

Supervision Series 5: Providing Feedback to Supervisees and Managing Conflict

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December 13th, 2022



Disclosures: Chelsea McIntosh, PsyD

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Scheduled Presentations

January 10: Supervision of OUD/SUD with Dan Bryant, LPC, CCTP

January 24: Multicultural Factors Impacting Supervision with Eunice Rivera Miranda, Psy.D.

February 14: Ethical Considerations of Supervision with Maria Victoria Ramos, Psy.D.

February 28: Ending the Supervisory Relationship With Tim Kearney, Ph.D.



Continuing Education Credits

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This series is intended for new and experienced therapy supervisors as part of a 9-session supervision series.

Completing a post-session survey is required to claim your CME/CE credits and certificate. A comprehensive certificate will be available after the conclusion of the series.



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Today's Objectives:

Participants will:

- 1) Review American Psychological Association (APA) standards for providing feedback to trainees and considerations related to each standard to providing effective feedback
- 2) Discuss barriers to navigating conflict in supervision and ways to address conflict



Domain E: Assessment, Evaluation, Feedback (APA Council of Representatives, 2014)

1. Ideally, assessment, evaluation, and feedback occur within a collaborative supervisory relationship. Supervisors promote openness and transparency in feedback and assessment, by anchoring such in the competency development of the supervisee.



The Responsibility of Mitigating Power

- Why is it important to address power in the supervisory relationship?
- How do you create space to address power in the supervisory relationship?



The Responsibility of Mitigating Power (Cook and McKibben, 2018; McWilliams, 2021)

- Addressing dynamics that contribute to power differentials
 - Identity
 - Conflict between disclosure and evaluation
- Approaching supervision from a collaborative, growth based stance
- Role of creating a safe space, defining what a safe space would look like for the trainee
- Ongoing discussion of roles in different spaces, boundary crossings if applicable
- Eliciting feedback regularly
- Asking regularly if there are things that are hard to talk about or things they are avoiding
- Allowing them to make mistakes (if there is not a safety issue) to allow them to learn from experience



Discussion Questions for Supervision

- How would you prefer to address communication when you feel like I am not understanding you? When it may be due to an experience related to differences in our identities?
- What is your understanding of what you need to improve on? What do you see as your clinical strengths?
- Do you have any anxieties or fears you think would be important for me to know as we enter the training year?
- What is your preferred method of receiving feedback?
- Are there ways that come to mind for you to make this a safe space to discuss concerns?
- What would you like me to know about you that I have not asked?



Domain E: Assessment, Evaluation, Feedback (APA Council of Representatives, 2014)

2. A major supervisory responsibility is monitoring and providing feedback on supervisee performance. Live observation or review of recorded sessions is the preferred procedure.



How are you Evaluating your Trainee?

- How do you observe your trainee's work? (Poll)
 - How have you navigated barriers in this area?
- Gathering data from multiple sources:
 - Group co-facilitators
 - Colleagues (team meetings)
 - Clients
 - Informed consent from trainee about data gathering



Domain E: Assessment, Evaluation, Feedback (APA Council of Representatives, 2014)

3. Supervisors aspire to provide feedback that is direct, clear, and timely, behaviorally anchored, responsive to supervisees' reactions, and mindful of the impact on the supervisory relationship.

- What reactions come to mind with this component? What barriers have supervisors encountered?
- Formative and summative feedback
 - Summative feedback should not be a surprise
- What are considerations in using written versus oral feedback?
- Feedback grounded in behaviors, goals and competencies



Domain E: Assessment, Evaluation, Feedback (APA Council of Representatives, 2014)

- 4. Supervisors recognize the value of and support supervisee skill in self-assessment of competence and incorporate supervisee self-assessment into the evaluation process.



