

Contents

Preface ■ xv

1 INTRODUCTION ■ 1

Background ■ 2

Clinical Practice and Supervision Defined ■ 2

Function of Supervision ■ 3

Interactional Perspective ■ 5

Supervisory Thought Process ■ 6

Cost of Supervision ■ 8

Style ■ 9

Need for Supervision ■ 9

Resurgence of Clinical Practice • Social Work Dominance in Mental Illness Treatment • Theory Exploration • Changes in Professional Standards • Limited Supervision Training and Therapist Influence • Practitioner Stress and Burnout Prevention • Unethical Practice and Supervision Influence

Supervisor Preparation ■ 15

Characteristics of Supervisees ■ 15

Beginning Professionals ■ 16

Needs of Supervisees ■ 18

Assessment Needs ■ 22

- Beginning Guidelines ■ 23
- Characteristics of Supervisors ■ 24
- On Becoming a Clinical Supervisor ■ 25
- Authority ■ 25
- Avoiding Supervision as Treatment ■ 26
- Support for Supervisors ■ 27
- Unanticipated Consequences ■ 27
- Values and Ethics ■ 29
 - Values • Values and Knowledge • Ethics
- Suggested Readings ■ 35

2 HISTORY OF SUPERVISION ■ 37

- Practice Knowledge and Supervision ■ 38
- Early History ■ 39
 - Institutional Supervision • Assessment • Sociology and Social Work
- The Freudian Influence ■ 42
- Mary Richmond ■ 45
- The 1920s ■ 45
 - Family Focus • Social Work as Art
- The 1930s ■ 47
 - A Shift in Focus • Rank-and-File Movement • Emerging Treatment Services • Field Instruction
- The 1940s ■ 49
 - Therapeutic Eclecticism • Child Guidance with a New Focus • Supervision Issues
- The 1950s ■ 52
 - Psychiatry and Social Work • Resurgence of Social Science Focus • Field Instruction • Theory Integration • Professional Status • Interdependence • Supervisors' Calm Existence
- The 1960s ■ 55
 - Change and Unrest • Conflicting Views • New Opportunities • Demand for Practitioners
- The 1970s ■ 58
 - Disillusionment • Technology and Specialization • Field Instruction • Continued Professionalization • Emergence of Private Practice • Focus on Relationship • Systems Theory • Family Therapy Movement
- Conclusion ■ 62
- Suggested Readings ■ 63

3 SUPERVISOR STYLES ■ 65

- Introduction ■ 66
- Observing Styles ■ 67
- Style as a Resource ■ 67
- Style as a Concept ■ 69
 - Main Styles • Substyles
- Applying Style ■ 73
- Supervisor Styles ■ 75
 - Philosopher/Philosophical Abstraction •
 - Theoretician/Theoretical Arguments •
 - Technician/Technical Strategy
- Style and Theoretical Orientation ■ 84
- Suggested Readings ■ 84

4 PRACTITIONERS' REACTIONS TO SUPERVISOR STYLES ■ 85

- Introduction ■ 86
- Supervisee Expectations ■ 86
- Interactional Reactions ■ 88
 - Reasoned Neutrality • Perceived Organizational Constraints • Overwhelming Clinical Evidence • Persistent Diagnosis • Oversimplification Response • Pseudo Criticism Desire • Theoretical Speculation • Self-analysis
- Ambush Interaction ■ 96
- Suggested Readings ■ 98

5 TECHNIQUE IN SUPERVISION ■ 99

- Introduction ■ 100
- Case Material and Technique ■ 100
- Level of Knowing and Technique ■ 101
- Continuity ■ 102
- Case Presentations ■ 103
- Treatment Patterns ■ 104
- Mechanics of Technique ■ 104
- Questioning Technique ■ 108

- Contracting as a Technique ■ 109
- Latent Supervision ■ 110
- Supervisor Resistance ■ 111
- Conclusion ■ 112
 - Elements of Good Supervision ● Techniques to Encourage Learning in Supervision
- Suggested Readings ■ 113

6 THE ROLE OF AUTHORITY AND STRUCTURE ■ 115

- Introduction ■ 116
- Organizations and Authority ■ 117
- Authority and Supervision ■ 118
- Interaction and Authority ■ 120
- Authority and Structure ■ 122
- Style and Authority ■ 124
- Autonomy ■ 127
- Group Supervision ■ 130
 - Basic Questions ● Practitioner Experience Level ● Supervisor's Role
- Conclusion ■ 134
- Suggested Readings ■ 135

