PRACTICUM SUPERVISION AND CLIENT OUTCOMES:

A *TRANSFORMATIVE* LEARNING PERSPECTIVE

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What do you think….?

To reach others, we must know ourselves first.

Adapted from A. H. Almaas

My Journey, so far...

ACTIVITY

- Please introduce yourself and answer the following question:
  - What comes to mind when you hear the word:

Supervision?

WHAT IS CLINICAL SUPERVISION?

……..MORE LIKE THIS?

RESEARCH SUGGESTS…

COLLABORATIVE

- A “triadic” process that involves the supervisor, supervisee, and the client
- Focuses on minimizing the power differential

RESEARCH SUGGESTS…

THERAPEUTIC

- Therapeutic approaches are effective with clients and can be effective with supervisees
- Mindfulness interventions during supervision?

RESEARCH SUGGESTS…

CREATIVE

- Experiential techniques to increase awareness
- ”Consciousness-raising” activities that include role-play, sand tray, simulations, journals, art

RESEARCH SUGGESTS…

EMOTIONAL

- Supervisee's confidence levels negatively affected
- Therapist uses the sand tray to explore a challenging session with a client

RESEARCH SUGGESTS…

REFLECTIVE

- Journals collected from 9 graduate students
- 3 phases of professional development: role identification, newness, and career choice

ADDITIONAL INTERVENTIONS

FEEDBACK

- Feedback helps supervisees make sense of their clients' cases

ADDITIONAL INTERVENTIONS

SELF-DISCLOSURE

- Worthen & McNeill (1996): supervisors who self-disclosed helped normalize students' experiences

ADDITIONAL INTERVENTIONS

PARALLEL PROCESS

- Psychodynamic theory
- How do unconscious processes in the therapeutic relationship manifest in the supervisory relationship?

ADDITIONAL INTERVENTIONS

ISOMORPHISM

- Focuses on *relational* patterns between the supervisory relationship and the therapeutic relationship
- Lee (1997): A change made in one subsystem should change the dynamics of the other subsystem

SELF-REFLECTION

VIDEO

- https://youtu.be/tGdsOXZpyWE

When communicating with other people, ask yourself…

- What is my default?
- What are my blind spots?

Research shows that:

- Students have diverse supervision experiences
- The supervisor's theoretical orientation often influences the intervention of choice
- Supervisors make assumptions about what their supervisees need based on their developmental level

THE INTERN

SKILLS
PERSONAL DEVELOPMENT
GOAL
Internship
EXPERIENCES
OPPORTUNITY
MENTOR
TRAINING

THE CLIENT

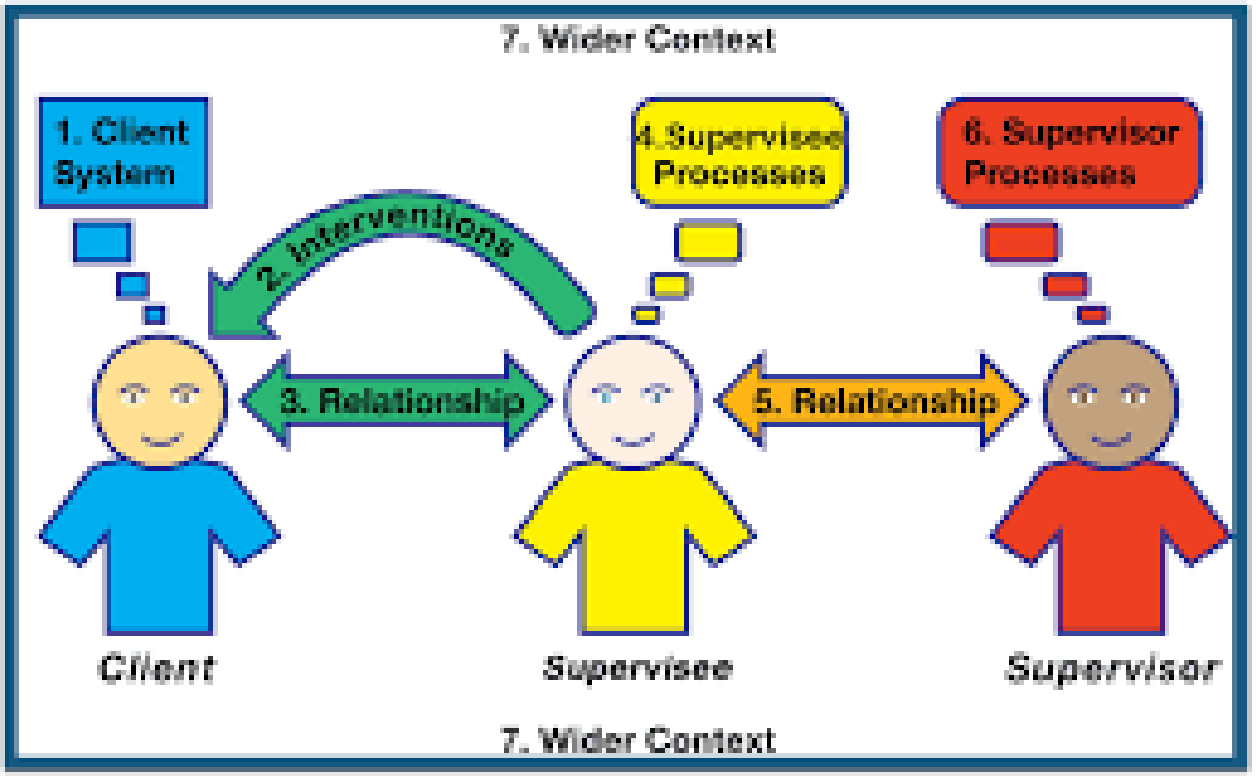
WHAT IS THE PURPOSE?

