An International Agenda for supervision research: where shall we start?

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An International Agenda for supervision research: where shall we start?

- What do we already know about supervision?

- Is our knowledge reliable?

- What are the questions that are yet to be explored and answered through supervision research?

- Three suggestions for taking forward a world agenda for supervision research

Systematic review: Wheeler and Richards, 2007

What is supervision?

- A working alliance between the supervisor and counsellor in which the counsellor can offer an account or recording of her work; reflect on it; receive feedback and where appropriate, guidance. The object of this alliance is to enable the counsellor to gain in ethical competence, confidence, compassion and creativity in order to give her best possible service to the client. The supervisor is accountable to the professional body to which the supervisee has allegiance and the agency in which they work

- Inskipp and Proctor (2001)

- A classic definition of supervision that is often quoted :"supervision is an intervention provided by a more senior member of a profession to a more junior member of that same profession. This relationship is evaluated, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person, monitoring the quality of professional services offered to the clients seen, and serving as a gatekeeper for those who are to enter the particular profession"

- Bernard & Goodyear (1992: 2004)

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Empirical Definition

- "The formal provision, by approved supervisors, of a relationship-based education and training that is work-focused and which manages, supports, develops and evaluates the work of colleague/s. The main methods that supervisors use are corrective feedback on the supervisee's performance, teaching, and collaborative goal-setting. It therefore differs from related activities, such as mentoring and coaching, by incorporating an evaluative component. Supervision's objectives are 'normative', 'restorative' and 'formative'. These objectives could be measured by current instruments."
- Milne, 2007.

Supervision

- Supervisor has many roles and responsibilities with respect to:
    - the therapist
    - the client
    - the organisation in which the therapist works
    - and the profession

    And is a major support in managing the vicissitudes of therapeutic relationships

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Systematic review: Wheeler and Richards, 2007

Impacts of supervision:

There is some evidence that

- Supervision enhances the self-efficacy of the supervisee.

- Supervision has a beneficial effect on supervisees, the client and the outcome of therapy

- that both individual and group supervision increases the therapeutic skills of the therapist.

- Supervision increases supervisee's self-awareness of working therapeutically although some change may be attributable to other aspects of training.

- that transfer of understanding from supervision to therapy occurs for supervisees.

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- supervision that focuses on working alliance can influence client perception of alliance

- supervision enhances treatment outcome in the brief psychotherapeutic treatment of depression.

- the timing of supervision can influence what is dealt with in supervision

- the trust worthiness of the supervisor is an important factor in effective supervision

- supervisees feel safer in individual rather than group supervision.

- there is thematic transfer of an appropriate kind from supervision to therapy.

Plenty of other research on supervision that tells us that:

- there are a range of models of supervision that have some validity
- trainees value supervision
- there are a range of supervisory styles with variable acceptability to trainees
- there is a parallel process between supervisor and supervisee that mirrors the relationship between therapist and client
- the relationship between supervisor and supervisee is important
- supervisees do not disclose all they could in supervision
- 'good' supervision can be distinguished from 'bad 'supervision.
- supervision can cause harm
- supervisors can make a difference to multicultural competence
- supervisor disclosure seems to be helpful

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Countries Research Undertaken in (Systematic Review)

USA (one with Canada)   22

Sweden   2

UK   2

Australia   1

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- Many studies are analogue studies, presenting fictitious or hypothetical scenarios or videos.
- Few practitioner network studies that explore supervision as it is routinely practised.
- No coherence about the use of measures, and little replication with different populations
- Questions are often convoluted. Not practitioner friendly.
- There is a reliance on self report measures
- Lack of clarity about the role of the researcher,
- Lack of a definition of supervision,
- Little information provided about the clients of the therapists in the studies.

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What are the problems and how reliable is our knowledge?

- Supervision research is difficult.

- Most of the research has been conducted in the USA and is almost exclusively focused on trainees

- Only one attempt at a randomised controlled trial.

- Few studies that measure the impact on clients.

- Most studies are cross sectional taking just one point in time, often retrospective.

- There are few longitudinal studies.

A few questions:

- How often do supervisors take action to prevent harm to clients and intervene when counselling goes wrong?

- How confident are supervisors that their supervisees are behaving ethically and providing a competent treatment for their clients?

