

## Reyna Cowan's January 27, 2011 Training on Clinical Supervision Notes from Group Discussions

### What gets in the way of maintaining a focus on the clinical work in supervision?

- Not enough Quality Assurance support
- Emphasis on short-term outcome measures
- Dichotomy between management and clinical needs
- Intent of agency setting can conflict with clinical intent
- Not enough time or support
- Insufficient structure or safety
- Role conflicts; for example the clinical supervisor is also the manager
- Political issues
- Too many administrative matters to focus on in the supervision
- Passing stress from the top down
- Quality assurance is fear-based
- Not enough technical support
- Inappropriate space to meet for supervision
- Outside supervisor doesn't understand the documentation requirements
- Clients have so many basic case management needs
- Differing ideas within an agency on productivity vs. clinical values

### What Agencies do that helps to facilitate clinical supervision?

- Value time for thinking
- Providing time for consistent supervision meetings
- Support for supervisors
- Clear expectations and policies
- Promoting supervision with sensitivity, creativity, and flexibility
- Structure of supervision is sacred
- Training for supervisors on how to collaborate with schools and other outside agencies
- Everyone in the organization has a clinical mindset
- Supervisors are comfortable with documentation (so that their own anxiety about documentation doesn't spill over to the supervisee)
- Supervision contract between supervisor and supervisee
- Valuing clinicians



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- Balance of EPSDT and non-EPSDT cases
- Separation of clinical supervision and administrative supervision
- Supervisees have access to a variety of supervisors
- A binder that has information on documentation requirements (however, beware that this must be updated regularly)

## Ideas/Solutions

- Provide specific training to interns on how to work in schools or in a milieu setting
- Comprehensive orientation for interns
- Agency has a staff member who is the designated school liaison who can negotiate with the schools and handle logistics
- Outside consultation
- Upfront training on skills/language to complete necessary documentation
- Advocate for supervisees and empower them to speak up for why they need
- Extend the supervision “hour” to 90 minutes
- Collaborations within the agency or with other agencies so everyone can be on the same page
- Good match between the supervisor and the supervisee (similar learning style, similar experience, supervisor has a role at the supervisee’s school site)
- Regular meetings among supervisors; Trainings for supervisors
- Inviting administrators to sit in on the supervisor meetings
- Structures that provide administrative support so that it doesn’t all fall on the supervisor (e.g. a weekly seminar for supervisees on documentation issues)
- Retreats to help build relationships
- Making quality assurance fun
- Guidelines on how to work together, including addressing the need for civility
- Provide hope for supervisees
- Translate psychodynamic work into behavioral language
- Ask supervisee, “What do you hope to accomplish?”
- Annual welcoming events with key school personnel



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