

Table 9 Methods of Supervision

Method of Supervision	Benefits	Challenges
<p>Case Discussion / Presentation</p> <p>The supervisee selects a client case to review with his or her supervisor, submitting a genogram, describing the client's presenting problem(s), summarising the work so far, conceptualising the situation and reflecting upon effective interventions and stuck points.</p>	<ul style="list-style-type: none"> • Useful when caseload is high and general management ideas wanted • Counsellor can learn to present clearly and identify specifically what they want from supervision. • Easy to arrange • Adequate for developing conceptual skills • Potential to give positive feedback about what is being done as well as ideas about what to do differently 	<ul style="list-style-type: none"> • Relies on supervisee's self-report • Needs an agreement as to the purpose and format of presentation, otherwise describing the case content can consume all of the time, so that it becomes a debrief without the benefits of conceptualisation, or generating new ideas • Less helpful with specific skill development, beyond conceptualisation • Can be a challenge for supervisees to convert supervisor's verbal feedback into effective actions
<p>Observation of Recorded Session</p> <p>The supervisor and supervisee review selected segments of a client session that has been recorded on video tape or DVD by the supervisee (with the prior expressed permission of the client).</p>	<ul style="list-style-type: none"> • Actual sessions observed • Session chosen by supervisee, so there is some control by them over what supervisor observes • Allows for specific feedback about skills and case management • Less anxiety provoking than live supervision • Supervisor or supervisees can stop recording at various points to discuss • Provides an excellent resource for developing self-supervision 	<ul style="list-style-type: none"> • Anxiety at being observed • Difficulties deciding how to deal with so much information (e.g., which parts of session to view and where to focus attention) • Can be time consuming
<p>Live Supervision</p> <p>The supervisor directly observes a client session (by prior arrangement with the supervisee and expressed permission)</p>	<ul style="list-style-type: none"> • Provides direct opportunity to shape and develop supervisee's skills • Can be very supportive for supervisee • Supervisor's direct input can allow supervisee to 	<ul style="list-style-type: none"> • Initially, potentially highly anxiety provoking • Stressful for the supervisor managing multiple and simultaneous direct responsibilities for the supervisee(s) and the

<p>of the client), usually through a one-way mirror, or via camera.</p> <p>The supervisor usually offers input regarding process and interventions during the session.</p>	<p>feel empowered by intervening effectively beyond his or her usual level of skill (knowing s/he has backup)</p> <ul style="list-style-type: none"> • May be helpful to client, especially if they have an inexperienced counsellor • Can be a very exciting and moving experience with great learning opportunities for all, especially if there is a team involved 	<p>client(s)</p> <ul style="list-style-type: none"> • Possible contradiction for supervisee, who is expected both to be competent and to take direction: could lead to feeling de-skilled • May be a challenge finding the time and the best process to communicate effectively feedback to the supervisee
<p>Live Consultation</p> <p>Supervisor conducts a one-off interview with the supervisee's client(s) while the supervisee observes (by prior arrangement with the supervisee and expressed permission from the client).</p>	<ul style="list-style-type: none"> • Observation of the supervisor's intervention as well as possible effect on client(s) can help move the work forward and help supervisee to get 'unstuck' • Demonstration of clinical skills on part of the supervisor can be useful • Can be useful for future case discussion for the supervisor to experience client(s) directly 	<ul style="list-style-type: none"> • Requires advanced skills on the part of the supervisor (e.g., how to explore supervisee's stuckness and the supervisee/client interaction without undermining supervisee) • Clients may have high expectations of the supervisor • If supervisor becomes just as stuck, or the session does not go well, relationships could be negatively affected (between client-supervisee and supervisor-supervisee) • Potential for supervisee to feel de-skilled by observing supervisor's successful intervention with client(s) whom he or she feels unable to help

References for this section: The Bouverie Centre (Moloney, Vivekananda & Weir, 2007).