- How do supervisors manage ruptures in the supervisory alliance?
- Is there a difference in outcome for clients who are discussed in supervision and those who are not?
- Does supervision affect counsellor well being?
- Does supervisor training make a difference to supervision competence?
- Does feedback on client progress to supervisors enhance client outcome?
- How do we understand the difference between therapists who consistently do well with their clients and those who don't. Is supervision a factor?
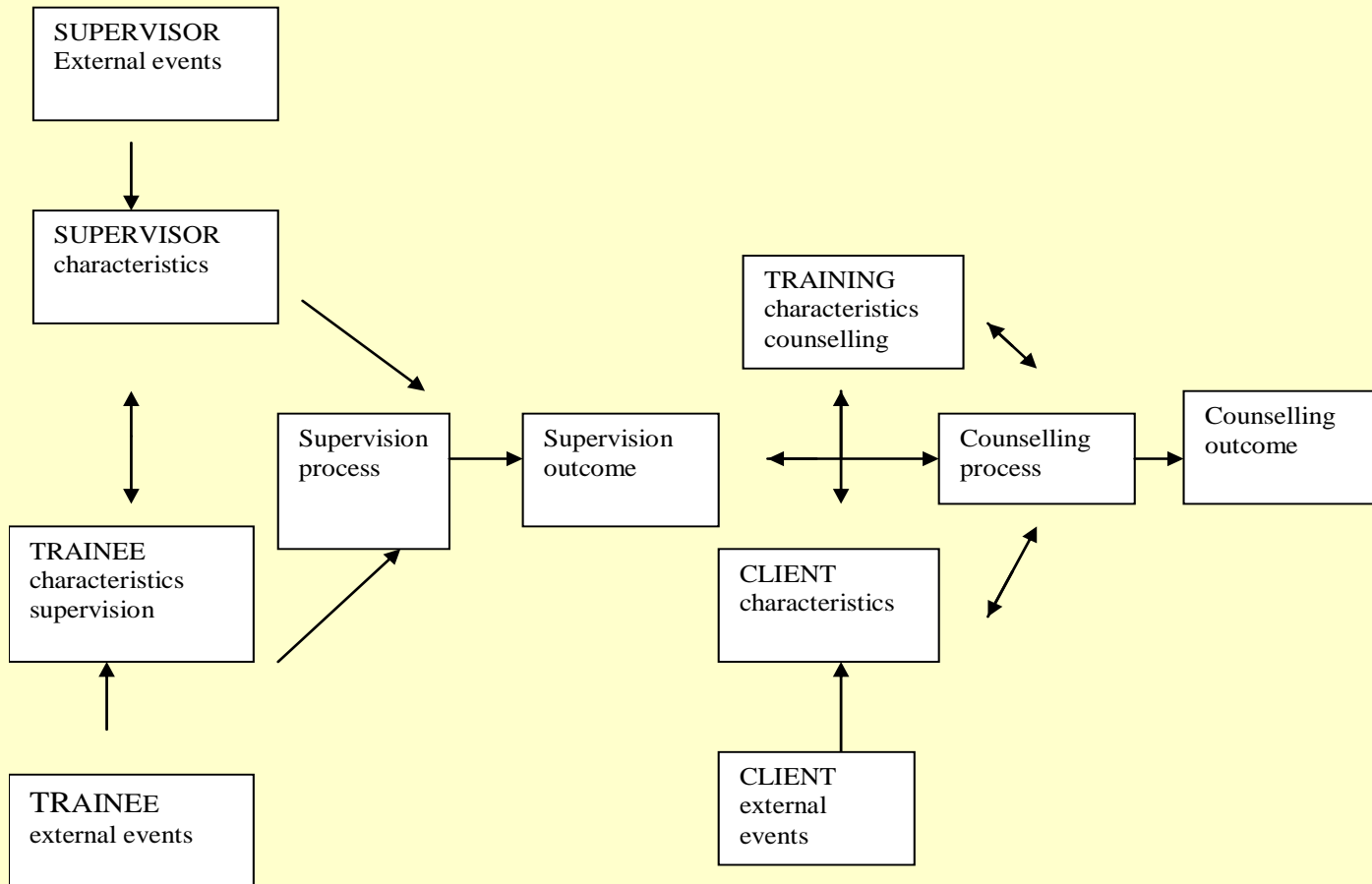
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Ladany's Agenda of primary general research questions

- How does supervision influence trainee outcome?

- How does supervision influence client outcome?

- How does supervision influence trainee learning?

