions of unmet needs

3. **Ending Stage:** The primary goal of this stage is to foster independence and prepare supervisee for work as an independent professional.

**Supervisor**
Review goals and progress
Listen to and encourage supervisee
Monitor primarily through self-report and documentation with occasional direct observation
Provide summative evaluation
Take responsibility for termination of formal supervisory relationship
Document supervisory process
Acknowledge continued vicarious and direct liability throughout the supervisory relationship
Be open to and seek evaluative feedback on the supervisory process, the structure of supervision, and specific supervisory skills

**Supervisee**
Articulate theoretical orientation, treatment alternatives explored, and courses of action chosen
Provide justification for any given course of action in treatment
Recognize and identify skills for future development
Assume primary responsibility for client welfare
Review goals and progress
Review learning during supervision
Determine future goals and course of action
Think out loud while problem solving and conceptualizing client information
Be self-supervising
Reflect on the supervisory process and provide supervisor with evaluative feedback

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