

The image features two hands, one on the left and one on the right, reaching towards the center. The hands are dark silhouettes against a bright, glowing orange and yellow background that resembles a sunset or sunrise over a body of water. The word "POWER" is written in large, bold, black capital letters, with the hands positioned as if they are holding or supporting it. Above "POWER" is the word "NAVIGATING" and below it is "IN CLINICAL SUPERVISION", both in white, all-caps, serif font. The overall composition is symmetrical and centered.

NAVIGATING
POWER
IN CLINICAL
SUPERVISION

SCOTT P. SECOR , PH.D.

TODAY'S GOALS

- To learn how to develop skills related to acknowledging and addressing power dynamics in supervision.
- To analyze the Relational-Cultural model of supervision to understand how to address power discrepancies in supervision.
- To help clinicians create a safe space for supervisee through the use of empowerment, honesty, and modeling of vulnerability.



7- CATEGORY MODEL

In the research on how multiculturally focused supervisors enact their feminist multicultural principles inside of supervision, a 7-category empirical framework emerged (Morrow & Arczynski, 2016).



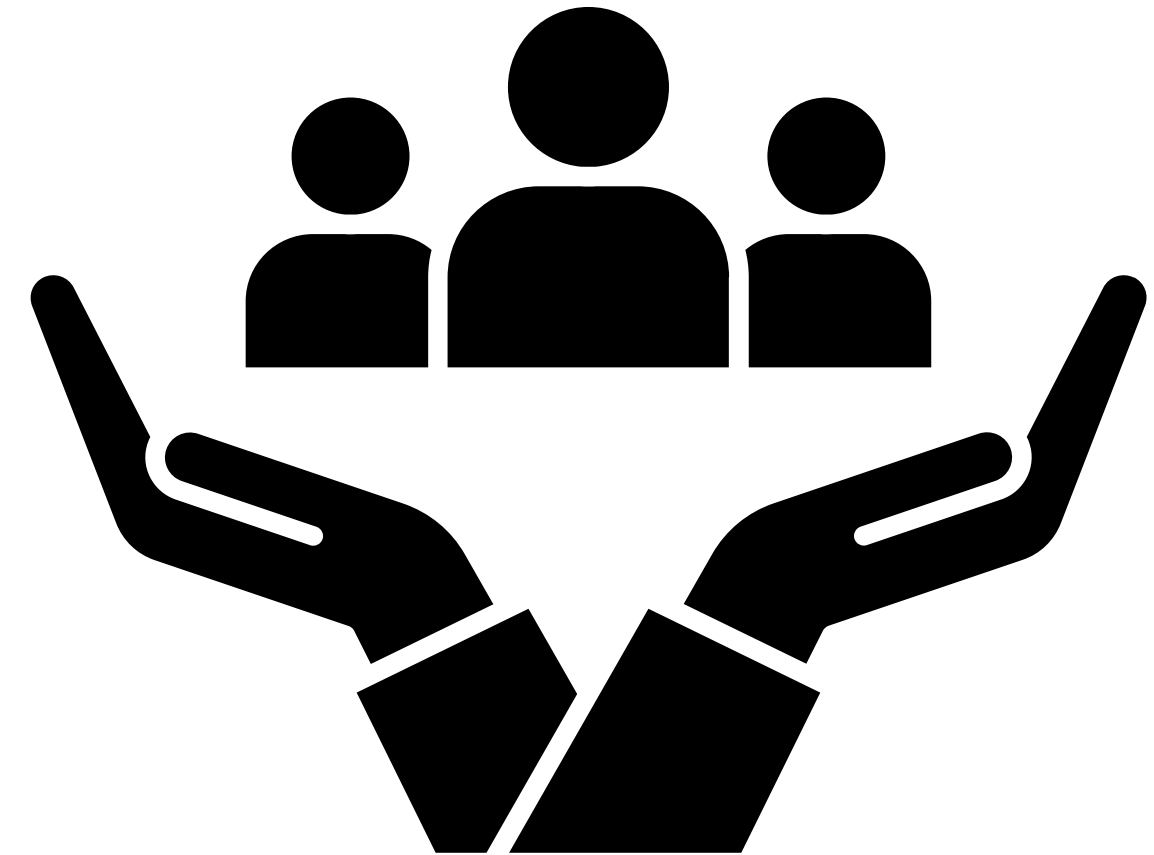


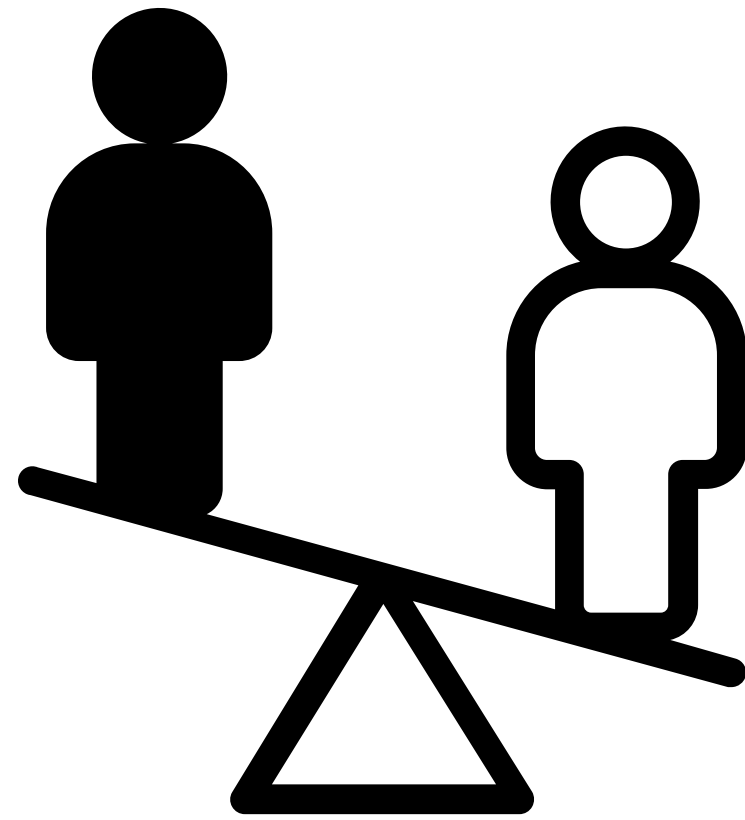
7- CATEGORY MODEL

1. Power in Supervision
2. Bringing history into the supervision room
3. Creating trust through openness and honesty
4. Using a collaborative process
5. Meeting shifting developmental (a)symmetries
6. Cultivating critical reflexivity
7. Looking at, and counterbalancing, the impact of context

FEMINIST MODEL

- Inclusion is a key feature.
- Defined as collaborative, mutual, and reflective—but not egalitarian.
- Attends to sociocultural and contextual issues.
- Focuses on boundaries, hierarchies, gender, race and diversity of all kinds.





POWER INEQUALITY

Emerges from ...

- Supervisee responsibilities (i.e., client welfare, evaluation).
- The greater status of the supervisors.
- The power and privilege ascribed to supervisor's and supervisee's identities.

GOOD SUPERVISORS

- Promote development of reflexivity through modeling self-reflection, self-disclosure, and normalizing the internalization of racism and sexism.
- Evaluate their own biases, transference issues, skills to facilitate multicultural dialogues, tolerance for ambiguity, and comfort with strong affect.