- How do external events outside of supervision influence supervision and counselling

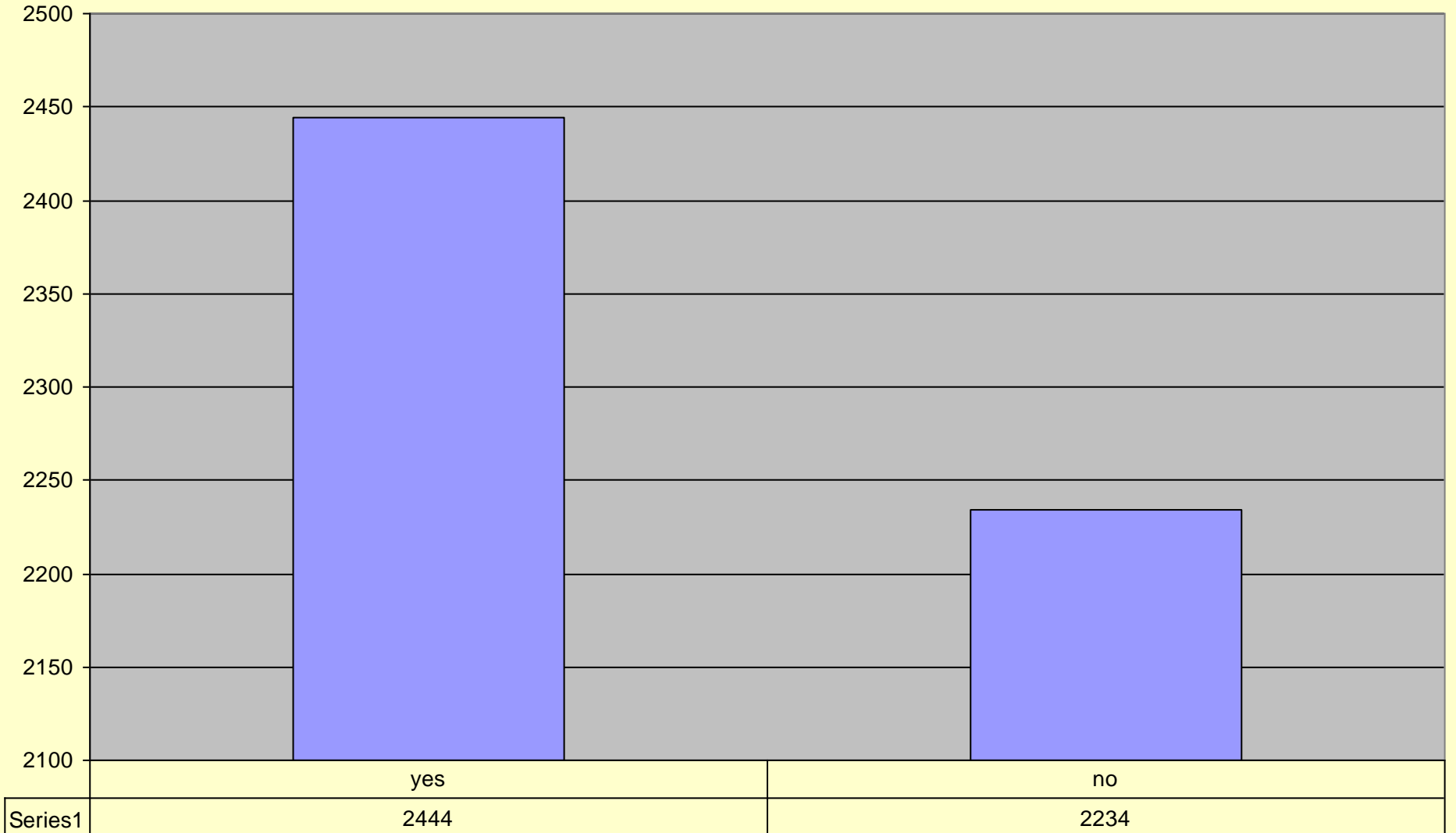# Interrelationships among supervision process and the outcome and counselling process and outcome variables

SUPERVISOR
External events

SUPERVISOR
characteristics

TRAINEE
characteristics
supervision

TRAINEE
external events

Supervision
process

Supervision
outcome

TRAINING
characteristics
counselling

CLIENT
characteristics

CLIENT
external
events

Counselling
process

Counselling
outcome

Bradley and Ladany, 2004, Counsellor supervision: principles processes and practice, 3rd Ed

