



ATTC

Addiction Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

# *Clinical Supervision Foundations*

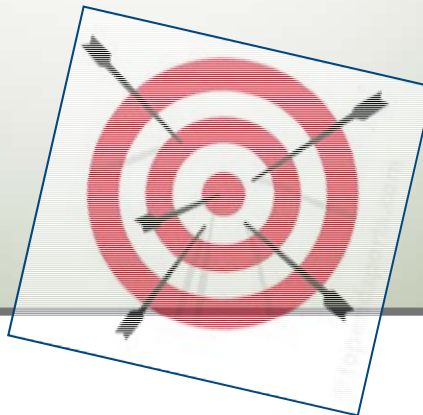
Module Three

## **Supervisory Alliance**



# Module 3: Learning Objectives

1. Understand value of an effective supervisory alliance
2. Describe concept of parallel process in relation to supervisory alliance
3. Identify key factors which strengthen or compromise supervisory alliance
4. Recognize conflict in supervision and identify methods to minimize or resolve conflicts



*Participant Workbook – p. 25*

# An Effective Supervisory Alliance

## Characterized by:

- High level of trust
- Increased self-efficacy
- Increased comfort
- Higher level of motivation for growth
- Greater satisfaction with counselor role
- Improved counseling performance



# Tips

- Establish mutuality and collaboration
- Use self-disclosure to foster openness, honesty, and willingness to admit mistakes
- Talk openly about the hierarchy of power and means available to resolve problems
- Include supervisee in setting goals, planning and evaluation process



(Campbell, 2006)

# Challenges

- Boundary issues/Dual relationships
- Power and authority
- Interpersonal processes



- Conflicts with supervisee
- Supervisee resistance
- Supervisor resistance

# Scenarios

*Participant Workbook – pp. 30-32*

# Scenario 1: Boundary Issues

**You are now supervising someone you were close to as a peer.**

1. What are the advantages and disadvantages?
2. What are potential problems?
3. How would you manage it?

*Participant Workbook – p. 30*

# Tips for Managing Boundary Issues

- Dual relationships cannot always be avoided
- Raise the issue that the dual relationship exists
- Discuss potential impacts
- Establish agreements about how to proceed
- Identify mentor to discuss issues



## Scenario 2: Power and Authority

During the past year, because of staff turnover, the capacity to do periodic reviews has been mitigated. You are preparing to conduct an annual review with a supervisee who is:

- Consistently late from hour lunch break
- Late in his/her charting
- 60% of his/her clients have dropped out in first 30 days of care

*Participant Workbook – p. 30*

# Power and Authority Questions



1. What would be some examples of supervisors overusing/abusing their power and authority?
2. What might cause supervisors to underutilize their power and authority?
3. How will the fact that the supervisee's compensation package will be influenced impact the relationship?
4. What are healthy guidelines for managing power and authority?

*Participant Workbook – p. 30*

# Tips for Managing Power and Authority

- Inform supervisee of the evaluative structure of the relationship
- Define criteria for evaluation
- Discuss goals for supervision
- Empower supervisee to increase their decision-making abilities
- Use authority to give power to those being led

# Scenario 3 – Interpersonal Relationships

Imagine yourself as a 45-50 year old supervisor with a 28-30 year old supervisee of the opposite sex.



*Participant Workbook – p. 31*

# Interpersonal Relationship Questions

1. What potentially impacts the supervisory alliance?
2. How might a supervisor abuse his/her power and authority because of emotional reaction to supervisee?
3. What would your responses be if supervisor and supervisee were:
  - Same age and same gender
  - Same age and different gender
  - Same age, same gender, different sexual orientation

*Participant Workbook – p. 31*

# Tips Regarding the Relationship

- Supervisors need to be aware of feelings which may impact supervision
- Supervisors need to recognize clues, do careful self-examination, and have own supervision
- When relationship issues are more transparent counselors may be more open to addressing difficulties
- Counselors should be rewarded for raising relationship issues in supervision
- May be necessary to transfer supervisees

# Scenario 4: Conflict

Imagine yourself in supervisory relationship where:

- Supervisor believes in empowering clients to take responsibility for their own recovery
- Supervisee believes in providing guidance to help the client avoid making mistakes which will interfere with their recovery

*Participant Workbook – p. 32*

# Conflict Questions

1. How might these differences impact the supervisory relationship?
2. What are special considerations supervisor will have to give to establish a successful supervisory alliance?
3. What guidelines would you suggest for managing these ideological differences?

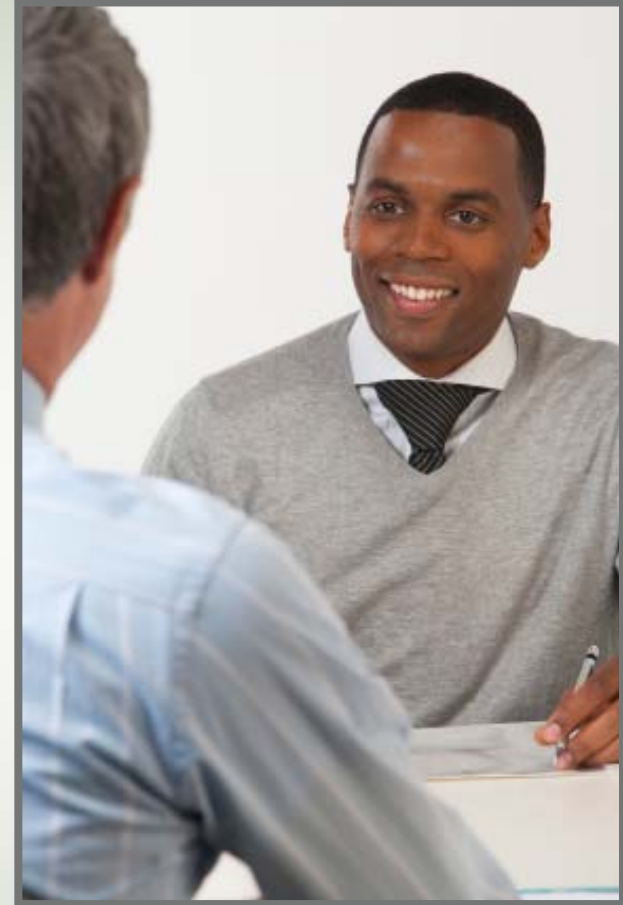


*Participant Workbook – p. 32*



# Tips for Managing Conflict

- Open and frank discussions
- Describe a satisfactory relationship
- Identify steps to reach a satisfactory relationship
- Share goals to gauge similarities and differences
- Acknowledge counselor's challenges
- Recognize, appreciate, and understand counselor



# Scenario 5: Resistance

A supervisee's former supervisor was highly critical, directive, and constantly disappointed in the supervisee's performance. Now in a new supervisory relationship, the supervisee is hesitant, afraid of criticism, of taking risks, and of being observed.

Even though the supervisee is achievement oriented, there seems to be a strong fear of failure. The supervisor notices the resistance to supervision and is trying to communicate that making mistakes and taking risks are a natural part of the learning process.

*Participant Workbook – p. 32*

# Resistance Questions

1. What does the supervisor have to attend to in this situation to enhance the alliance?
2. How can supervisor reassure supervisee?
3. What would be impact of having such a supervisee on supervisor's expectations and how relationship will develop?
4. What are some guidelines for managing resistant counselors?



*Participant Workbook – p. 32*

# Supervising the “Resistant” Counselor

- Avoid labeling
- Avoid “power struggles”
- Reframe information
- Emphasize personal choice
- Recognize level of self-confidence
- Elicit self-motivating statements