- TO LEARN
- TO DEVELOP SKILLS
- TO INCREASE COMPETENCY
- TO BUILD CONFIDENCE

TO ME, IT MEANS…GROWTH

GAPS IN LITERATURE

THE TRIAD


7. Wider Context
1. Client System
2. Interventions
4. Supervisee Processes
6. Supervisor Processes
3. Relationship
5. Relationship
Client
Supervisee
Supervisor
7. Wider Context

WHAT IS EFFECTIVE SUPERVISION?

TRANSFORMATIVE LEARNING

- A focus on personal growth and change
- Examining assumptions, beliefs, and values
- Emphasis on discourse and reflection
- Revising deeply held beliefs and considering other perspectives that more accurately reflect one's reality
- Requires openness to change
- An emotional process

ACTIVITY

METHODOLOGY

- Case study
- Included 3 participants
- 3 videos of recorded supervision and 3 videos of recorded therapy sessions
- 9 interviews
- Non-structured interviews were facilitated based on video observations

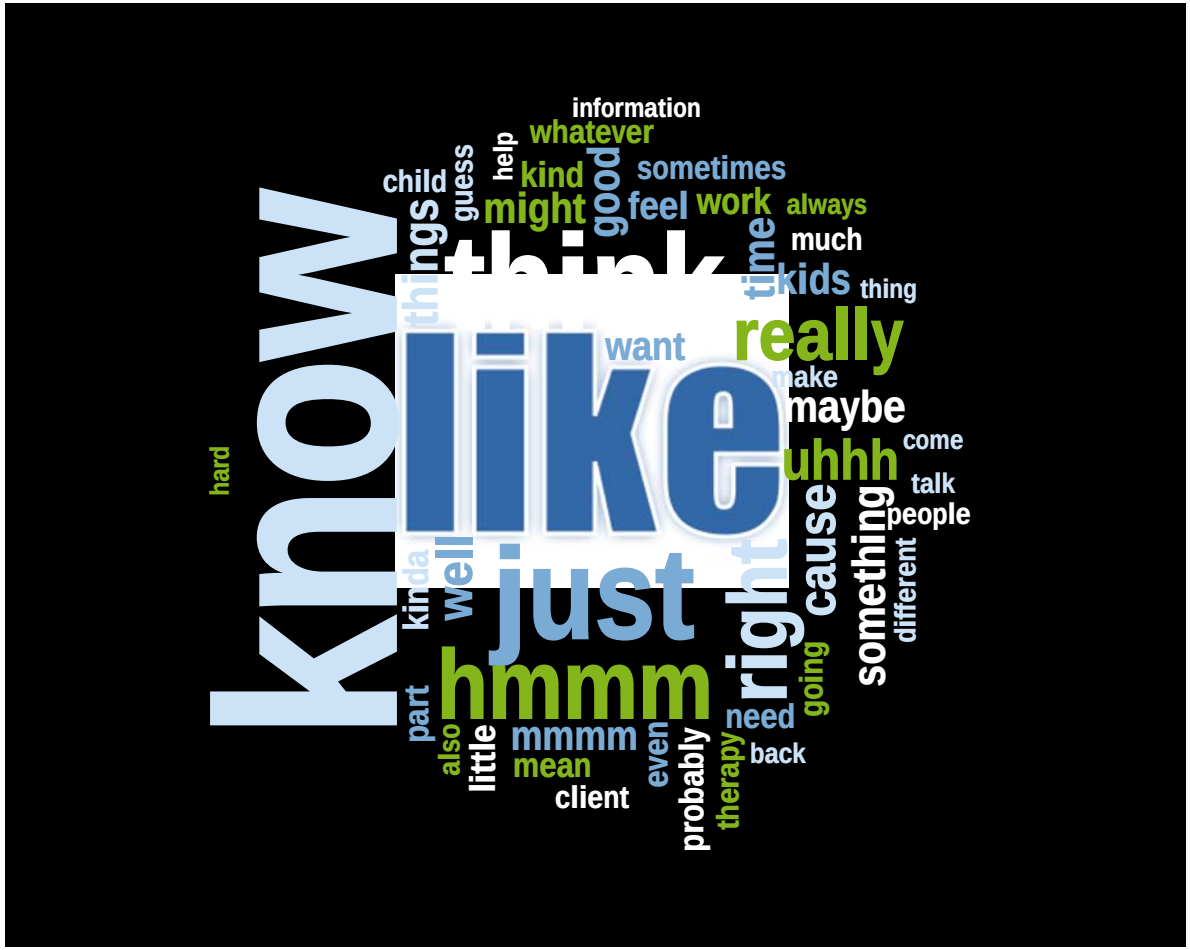
Interview Questions

- What was happening for you at that moment?
- How much of theory do you think you really use in your work with your clients?
- I'm wondering, as a supervisor, what comes to mind when somebody you're supervising says something like that to you?
- Explain a little bit more about what you mean by a conversation leaving you wanting more?
- How does your therapist create an environment where your needs are being met?
- What is she doing that you're finding most helpful...or unhelpful?

Methodology Cont.

- Interviews and videos were transcribed
- Transcribed data: 530 pages
- Analysis stage with NVIVO
- NVIVO is a software program that helps researchers organize data
- Used the Text Search Query and Word Cloud functions as a starting point

Word Cloud #1


information
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part
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mmmm
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client
even
probably
therapy

Word Cloud #2

sessions
everything
around
always
things
different
trying
better
probably
erapy
whatever
right
change
client
needs
still
feeling
laugh
something
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family
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parents
kinda
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thing
positive
getting
might
going
