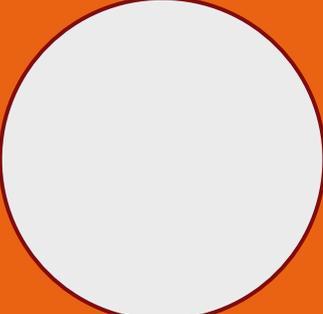


# The Ethics of Collaborative Supervision



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# Learning Objectives



Define ethics within the context of collaborative supervision



Identify common ethical challenges with collaborative supervision



Compare & contrast types of conflicts that can arise within collaborative supervisory relationships.



Articulate practical ways in which to handle such conflicts

**eth-ics**  [eth-iks]  [Show IPA](#)

***plural noun***

1. ( *used with a singular or plural verb* ) a system of moral principles: *the ethics of a culture*.
2. the rules of conduct recognized in respect to a particular class of human actions or a particular group, culture, etc.: *medical ethics; Christian ethics*.
3. moral principles, as of an individual: *His ethics forbade betrayal of a confidence*.
4. ( *usually used with a singular verb* ) that branch of philosophy dealing with values relating to human conduct, with respect to the rightness and wrongness of certain actions and to the goodness and badness of the motives and ends of such actions.

# Ethics

# Ethics & Our Profession

## AAMFT Code of Ethics

Ethical standards guide our work and apply not only to working directly with clients, but also when it comes to training and supervision.



# Ethics & Our Profession

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## State of NM Counseling & Therapy Practice Board

Increased emphasis on providing high quality supervision, along with greater emphasis on a supervisors' responsibility for supervisee conduct.

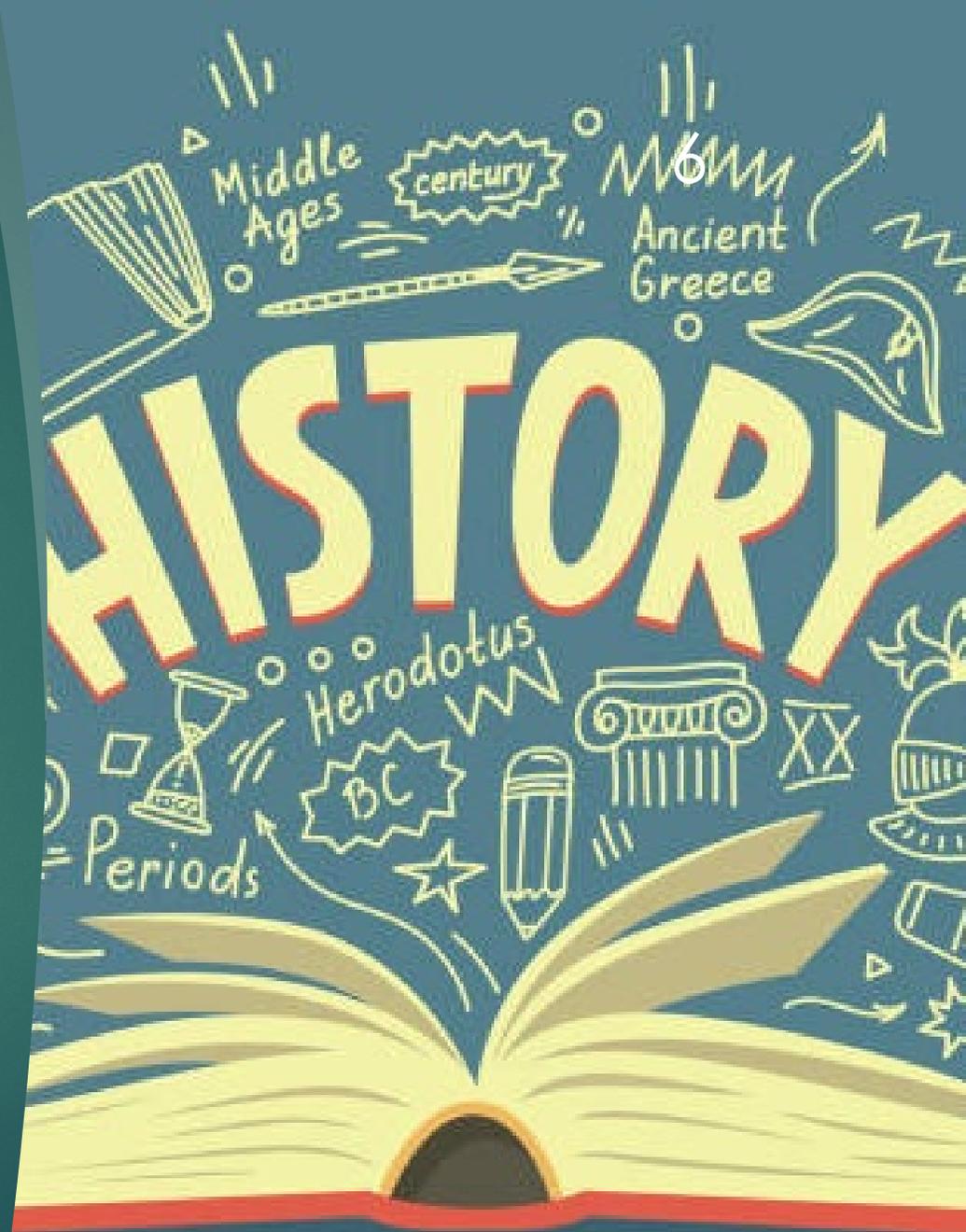
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# Supervision...Some History