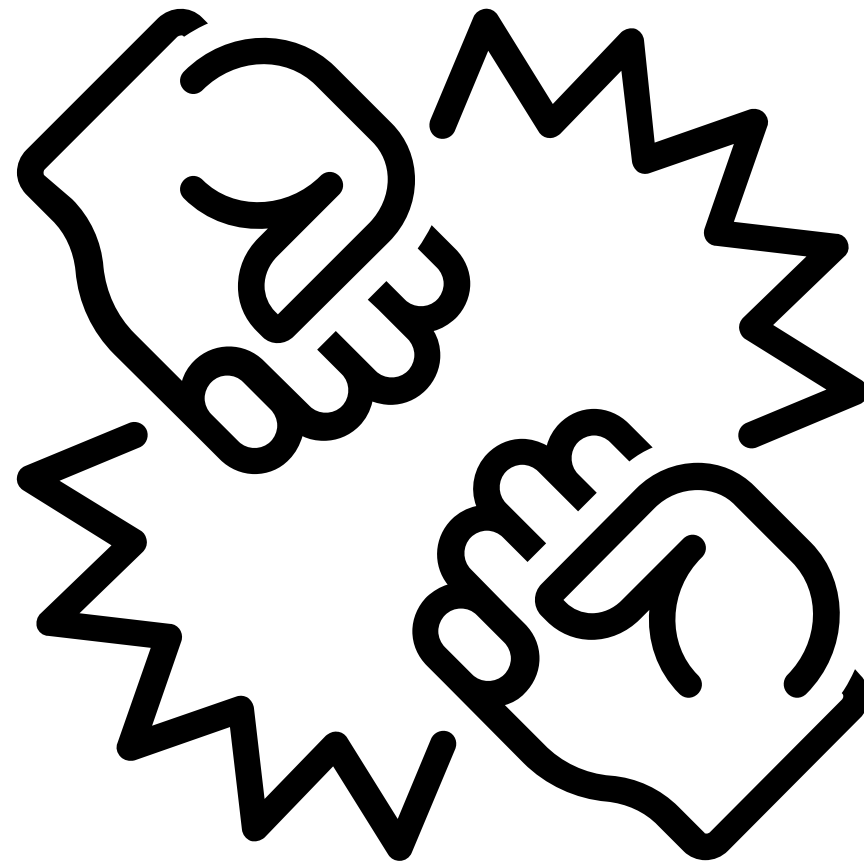




POWER

- Defined as the ability to influence the lives of others and their own lives.
- Power is resolved by anticipating and managing consequences of the supervisor's power-laden roles.
- Power exists on a continuum from giving power to abusing power.
- Supervisors have the power to alter their supervisees professional journeys; supervisees can't walk out.

POWER



- Conflict exists between the social locations (i.e., gender of the supervisee/supervisor; race and ethnicity), evaluation and gatekeeping (i.e., protection of the client and learning promotion for the supervisee) and the desire to empower and have an egalitarian relationship.
- True power symmetry is not possible and power is not static.

BRINGING IN HISTORY

- A core idea is that the world is not fair and equitable.
- There is value in breaking silence.
- History influences present supervisory practices through...reflecting on personal and professional experiences, integrating them through action, and internalizing experience and practice into a supervisory identity.