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sometimes
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question
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RESEARCH QUESTION

- How do our beliefs, values, and expectations influence learning and client outcomes in the context of practicum supervision?

ANALYSIS

- Coding: Initially over 500 codes created
- Grouped ideas together in hierarchies and reduced the number of codes to 110
- Memo function used to keep track of thoughts
- Codebook function in NVIVO helps the researcher identify the number of references for each code that is created

CODEBOOK

Name	Description	Files	References
a million ways to go		2	3
be open to questioning		1	3
different interpretations		1	1
look beyond the behaviour		2	2
ADHD		1	1
many resources		1	1
many ways people connect		1	1
a therapist's show of concern		3	12
advocate		2	5
a way out		1	5
uncomfortable		1	2
accomplishment		1	1
bucket list		1	4
accuracy		2	6
accurate reflection of reality		1	9
careful interpretation		2	4
ensuring accuracy		1	2
student's feedback		1	8

CODEBOOK

Name	Description	Files	References
action oriented		1	1
proactive behaviours		2	3
trying different things		1	3
ambiguity		4	11
clear professional expectations		1	1
curiousity		3	4
exceptions		4	4
contradictory information		4	11
find what works for the client		1	1
flying by the seat of our pants		1	1
goal setting		3	22
need clear goals		1	1
need concrete goals		1	2
¡ like my work with kids better		1	4
need for evidence		3	10
filial therapy		2	5
never fully informed		1	1
tip of the iceberg		1	1
ambivalence		4	10
being directive		2	7
anxiety		3	5
anxiety about intakes		1	1
anxiety around closing		2	20
belief in clients		1	2

CODEBOOK

Name	Description	Files	References
felt better about ending		1	1
assessments		5	13
assess engagement		1	1
assessing client engagement		1	1
assessing what the client needs		1	8
assessments promote understanding		1	1
belief in measures		2	3
complex assessments		1	3
controversial test		1	1
discomfort around questioning an assessment		1	3
proper use of instrument		1	1
session rating scale		2	2
tangible pieces		1	1
avoiding the problem		1	1
admittance		1	1
avoidance of darkness		1	1
avoiding conflict		3	6
avoiding fears to function		1	1
being cautious		2	4
client scores		2	2
healthy dose of skepticism		1	1
language		4	16