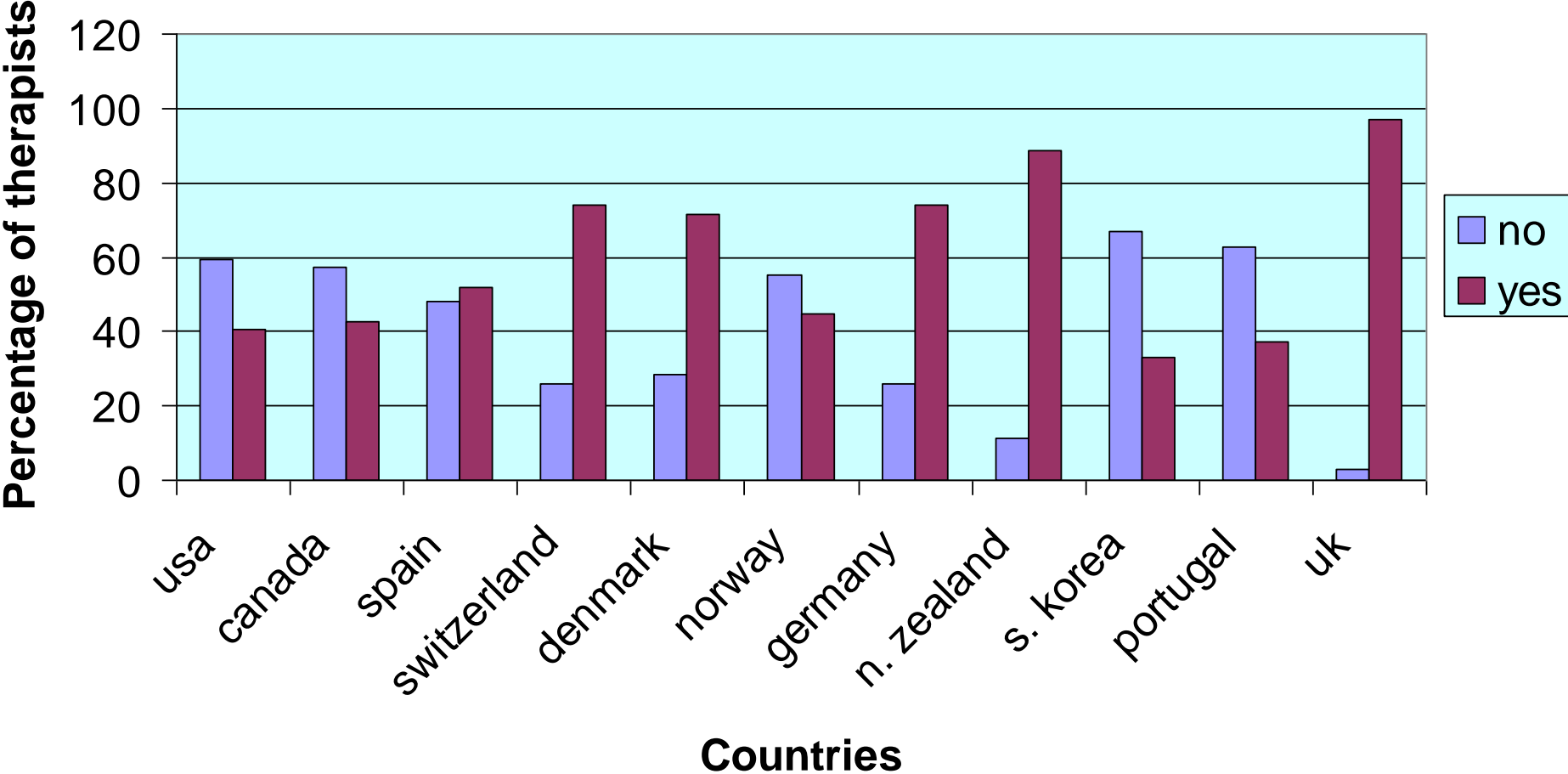A world wide agenda for supervision research: where shall we start?
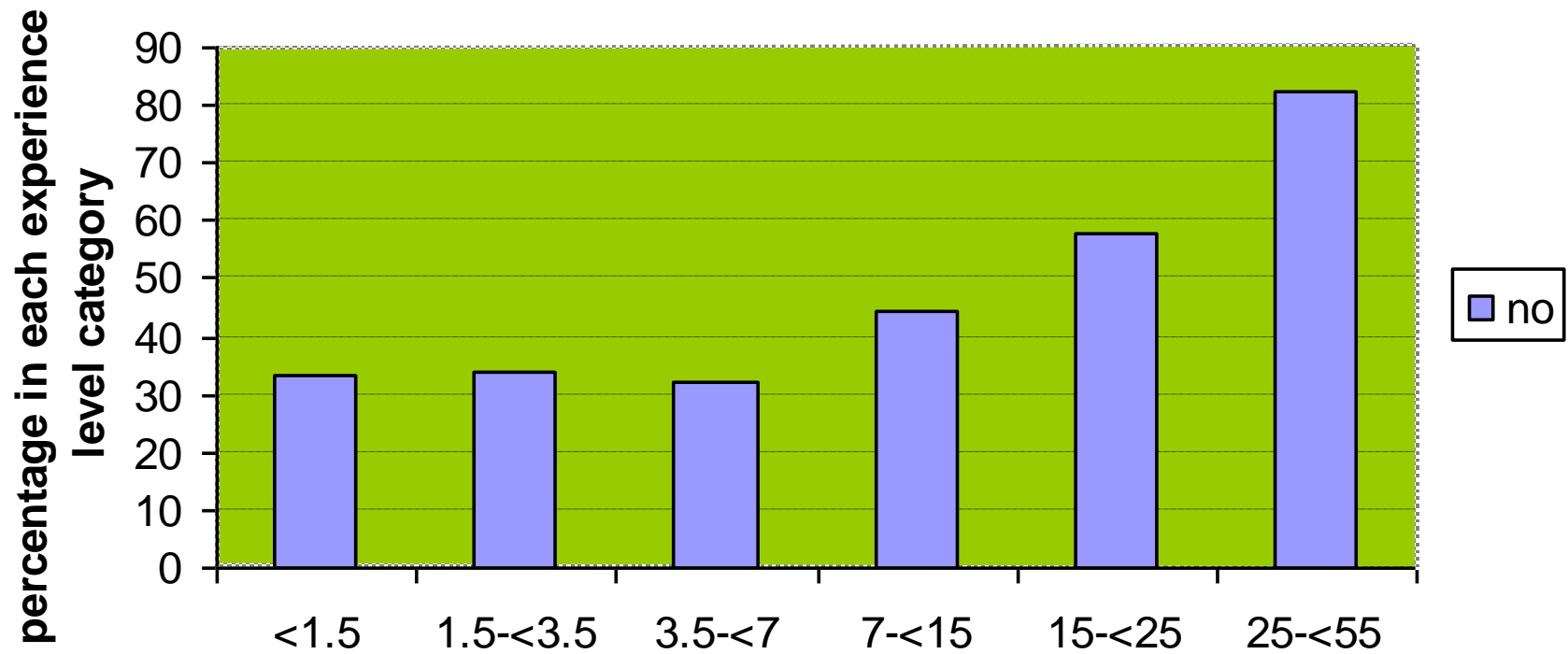

