DOES SUPERVISORY RELATIONSHIP PROVIDE A CONTEXT FOR THE REVIEW OF COUNSELLORS’ SUPERVISEES’ INTENTIONS?

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Outline of the Presentation

- Introductions
- Definitions
- Broad reflective Question
- Some of the issues presented in supervision
- Goals for Group Supervision
- Developmental Professional stages
- Supervisory Reflective Cycle
- Phases of Supervision
- Conclusion
Counseling Supervision Defined

A **distinct** intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is **evaluative**, extends over time, and has the simultaneous purposes:

- **a)** *enhancing the professional functioning* of the junior members,
- **b)** monitoring the **quality of professional services** offered to the clients he/she/they see(s) and,
- **c)** serving as a **gatekeeper** for those who are to enter the particular profession

(Bernard & Goodyear, 1992, p. 4).
Broad Reflective Questions

• How do I make sense of the dissonant or distressful counseling experiences?
  • What does this mean with regard to my professional skills, theory of change, and gaps in my professional development needing to be addressed?
• How does this assist in better understanding the world view of the client?
Some of the Presented Issues in Supervision

- Parallel Process
- Dual Relationship
- Informed Consent
- Post Election Violence
- Isolation & Training
- HIV/AIDS
Goals for Group Supervision

To assist counsellors in *shifting* from a performance laden stance ("Did I do this right?"") to that of curiosity (What did I learn?)

To prepare counsellors in *managing* the frustration and tension associated with the ambiguity of the counselling process.

To facilitate the counsellors *self awareness* and understanding with regard to their influence (directly or indirectly) on the counseling process.

To identify and *develop their skills* not only as a counselor, but also as an advocate, educator, systems consultant, and collaborative group facilitator.

To provide two *hour a month* of group supervision without fail.

To orient to the *procedures*, guidelines, and purpose of the group supervision.
SELF CENTERED STAGE

- High levels of anxiety associated with performance and evaluation anxiety leading to patterns of dependency on supervisor.
- Enters with little insight and is focused on general skill performance and has difficulty attuning to thematic patterns or the overview of the therapy process.
- This may make them impatient or fearful that the process will ever move on from a current sticking place.
CLIENT CENTERED STAGE

✓ Fluctuation between dependence and autonomy; and between over-confidence and being overwhelmed.

✓ Oscillates between excitement and anger/depression with increased reactance to the interactional triangle (Self. Supervisor and, Client(s)).

✓ Personalize the choices of clients/students and over-responsible to the change process.
PROCESS CENTERED

✓ Exhibits increased professional self-confidence, with increased insight beyond specific skills

✓ Can observe thematic patterns (wider context--systemic) in client(s)

✓ Can begin to adjust his/her approach to meet the presenting needs of varying clientele (Matching).
Developmental Professional Stages

CONTEXT CENTERED

✓ Has developed into an integrated practitioner characterized by:

PERSONAL AUTONOMY

INSIGHTFUL AWARENESS

STABLE MOTIVATION

An awareness of needing to confront own personal and professional problems impacting professional practice and growth.
Supervisory Reflective Cycle

1. *Disorienting Professional Experience(s)*
   - Supervisee is anxious with a perceived sense of professional inadequacy.

2. *Supervision Relationship*
   - Supervisor is nonjudgmental, supportive and validating.

3. *Supervisor Intervention*
   - Supervisor seeks to expand supervisee conceptual complexity to promote clinical independence.

4. *Shift in Supervisee Perception and/or Behavior and Reemergence to the Counseling Context*
   - Supervisee links supervision experience to clientele/context.
Phases of Supervision

CONTEXTUAL ORIENTATION
- Supervisee experience of Cognitive and Emotional Dissonance in adjustment to the counseling climate

ESTABLISHING TRUST
- Experience of trust central to supervisee willingness to address dissonant counselling experiences

CONCEPTUAL DEVELOPMENT
- Supervisor promoting advanced conceptual complexity through thematic and reflective dialogue

CLINICAL INDEPENDENCE
Supervisor facilitates supervisee autonomy by encouraging self assessment and self generation activities
“Do not confine your children to your own learning for they were born in another time”

(Hebrew Proverb)
CONCLUSION

PRIMARY

Qualities of professional reflectivity were illustrated as necessary for supervisees to adopt conceptual and interactive skills representative of advanced counsellor trainees.

SECONDARY

• A trusting and supportive supervisory relationship is a prerequisite for advanced supervisee development.