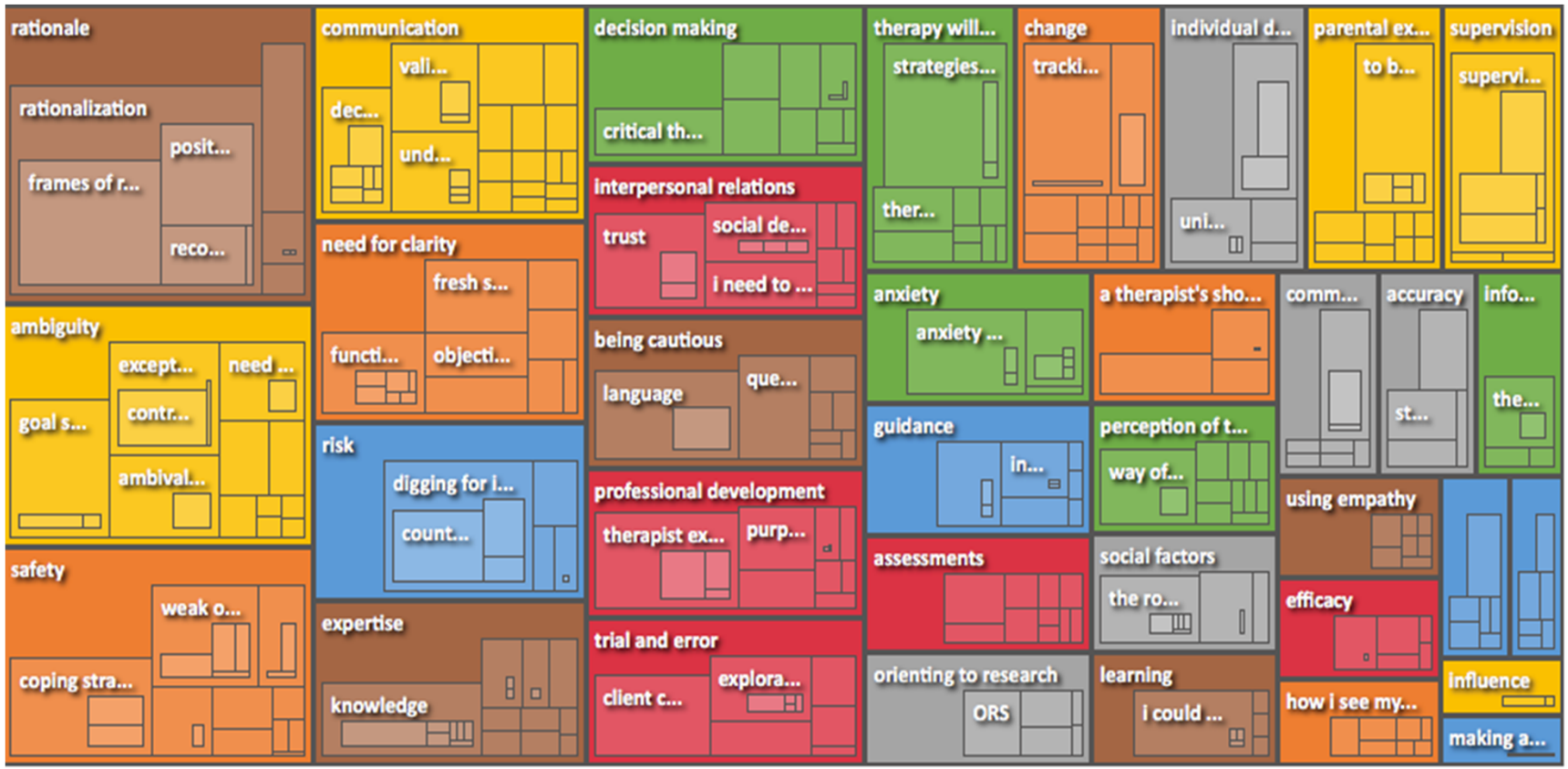
CODEBOOK

Name	Description	Files	References
pay attention to language		3	12
questioning assessments		1	1
questioning validity of measure		5	17
tentative		2	4
vulnerability		1	1
with children it's different		1	2
boundaries		2	4
cannot force people		1	2
¡need boundaries		1	1
know your limits		1	1
professional boundaries		3	7
sacrifice		1	1
building skills		1	1
helping parents		1	1
change		0	0
agents of change		1	1
change can be a good thing		1	1
change dependent on behaviour		2	3
change is hard		1	1
change is impossible		1	1
change takes time		1	1
changes need to happen		1	1
conditions for change		2	2
controlled change		1	1