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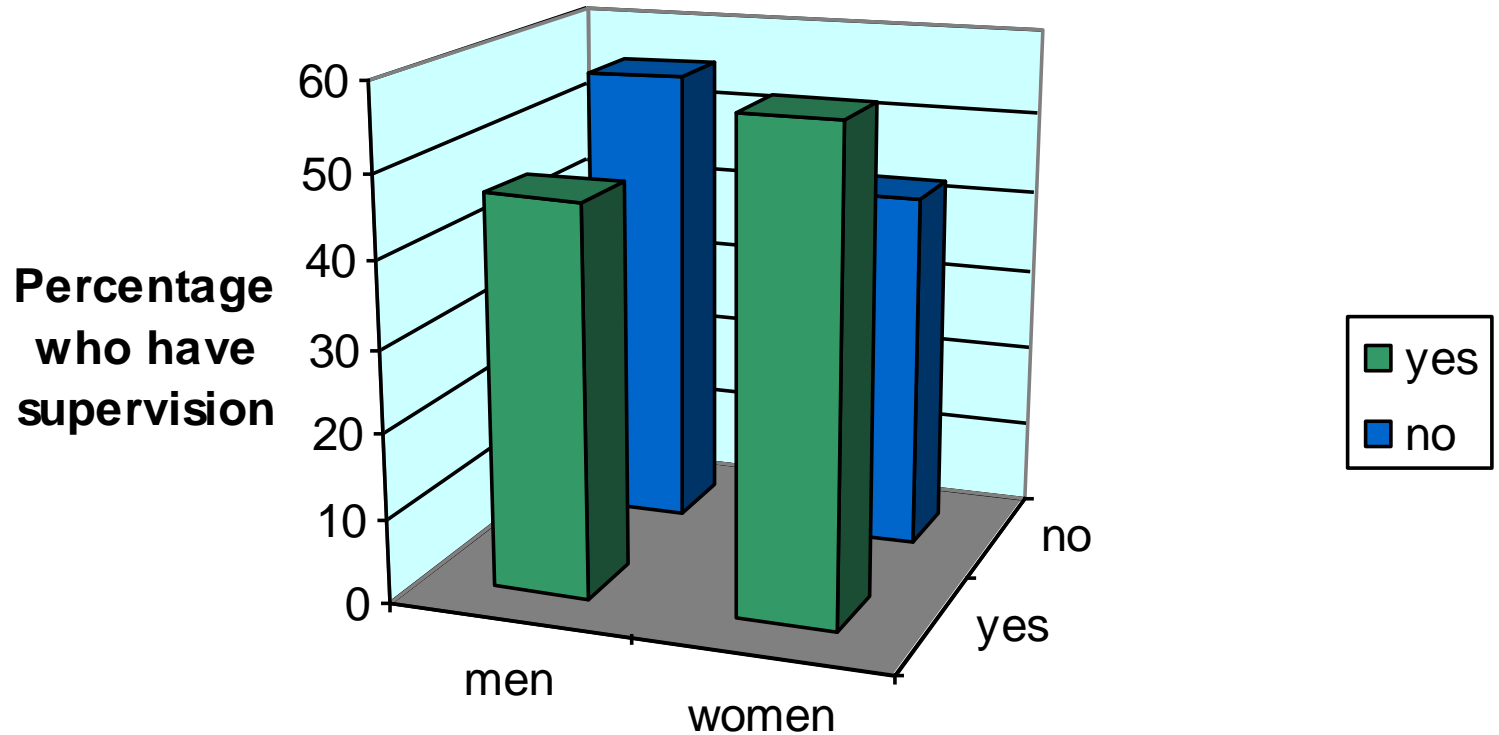
Therapists currently in supervision