7 USE OF THEORY ■ 137

- Introduction ■ 138
- Theory in Supervision ■ 138
- Confusion about Theory ■ 139
 - Techniques ● Methods ● Modalities ●
 - Philosophy of Practice ● Ideology and Theory ●
 - Practice Theory
- Teaching Theory ■ 144
- Theory and Practice Connection ■ 145
- Elements of Theory ■ 146
 - Facts ● Concepts ● Hypotheses
- Functions of Theory ■ 150
 - Organization Function ● Explanation Function ●
 - Prediction Function
- Components of Theory ■ 153
- Theoretical Speculation ■ 154

Timing ■	155
Theory and Technique ■	155
Theory Abandonment ■	157
Creativity and Theory ■	159
Theory Application ■	160
Theory and Supervision Interaction ■	161
Guidelines for Applying Theory to Clinical Material ■	162
Conclusion ■	163
Suggested Readings ■	164

8 EVALUATION OF PRACTICE ■ 167

Introduction ■	168
Evaluation of Learning ■	169
Simplicity ■	170
Practice Errors ■	172
Follow-up as Evaluation ■	174
Criticism of Clinical Material ■	174
Reactions to Criticism ■	176
Evaluation and Self-assessment ■	178
Research and Practice ■	179
Note-taking ■	181
Record Keeping ■	182
Administrative Evaluation	185
Practice Research and Supervision ■	186
Suggested Readings ■	189

9 COMBATING BURNOUT ■ 191

Introduction ■	192
Research on Stress among Social Workers ■	192
Students and Stress ■	194
Supervision and Stress ■	195
Supervisor Stress ■	196
Role of Support ■	197
General Principles ■	198
Manifestations ■	198
Source of Expectations ● Values, Beliefs, and Stress ●	
Process of Stress Reactions ● Behavioral Indicators	
Contributing Factors ■	205
Dealing with Stress ■	206

- Insight • Exploration • Defining the Situation •
The Environment • Education • Developing Outside
Interests • Career Reorientation
- The Supervisor's Role ■ 209
 - Facilitating Insight • The Environment •
Education • Role Model
- Unanswered Questions ■ 211
- Distress and Recreation ■ 211
 - Leisure Activity Guidelines
- Supervisor Training ■ 213
- Practitioner Despair and Isolation ■ 213
- Burnout and the Beginning Professional ■ 215
- Suggested Readings ■ 217

10 AUDIOVISUAL AND ACTION TECHNIQUES ■ 219

- Television (Videotape) ■ 220
 - Knowledge Gap • Television as Entertainment •
Television as Measurement • Taping the Therapy to Be
Supervised • Rewards and Problems
- Audiotaping ■ 227
- Audio/Video Separation ■ 228
- Role Play ■ 228
- Role Play Procedures ■ 229
 - Planning • Monitoring • Evaluation • Debrief-
ing • Physical Setting
- Live Supervision ■ 235
- Intrusion on Privacy ■ 237
- Conclusion ■ 238
- Suggested Readings ■ 238

11 SUPERVISION IN DIFFERENT SETTINGS AND UNIQUE SITUATIONS ■ 239

- Different Settings ■ 240
 - Medical Settings • Geriatrics and Gerontology
Settings • Criminal Justice Settings • Rural Practice
Settings

- Unique Situations ■ 264
 - Practitioners Who Are in Therapy ● Family Therapy Supervision
- Family of Origin Material in Supervision ■ 271
 - History ● Case Example ● Dynamics and Process ● Relationship to Practice ● Focus of Supervision
- Cotherapist Activity ■ 277
 - Conflict ● Dominant Therapist ● Access to Patients ● Guidelines for Deciding Cotherapy Use ● Evaluation ● Theory and Cotherapy ● Joint Style ● Patient Perception
- Consultation ■ 285
 - Type and Focus of Consultation ● Consultation Structure ● Resistance
- Ergonomics ■ 291
- Suggested Readings ■ 293

12 ART AND SCIENCE IN SOCIAL WORK PRACTICE ■ 295

- Introduction ■ 296
- Traditions ■ 297
- Confusion about Art as a Term ■ 299
- Artistic Elements and Scientifically Based Practice ■ 300
- Elements of Art ■ 301
 - Creation ● Discipline ● Rehearsal ● Audience and Critics
- Art as Defense ■ 306
- Patterns and Art ■ 307
- Science ■ 309
 - Science as Struggle
- Social Work and Artistic Qualities ■ 311
- Conclusion ■ 312
- Suggested Readings ■ 313

- Appendix 1 Assessment Scale for Becoming a Clinical Supervisor ■ 315
- Appendix 2 Supervision Questionnaire ■ 319

Appendix 3 Burnout Questionnaire ■ 331

Appendix 4 Practitioner Self-assessment Form ■ 339

Appendix 5 The NASW Code of Ethics ■ 345

References ■ 353

Index ■ 367