- ▶ 1961 David Mace, who at the time was the executive director for the American Association for Marriage Counseling (AAMC) created the concept of forming a group of supervisors to oversee the clinical training of interns in marital counseling.
- ▶ His goal was to raise the standard of marriage counseling & promote membership in the AAMC, which later became the American Association for Marriage and Family Therapy (AAMFT)

(Stokes & Molarte, 2011)



# History....

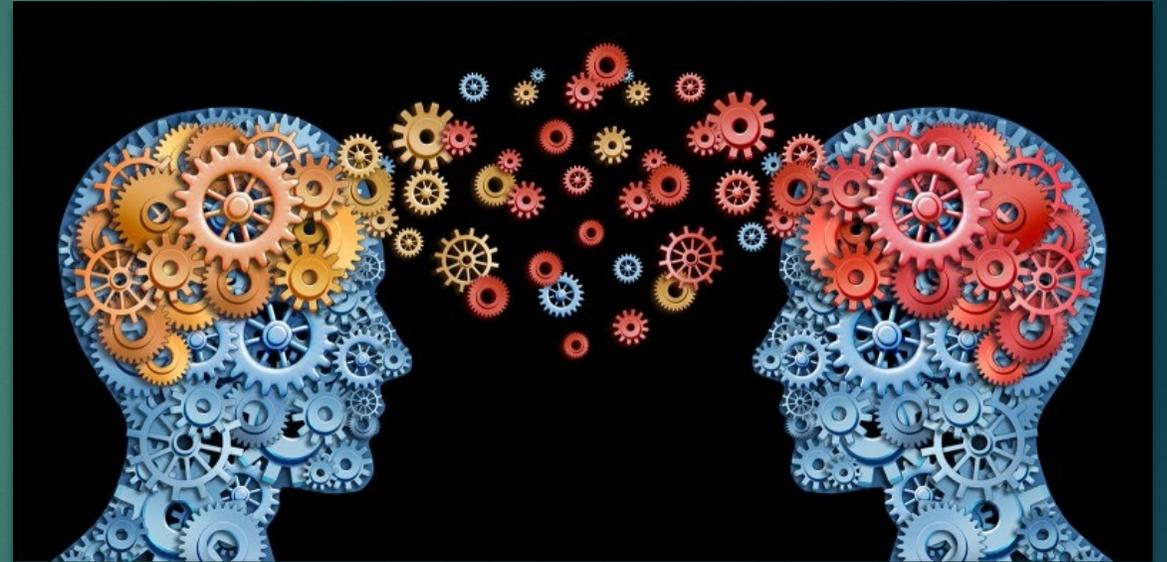
- ▶ 1970's therapists came to an agreement on 3 family therapy skills believed to be crucial:
  - ▶ Perceptual skills-the ability to see and describe accurately the behavioral data of the therapy session.
  - ▶ Conceptual skills-the ability to translate clinical observations into meaningful language.
  - ▶ Intervention skills-in-session behaviors that allow trainees to modify family interactional patterns.

(Cleghorn & Levin, 1973)



# More History...

- ▶ Eventually training models emerged that were more specific to schools of family therapy.
- ▶ Teaching modalities (i.e. viewing live sessions, videotaping, etc.) became more popular.
- ▶ In the 1980s, evaluation and critical appraisal of supervision were emphasized.



Even back in the 80's, it was noted

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PRESENTATION TITLE  
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*“Considerable clinical experience does not automatically qualify one to be a supervisor, but rather, just as the skills of family therapy can be taught, so also a separate and definable set of supervisory skills can and should be taught systematically to therapists who wish to be competent supervisors.”* (Liddle,

Breunlin, Schwartz, & Constantine, 1984, p. 140)



# What is Supervision?

- ▶ A method by which a supervisor evaluates the skills, knowledge, and abilities of a therapist in training; this applies to both practicum students and postgraduate, prelicensure interns.





# Collaborative Supervision

WHEN TRAINEES HAVE MORE THAN 1 SUPERVISOR; OFTEN A FACULTY SUPERVISOR AND A SITE SUPERVISOR.

