

## Rights and Responsibilities

The following lists have been compiled from a few different sources, as well as our own experience. For further exploration, see Carroll and Gilbert (2005), and Bernard and Goodyear (2009). The latter authors include the “Supervisee’s Bill of Rights” in their “Supervisor’s Toolbox” group of resources (p.311).

### *The Rights of a Supervisor*

- To be respected as a professional
- To a healthy supervisory relationship
- To be informed of any constraints to a constructive supervision process
- To engage actively in a two-way contracting process
- To receive clear and constructive feedback about the supervision process
- To break confidentiality in exceptional pre-agreed circumstances

### *The Responsibilities of a Supervisor*

- To be accountable to one's own profession for ensuring adequate standards
- To give a clear account of one's model /philosophy and goals in the supervision process
- To treat the supervisee and the supervision process with respect
- To prepare adequately for supervision
- To provide a safe, uninterrupted space in which supervision can take place
- To provide clear and constructive feedback to the supervisee in an ongoing way
- To be clear about confidentiality (and any limits to this)
- (If the clinical supervisor is also the line manager) to keep line management issues and clinical supervision issues clearly identified and separate from each other in a negotiated way
- To keep the clients' interests at the centre of the supervision process
- To provide both support and challenge to the supervisee appropriately and insofar as they advance the supervisee's learning and development and the clients' interests
- To maintain a focus on the client work and (if there are personal obstacles to the work) to encourage the supervisee to seek professional help if necessary
- To provide clear professional boundaries around the supervision relationship
- Maintain appropriate records
- Draw to the supervisee’s attention aspects of work that may be overlooked by the supervisee
- To ensure one's own support and professional development
- Advise the clinician's Line Manager / Coordinator of any performance or ethical issue and mandatory reportable issues, after discussion with the supervisee
- Provide the ongoing opportunity for the supervisee to reflect and critically evaluate different aspects of his or her work
- Provide and promote opportunities for the supervisee’s skill development relevant to the supervisee’s clinical role

- Ensure that progress is made towards the goals set out in the supervision agreement
- Be aware of limitations in knowledge and skills

### *The Rights of a Supervisee*

Carroll and Gilbert (2005) outline declarations of both rights and responsibilities for the supervisee. Addressing supervisees directly, the authors claim that supervisees have the right to:

- be respected for being a professional
- become the professional they can be and want to be (and not just a clone of their supervisor)
- a safe, protected supervision space
- a healthy supervisory relationship
- fair and honest evaluations and reports
- see a supervisor's reports on them with opportunity to comment on the contents;
- know what their supervisor thinks of their work
- make good any areas of development outlined by his/her supervisor
- clear and focused constructive feedback
- give clear and focused feedback to his/her supervisor
- ongoing, regular and systematic reviews of the supervisory arrangement
- their own learning style
- negotiate the supervision contract (and being aware, in advance, what is non-negotiable in the contract)
- mediation should the supervision relationship break down
- Appeal decisions made in supervision with which they have problems

### *The Responsibilities of a Supervisee*

Carroll and Gilbert (2005) write that supervisees should be responsible for:

- their own learning
- preparing for supervision
- using supervision time effectively (managing time boundaries)
- presenting their work openly and honestly
- delivering the best service possible to his/her clients or client group
- creating learning partnerships with their supervisor
- applying learning from supervision to his/her work
- being aware of other stake holders in the supervisory arrangements - e.g., the families of clients, clients themselves, taxpayers, one's profession, training courses, organisations (where applicable)
- monitoring and evaluating their own work
- reflecting on their work
- feeding back to themselves and to others (other supervisees and the supervisor)
- being aware of cultural, religious, racial, age, gender and sexual orientation differences between themselves and others

- creating ethical and professional environments for their work
- where appropriate, giving regular overviews of their work to his/her supervisor (the big picture)