Metacommunication In Supervision (McWilliams 2021; Calvert, Deane, and Barrett, 2019)

“Processing the process”

- Important skill to foster in supervisees, can model in supervision
- Modeling self reflection through noting individual strengths and limitations



Metacommunication In Supervision (McWilliams 2021; Calvert, Deane, and Barrett, 2019)

- Example metacommunication supervision questions (included in article)
 - What was helpful to you in this supervision session today?
 - What were our intentions in the session today and did we connect in those intentions?
 - Were there things that either of us held back from saying or discussing in this session, whether it be intentional or unintentional?
 - Did either of us have concerns or anxieties about the content discussed, the supervision process or the supervision relationship?
 - (If this supervision session focused on therapy case material): Were there any parallels between our interactions in supervision and those we are observing in therapy?
 - What could we do differently in future supervision sessions to better meet your training needs?



What do you think your strengths and areas of growth in providing feedback?

How comfortable are you with “processing the process” with clients? With colleagues? With trainees? (Poll)



Conflict in Supervision

How do you respond to conflict?

- Personally
- Professionally

Have you experienced conflict in supervision with a trainee? How did you navigate it? (Poll)



Barriers to Providing Corrective Feedback/Addressing Conflict (Burkhard et al., 2014)

- Discomfort with emotion affiliated with conversation
- Crossing boundary between supervision and therapy
- Further worsening a weakened supervisory relationship
- The feedback being connected to something that feels personal about the trainee
- Concern that feedback is culture laden or could be perceived as such

(Poll)



Conflict in Supervision (Sellers, LeBlanc and Valentino, 2016, Burkhard et al., 2014)

Factors contributing to conflict in supervision (Poll):

- History of adverse relationships in supervision
- Interpersonal difficulties
- Skill deficits
- Difficulty accepting feedback
- Cross-identity differences between supervisor and trainee, trainee and clients
- Differences in expectations from supervisor and trainee



Approach to Conflict (Sellers, LeBlanc and Valentino, 2016)

- Utilize good feedback principles
 - Preventative:
 - Elicit and provide feedback frequently
 - Establishing thorough supervision contract/expectations
 - Explore identity and other differences early
 - Discuss previous experiences in supervision
 - Preferences in how to receive feedback
 - Normalize disagreement, discuss how to handle it



Approach to Conflict (Sellers, LeBlanc and Valentino, 2016)

- Detect changes in nonverbals
- Approach from a problem solving lens
 - Focus on specific behavioral anchors
 - Strength based
- Be curious
- Be open to considering your role in presenting issue
- Avoid avoidance
 - Consider impact of not addressing the concern for future performance, role as gatekeeper
- Seek consultation as needed



Case Examples

- Unprepared for supervision
- Personal life impeding performance
- Reluctance to self-disclose due to performance review (supervision)
- Dismissive of support staff
- Entitled student (appreciate training role)
- Student difficulty with self-disclosure about attraction to client
- Anxious student in need of supervisor validation
- Unprofessionalism



References

- APA Council of Representatives (2014). APA Guidelines for Clinical Supervision in Health Service Psychology. Accessed at <https://www.apa.org/about/policy/guidelines-supervision.pdf>
- Burkhard, A., Knox, S., Clarke, R., Phelps, D., & Inman, A. (2014). Supervisors' experiences providing difficult feedback in cross-ethnic/racial supervision. *The Counseling Psychologist*, 42, 314-44.
- Calvert, F., Deane, F. & Barrett, J. (2019). Improvements in Psychologists' Metacommunication Self-efficacy, Willingness, and Skill Following Online Training and a Supervision Exercise. *Journal of Clinical Psychology*, 1-18.
- Cook, B. & McKibben, W. (2018). Supervisee perception of power in clinical supervision, the Power Dynamics in Supervision Scale.
- McWilliams, N. (2021). *Psychoanalytic Supervision*. Guilford Publications.
- Sellers, T., LeBlanc, L., & Valentina, A. (2016). Recommendations for detecting and addressing barriers to successful supervision. *Behavioral Analysis Practice*, 9, 309-19.



Next session:

Tuesday, January 10th, 12:30 to 2:00 PM EST

Supervision of OUD/SUD with Dan Bryant, LPC, CCTP