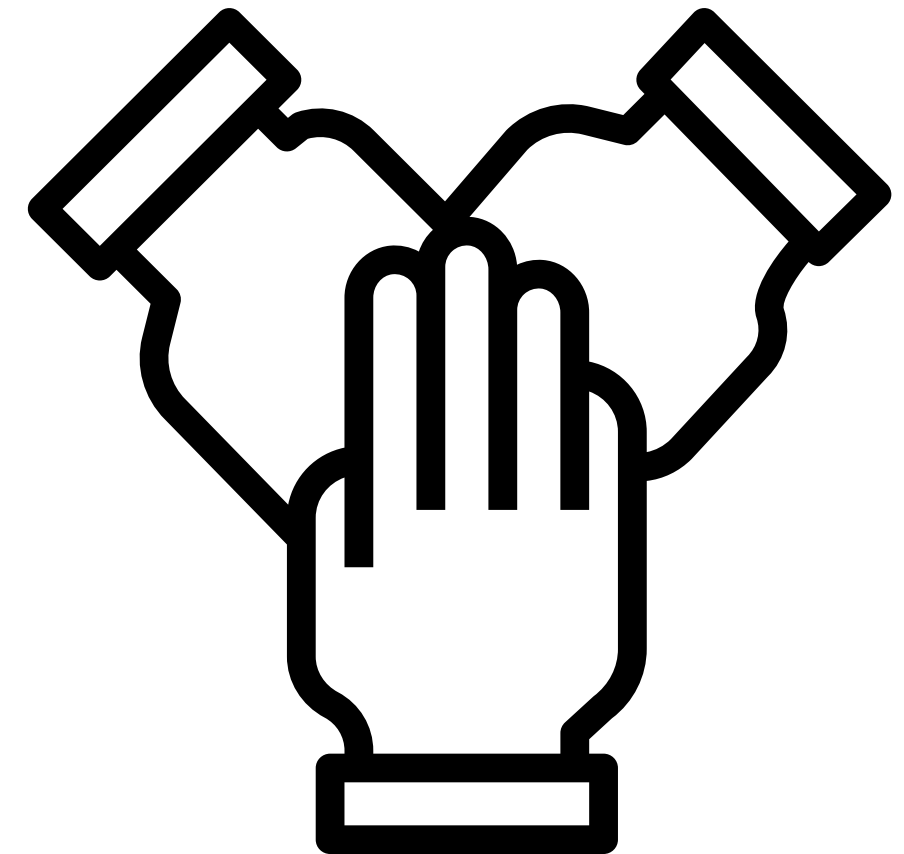
OPENNESS AND HONESTY



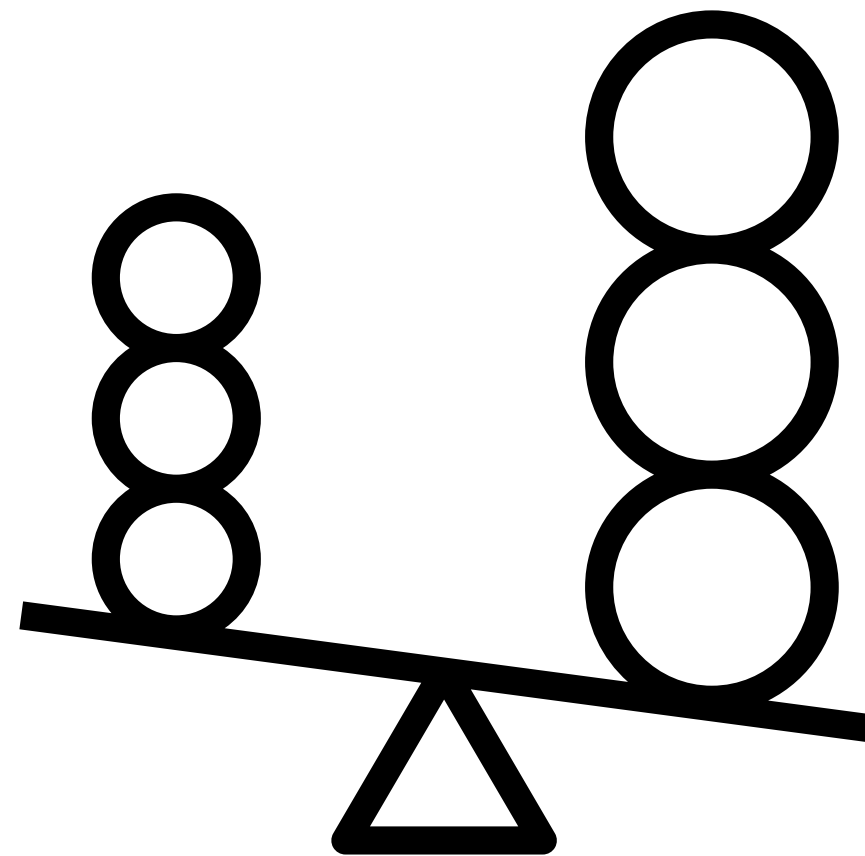
- Demystify or make explicit their supervision styles, expectations, and processes in order to calm supervisees fear of the unknown and model transparency in order to manage power disparities.
- Discuss the origins of their power and their responsibilities.

COLLABORATION

- Fight hierarchical supervision by using collaborative, egalitarian-inspired interventions.
- Goal of empowerment through focusing the supervisee on their competencies.
- Dialogue about previous experiences, growth edges, aptitudes, relational preferences, and multicultural competencies.
- Facilitate a process of having the client hear and trust their own voice.
- Be teachable as the supervisor.