Series1	yes	no
	2444	2234

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Who in the world has supervision

Percentage of therapists vs Countries (usa, canada, spain, switzerland, denmark, norway, germany, n. zealand, s. korea, portugal, uk) — legend: no, yes

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Percentage of therapists who do not have supervision

Comparison between men and women

Percentage who have supervision

yes
no

Supervision by specific profession

Percentage vs Profession (Psychiatry, Psychologist, social worker, counselor, nurse, lay therapist, other)

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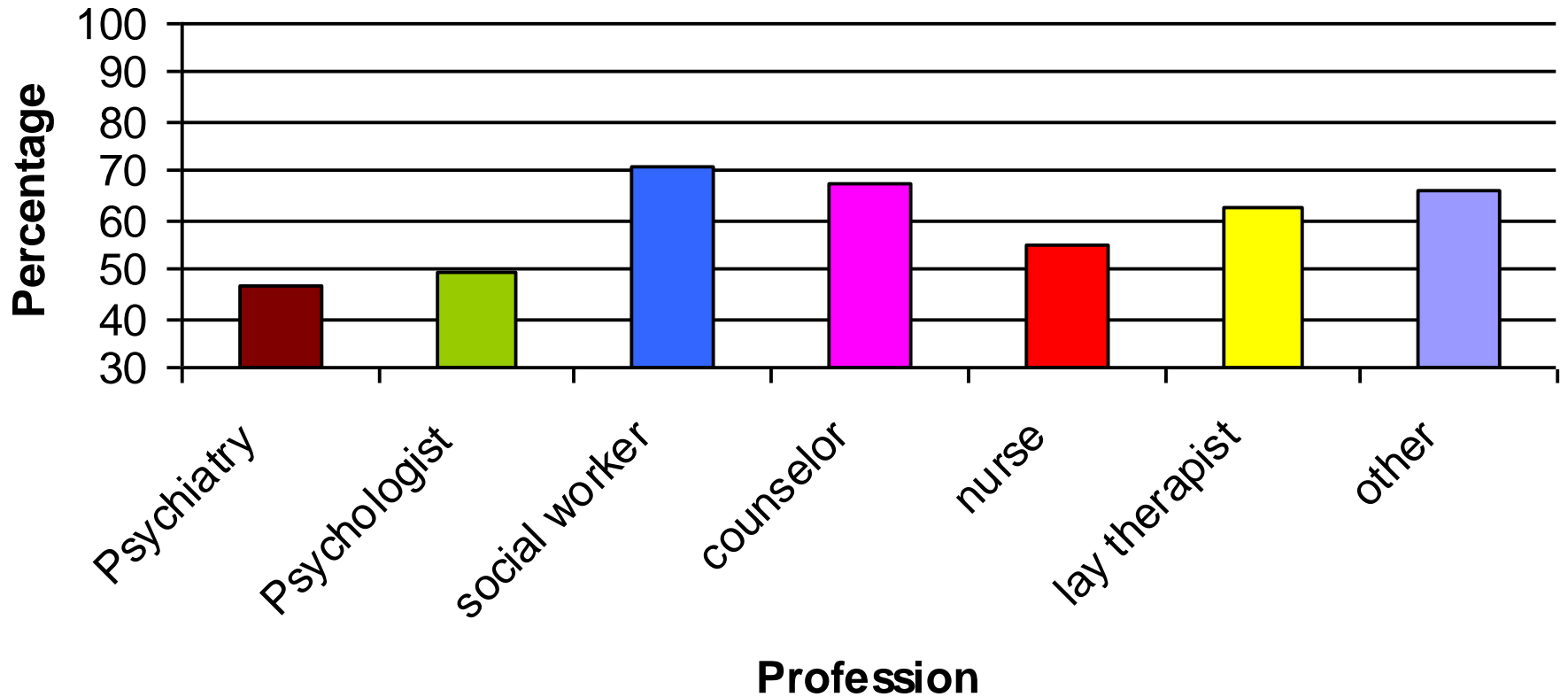
Who has supervision by theoretical orientation