CODEBOOK

Name	Description	Files	References
fear change		1	1
witnessing change		1	1
client centered		1	2
adults		1	1
no agenda		1	1
respecting the individual		1	2
client expectations		1	3
parental engagement		2	6
challenges		1	1
putting in effort		1	1
parents should be supportive		1	3
client feedback		4	7
automatic responses		1	1
client the expert		5	5
respect what the client wants		1	1
collectivistic culture		1	9
close to extended family		1	1
common to human experience		4	10
emotional regulation		1	1
everyone has some judgment		0	0
get to know the person		0	0
privilege		1	1
reaction		1	1
relationships are vulnerable		1	1

HIERARCHY


rationale
rationalization
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risk
digging for i...
count...
professional development
therapist ex...
purp...
using empathy
safety
weak o...
coping stra...
assessments
social factors
the ro...
efficacy
expertise
knowledge
trial and error
client c...
explora...
orienting to research
ORS
learning
i could ...
how i see my...
influence
making a...

QUOTES

- Supervisor: “We need to have a process to weed through what are the reasons and what are the substantive reasons”
- Client: “I don’t know, everything has to have a reason for me or you know like a...action reaction sort of thing”
- Student: “He’s always asking me what are my clinical reasons to justify one more session and I think that’s a very very important question to be asked”
- Student: “He makes me think very hard all the time”

AN EMPHASIS ON RATIONALES

	A : rationale	B : he makes me think	C : rationalization	D : relevance	E : theoretical rationale
1 : GINA	3	0	2	0	4
2 : GINA (2)	0	0	1	0	1
3 : GINA (3)	3	1	0	0	4
4 : MARTIN	1	0	8	0	0
5 : MARTI...	2	0	9	0	0
6 : ZACK	11	0	1	0	4
7 : ZACK (2)	6	1	0	2	2

QUOTE

Supervisor: “I tend to kinda pick out things that at least from my perspective are more black and white and use the word unequivocalness to probably provoke a a little bit”

QUOTE

Client: “I guess I just sort of justify everything or try to logic it”

and

Client: “there’s all these different things that you gotta think about”

QUOTE

Me: What was the outcome when you used that question?

Student: Ya, i think the parents really liked it. Ya, made them think too.

Dealing with Uncertainty

Nodes	GINA	GINA (2)	GINA (3)	MARTIN	MARTIN (2)	ZACK	ZACK (2)	Total
ambiguity	7	1	3	0	0	11	2	**24**
ambivalence	6	2	3	2	0	3	1	**17**
clear professional expectations	0	0	3	0	0	0	0	**3**
curiousity	0	0	2	0	0	2	0	**4**
exceptions	1	1	0	0	3	2	1	**8**
fear of the unknown	7	0	0	0	0	0	0	**7**
flying by the seat of our pants	1	0	0	0	0	0	0	**1**
goal setting	2	4	17	0	0	2	0	**25**
i like my work with kids better	1	0	4	0	0	0	0	**5**
need for evidence	1	0	4	0	0	0	5	**10**
never fully informed	1	0	0	0	0	2	0	**3**
tip of the iceberg	0	0	0	0	0	0	1	**1**
Total	**27**	**8**	**36**	**2**	**3**	**22**	**10**	**108**

QUOTES

- Supervisor: “I think so much of the work that we do is ambiguous, right”

- Student: “I know that for, like in therapy things can be ambiguous, like there are no right or wrong, there are no yes or no”

QUOTE

Supervisor: “we need to gather information, we need to have rationales, you know, we need to orient to the research but even when we do that we’re still at times flying by the seat of our pants, right?

SIGNIFICANCE OF STUDY

- Transformative learning has not been studied in relation to practicum supervision in a clinical context

- The client's perspective is often missing from the literature

Final thoughts…

Watch your thoughts; they become words.

Watch your words; they become actions.

Watch your actions; they become habits.

Watch your habits; they become character.

Watch your character; it becomes your destiny.

Lao Tzu

QUESTIONS?

Contact Information

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- Please note: Pictures images displayed on slides (not including word clouds or charts) were retrieved from online sources
- For a list of references, please send request to above email address