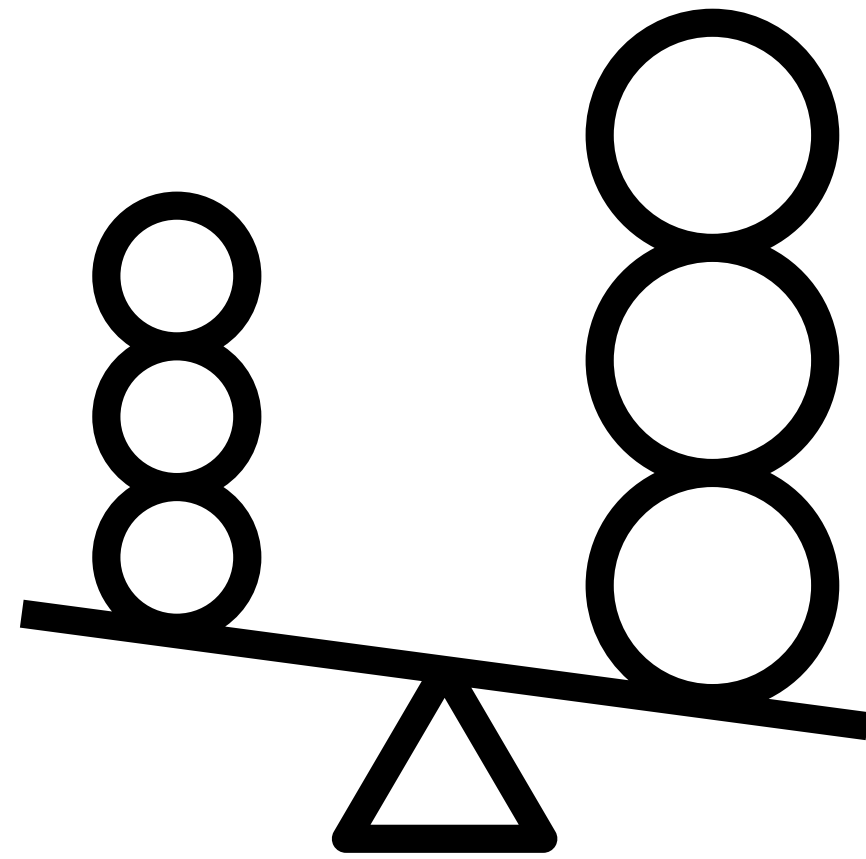


MEETING SHIFTING DEVELOPMENTAL ASYMMETRIES



- Demystify the use of interventions and supervisees development; be open about why you are doing what you doing given the supervisee's developmental stages.
- See their development as normative; meet them where they are at.
- Make space to understand their background and development before intervening.