# Defining Roles

## Program Supervisor

- Provides individual/group supervision
- Evaluation of student performance
- Oversees trainee's clinical activities

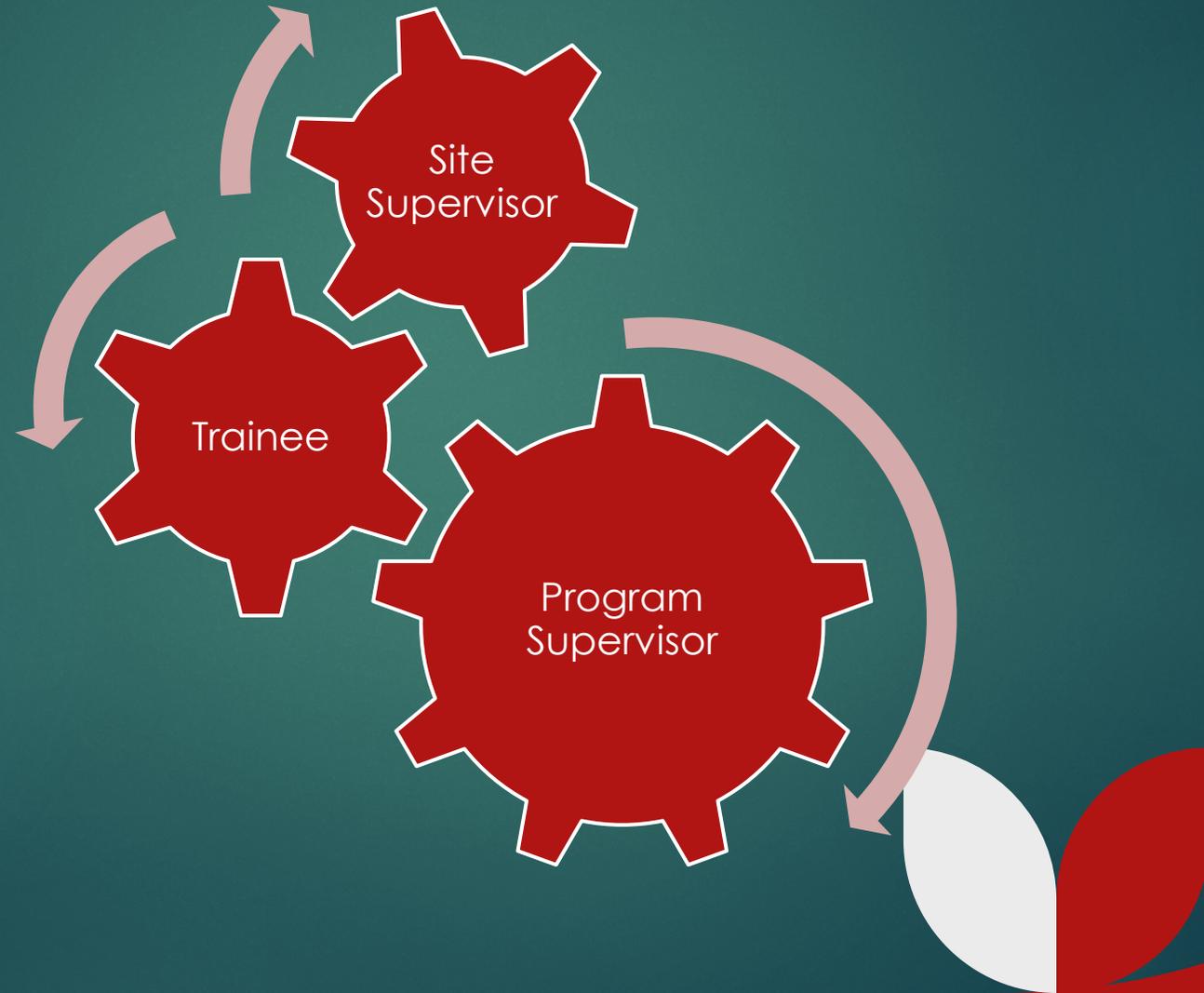
## Trainee

- Develop ethical & competent skills
- Provide direct service to clients
- Maintain appropriate documentation (for self and clients)

## Site Supervisor

- Assists in the development of trainees
- Provide individual & direct supervision
- Corresponding with faculty/program supervisor

# Effective Collaborative Supervision



# Storm & Todd (2003); p.1

Raise important questions regarding our ethical standards and suggest that beginning MFTs should take these under consideration.

However, we argue that collaborative supervisors should do the same.

- “While none of us would like to believe that we overreact or underreact to unethical behavior, to which extreme are you more likely to gravitate?”
- “Are there ‘hot button’ issues where your ethical judgment would be less objective?”
- “Do you have a clear and systematic plan of action when you hear of possible unethical behavior on the part of another helping professional?”



# Conflicts and Collaborative Supervision

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- ▶ The literature addresses supervisee/supervisor conflict, but none really address when there is conflict in collaborative supervision.
- ▶ Factors that contribute to conflict in the supervisory system can be expanded to the supervisor/supervisor relationship and include:
  - ▶ Ineffective, or absent, memorandum of understanding/supervision contract
  - ▶ Incompatible supervisory goals
  - ▶ Desire to be perceived as competent
  - ▶ Differences in therapy orientation/personality
  - ▶ Role ambiguity



# Examples & Practice

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- ▶ Sample memorandum of understanding.
- ▶ Sample supervision contract for collaborative supervision.
- ▶ Using the vignettes, let's practice how you would have handled the situation.

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Thank you!

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