theoretical orientation	value
no salient orientation	40
analytic	58
cognitive behavioural	46
humanistic	58
systemic	60
broad spectrum	45
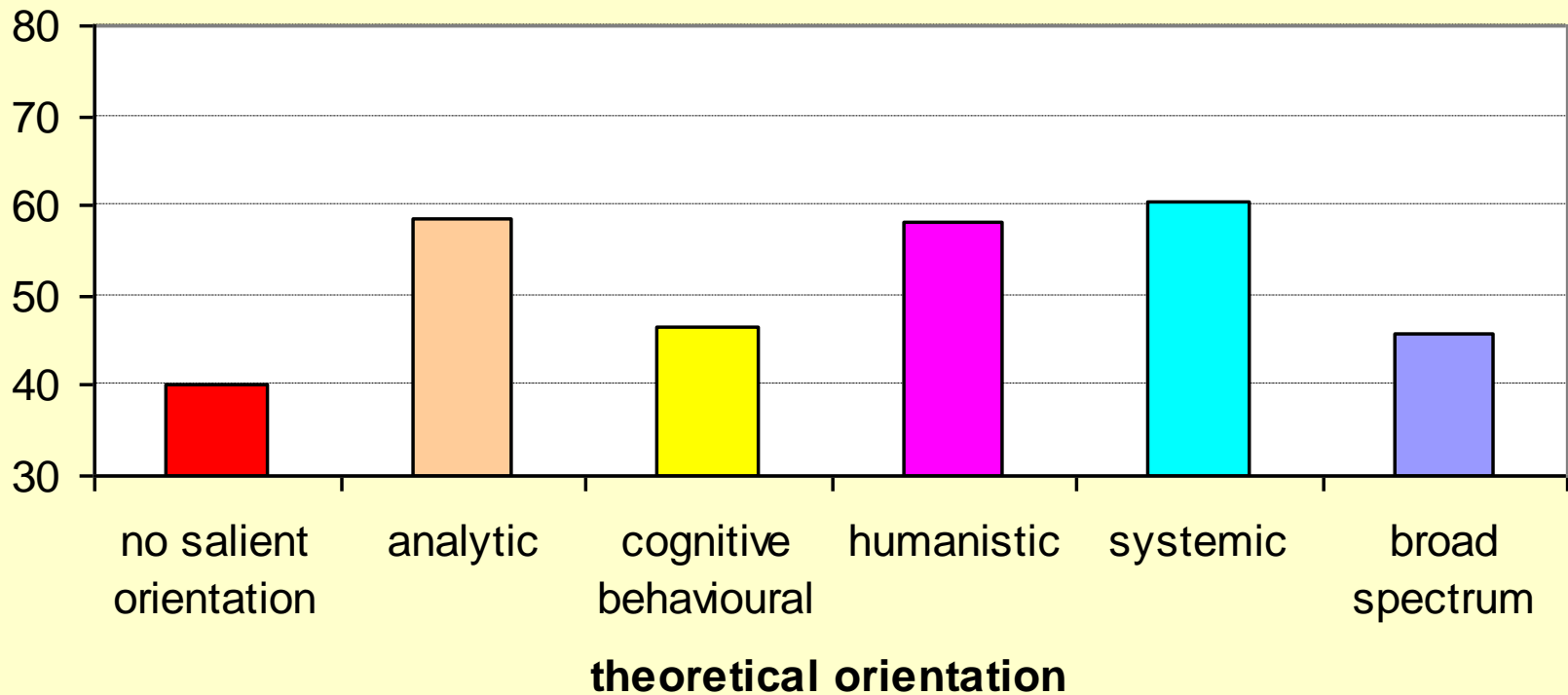
International Study of the Development of Psychotherapists

- Collaborative effort by a group of practitioner-researchers (CRN).