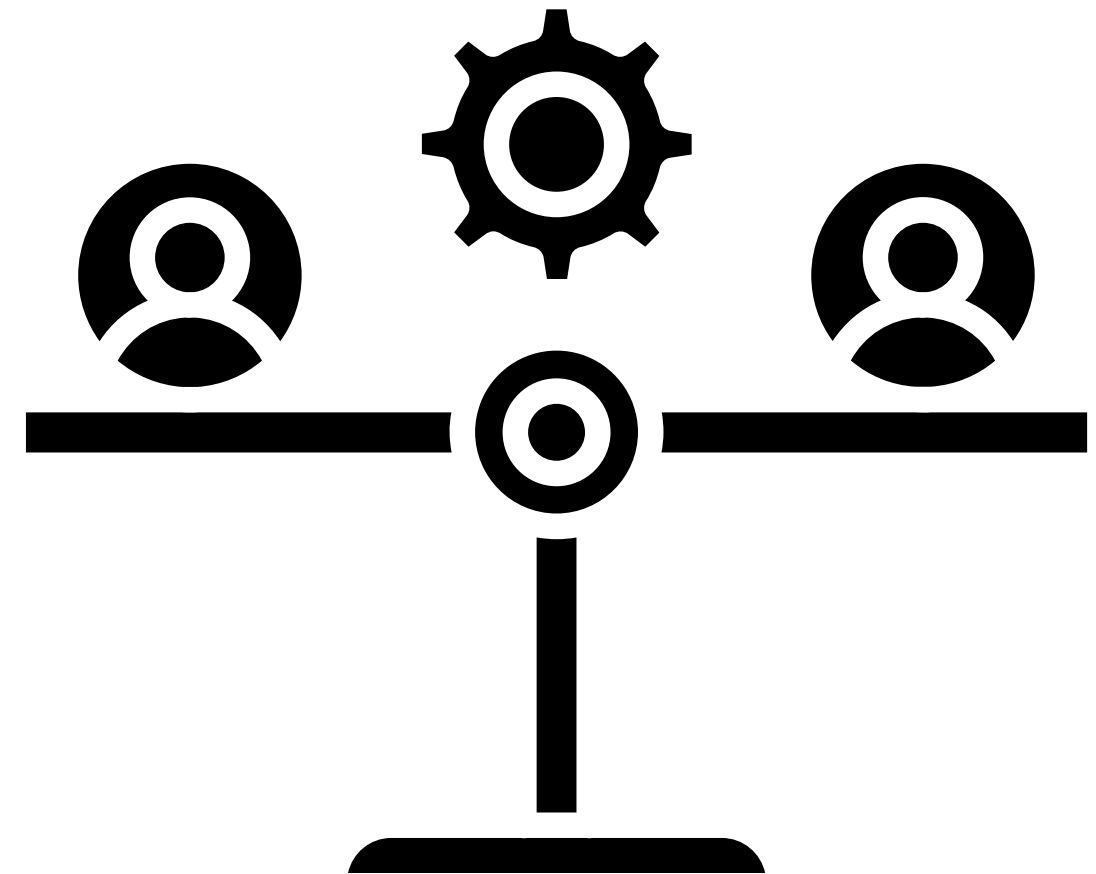
MEETING SHIFTING DEVELOPMENTAL ASYMMETRIES



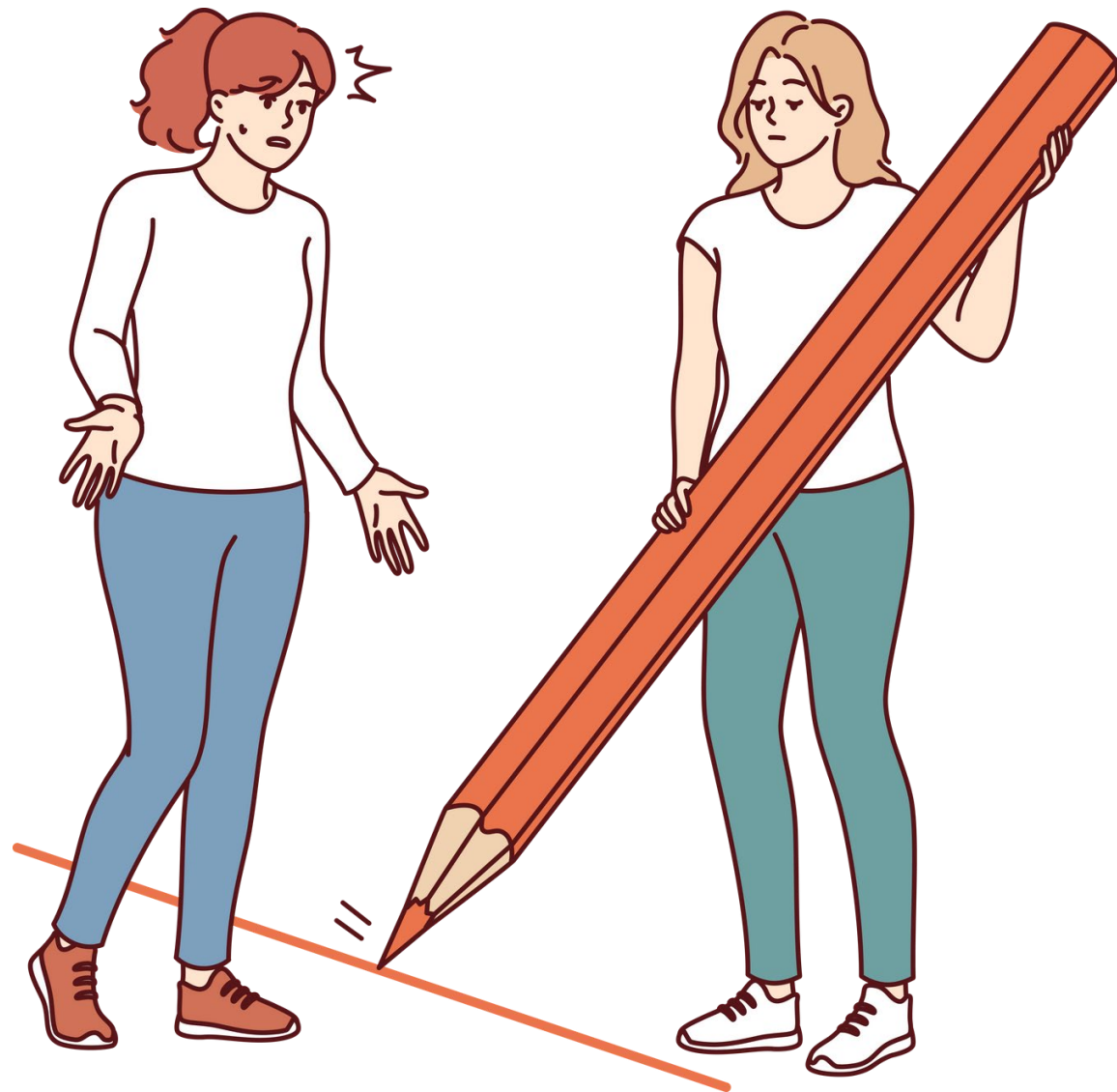
- Goal of supervision is collegiality, supervisee-directed, and unstructured but this also depends on the developmental level of the supervisee.
- Use collaboration and transparency regardless of their developmental level.

