

POWER IN SUPERVISOR'S HANDS: how open we are about our evaluator's role with our supervisees

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PLEASE, RAISE YOUR HANDS IF...

You have ever been teaching your students that they should warn their clients about the following exceptions in the confidentiality rule:

THE RISK
OF SUICIDE

GETTING A SUPERVISION,
INTERVISION ABOUT THE
CLIENT'S CASE

BREAKING
THE LAW

THE RISK
OF HOMECIDE

THE ROLES OF THE SUPERVISOR

Administrator

Teacher

Consultant

Evaluator

Facilitator

EVALUATOR'S ROLE

- Evaluation of skills and competencies of the supervisee
- Taking part in the decision about MC-students
- Evaluating ethical aspects of certified psychotherapist's work
- Informal evaluation – recommendations of the supervisee

PLEASE, RAISE YOUR HANDS IF...

YOU DISCUSS YOUR EVALUATOR'S ROLE WITH
YOUR SUPERVISEE IN THE BEGINNING OF THE
SUPERVISION PROCESS AND THE DECISIONS YOU
ARE ABLE TO TAKE ABOUT HIM/HER

THREATS AND CONSEQUENCES

Of being open about evaluator's role

- They start avoiding supervision
- They start being silent about their feelings
- We'll have to deal with the relationship
- Multiple relationship
- Feelings of the supervisee

Of NOT being open about evaluator's role

- Betrayal (trust), bad opinion
- Thunder in the clear sky (the supervisee was shocked)
- Breaking the image of the supervisor as a good guy
- Supervisor is in conflict – to say or not to say?
- Supervisor won't be able to be fully present, narrow-minded thinking, body gives danger signals

SELL BEING OPEN ABOUT OUR EVALUATOR'S ROLE

- We are assisting them to get better (what to strengthen what is already okay, and what to improve)
- Warn -> inform
- Model of openness for them, getting used to to the feedback (which they will need with a patient)
- We can protect the supervisee by our evaluation
- Practicing the capacity of honesty

WAYS TO REGULATE THE CONSEQUENCES OF BEING OPEN ABOUT OUR EVALUATOR'S ROLE

- They start avoiding supervision – discuss and let them share honestly what they like and what they don't
- They start being silent about their feelings – sharing our own experience, including the hard, ugly feelings
- We'll have to deal with the relationship – talking about ups and downs in our process, the 3 stages
- Multiple relationship
- Feelings of the supervisee – clarify, normalize

HOW DO YOU DEAL WITH THE EVALUATION POWER YOU HAVE?

- I: proud, stressed, ashamed, etc.
- You (supervisee): diminish, aggravate, hide, joke about it, soothe, etc.
- We (community): brag, feel awkward, acknowledge, avoid discussing, etc.
- Primary-We (ideals, models): fulfilling the meaningful part, following the ideals, working against my ideas of humanistic approach, etc.

HOW DO YOU DEAL WITH THE EVALUATION
POWER YOU HAVE?

WHAT CONCEPTS ARE INVOLVED,
CAUSING THESE REACTIONS PF MINE?

HOW DO YOU DEAL WITH THE EVALUATION POWER YOU HAVE?

WHAT WOULD I LIKE TO DO
WITH THIS REFLECTIONS?

HOW WILL THEY INFLUENCE MY
SUPERVISION PROCESS?