- Survey using Common Core Questionnaire (CCQ).

- *Comparative cohort*, *cross-sectional*, and *longitudinal* perspectives.

- Current database of 7500 therapists from 20+ countries.

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What do we study?

Therapist characteristics:

- professional

- personal

-    Mutual influence of therapists and therapeutic work

- Work settings and conditions

News from the UK.
£170m for psychological therapies!

Increasing Access to Psychological Therapies (IAPT)

- £170 Million

- Competency Framework for CBT

- Competency Framework for Psychoanalytic/psychodynamic competences

- Competency Framework for Supervision

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Core Competences for Supervision of Counsellors and Psychotherapists

Supervision competences

- http://www.ucl.ac.uk/clinical-psychology/CORE/competence_frameworks.htm

More coming

- Humanistic/Process Experiential
- Systemic/family therapy

Generic supervision competences	Specific supervision competences	Applications of supervision to specific models/ contexts	Metacompetences

Generic supervision competences

Ability to employ educational principles which enhance learning

Ability to enable ethical practice

Ability to foster competence in working with difference

Ability to adapt supervision to the organisational and governance context

Ability to form and maintain a supervisory alliance

Ability to structure supervision sessions

Ability to help the supervisee present information about clinical work

Ability to help supervisee's ability to reflect on their work and on the usefulness of supervision

Ability to use a range of methods to give accurate and constructive feedback

Ability to gauge supervisee's level of competence

Ability for supervisor to reflect (and act on) on limitations in own knowledge and experience

Specific supervision competences

Ability to help the supervisee practice specific clinical skills

Ability to incorporate direct observation into supervision

Ability to conduct supervision in group formats

Ability to apply standards

Applications of supervision to specific models/ contexts

Supervision of clinical case management

Supervision of Low Intensity interventions

Supervision of Cognitive and Behavioural Therapy

Supervision of psychoanalytic / psychodynamic therapy

Supervision of systemic therapy

Supervision of humanistic - person-centred/ experiential therapy

Metacompetences

Supervision metacompetences

Generic Supervision competences

Ability to:

- employ educational principles which enhance learning

- enable ethical practice

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- adapt supervision to the organisational and governance context

- form and maintain a supervisory alliance

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Ability to:

- structure supervision sessions
- help the supervisee present information about clinical work
- help supervisee's ability to reflect on their work and on the usefulness of supervision
- use a range of methods to give accurate and constructive feedback
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- for supervisor to reflect (and act on) on limitations in own knowledge and experience

Specific supervision competences

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Applications of supervision to specific models/ contexts

- Supervision of Cognitive and Behavioural Therapy
- Supervision of Low Intensity interventions
- Supervision of psychoanalytic / psychodynamic therapy
- Supervision of systemic therapy
- Supervision of humanistic - person-centred/ experiential therapy

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Metacompetences

International Agenda questions

- Does this competences framework fit the worldwide practice of supervision?

- Can it be used to inform the syllabus for supervisor training worldwide?

- Can it be used to inform assessment of supervisor competence worldwide?

- If so, we have a framework that we can use to have a common understanding of what supervision is and how it is practised.

Supervision Research Network (SuPraNet)

The mission statement for the Network is to promote good quality supervision research and practice both nationally and internationally. The Network will both seek funding and conduct supervision research themselves and also support others in developing and organising supervision research projects.

http://www.bacp.co.uk/research/supervision_research.php

Opportunities

- SuPRaNet Supervision Research Network
- Website for information
- Invitation to collaborate in projects
- Suggestions for Masters and PhD student projects
- Offer of consultancy on proposed projects
- Presentation and workshop at BACP Annual Research Conference, Portsmouth, May 2009
- Assessment of measures used in supervision research

Our projects

- Application for an ESRC Seminar Series on supervision research

- To evaluate the impact of supervision on service delivery in the IAPT programme

- Supervisors awareness of boundary violations of their supervisees

- The impact of supervisor training on supervisor competence and confidence

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