COUNTERBALANCING THE IMPACT OF CONTEXT

- Examine your work by seeing how external and internal contexts affect you, as the supervisor, the supervisee, and the supervisee's clients through enhancement or limitation.
- Promote self-advocacy and changing harmful contexts.
- Be prepared to advocate on their behalf.
- Counterbalance the norm of prioritizing the professional over the personal life.

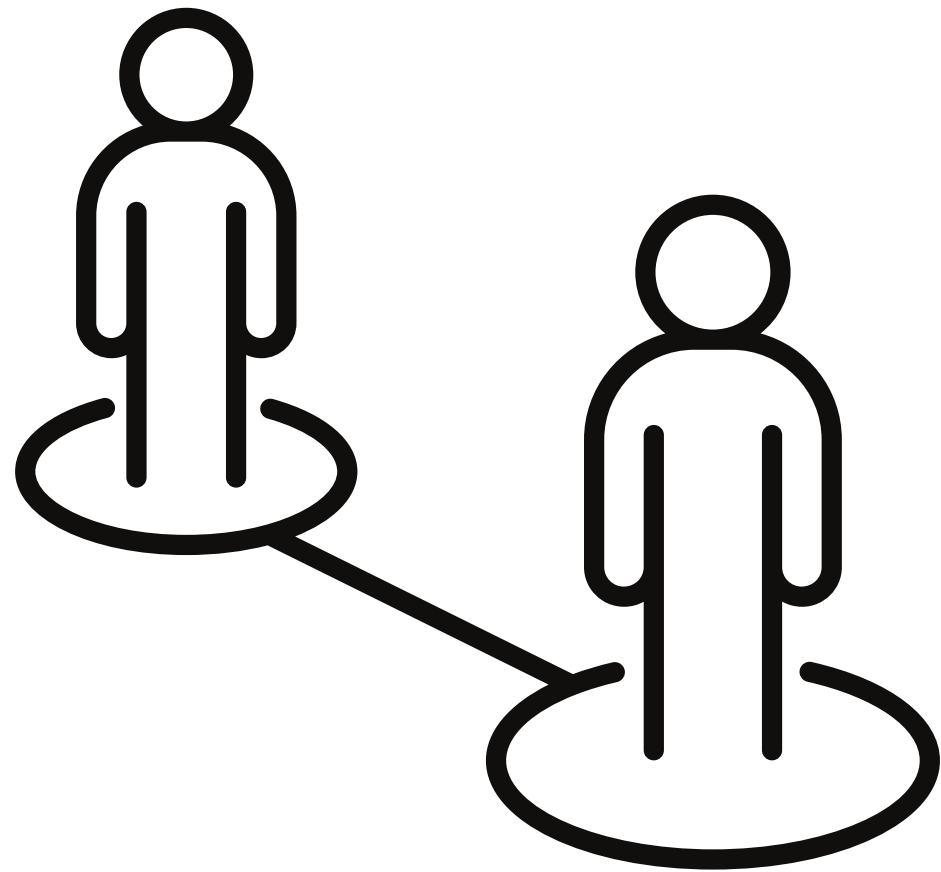


BOUNDARY ISSUES



- For supervision, one stipulation is that supervisor's should not elicit personal information from a supervisee in the context of training without the supervisee knowing this will be an expectation and if it is not valuable toward assisting or evaluating the supervisee.
- Avoid exploiting trust and dependency; avoid dual relationships that could impair our judgment or cause undue risk of exploitation.
- You can recommend personal growth activities for a supervisee, but you cannot provide them with therapy or oversee those personal growth activities.

5 BASES OF SOCIAL POWER



- Reward Power
- Coercive Power
- Legitimate Power
- Referent Power
- Expert Power

5 BASES OF SOCIAL POWER



- Because licensing boards often make supervision a pre-requisite for licensure, or even a remediation plan at times, supervisors are thrust into the role of expert and thus power comes with it.
- From a sociopolitical perspective, we also have to understand power from the standpoint of unearned privilege.
- All relations of power are unstable and changeable. Scary thought; therefore, supervisors must attend to the evolution of power dynamics in the supervisory relationship.

SUPERVISION VS. CONSULTATION

- Biggest difference is lies in the power, authority and responsibility inherent in each role.
- Supervisors have more power, authority and responsibility because consultants are making recommendations and suggestions but have less direct influence.





ADMINISTRATIVE VS. CLINICAL SUPERVISION

- Administrative is focused on matters such as communication protocol, personnel concerns, and fiscal issues (management of the institution).
- Clinical has a dual investment in the quality of service offered to the client and the professional development of the supervisee (oversight of the supervisees, their clients, and the profession).

ACADEMIC OVERSIGHT

- Important distinction, based on the nature of the involvement of the faculty member, is to consider this consultation or education and not supervision due to access to client files, clients, etc...



PRIVATE PRACTICE



- Interestingly, in California, you cannot pay for supervision and have to obtain it from the place you work; in Oklahoma, that is not even close to the same.
- A lot of caution thrown around to offering private supervision related to keeping in mind business from supervision.

SEXUAL CONTACT

- In a big study, 5% of supervisees acknowledged sexual contact with their supervisors; 17% reported sexual contact with their professors (that's a big number); 51% said they felt coerced to some degree.
- In a different study, only 2% reported sexual contact with professors, but this study included both males and females as opposed to the above study.
- In another study, 25% of students reported knowing about sexual contact between a professor and a student.



SEXUAL CONTACT

- No one really addresses sexual contact with a former supervisee too much; although the AAMFT does say you need to think about the potential for exploitation, seduction, harassment, and demeaning behavior.
- When thinking about having a sexual relationship with a former supervisee, ask the question: “why not someone else?”



PSYCHOTHERAPY AND SUPERVISION



- Commonalities are the provision of a professional service; provider is often compensated; both relationships are governed by ethics; the provider has more power; both relationships are structured.
- Differences are that the client is encouraged to bring up any topic, whereas supervisee's topics are generally more prescribed and need to be often related to their clients or work performance.

PSYCHOTHERAPY AND SUPERVISION



- The purpose of therapy is to address mental health needs in service of their mental well-being whereas the primary concern in supervision is the welfare of the supervisee's client, professional development and gatekeeping.
- A supervisee's personal issues are relevant only as they are relevant to their work as a therapist; in addition, there is a role of judgmentalness that is played by the supervisor that is not seen as a clinician.

PSYCHOTHERAPY AND SUPERVISION



- Supervisors have to be careful not to covertly engage in therapy with their supervisees.
- While vague, getting therapy from your former supervisor, or getting supervision from your current therapist is a real big problem.
- Self-disclosure, used properly, can be helpful for supervisees.