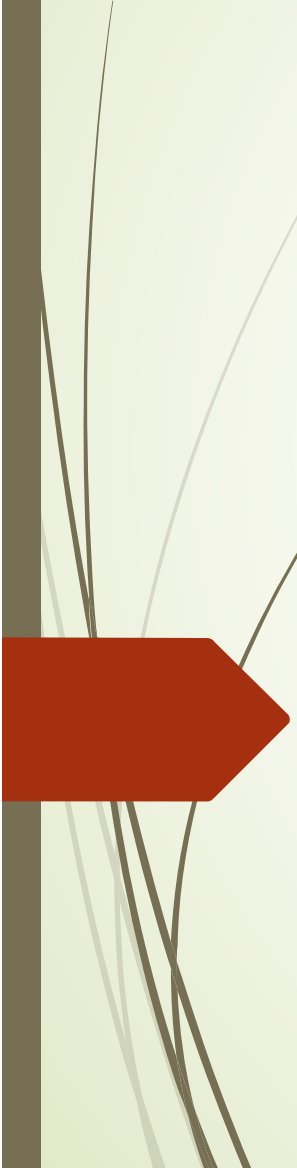


Strength Based Supervision: Becoming a SUPERvisor



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Agenda

Thoughts for the Day
Fun and Games
The Research
Foundational Concepts
Models of Supervision
The Neophyte
The Apprentice
The Expert & The Veteran
Supervision Techniques
Care & Watering



Strength Based Supervision Thoughts



Strength Based Supervision

Administrative vs Clinical

Administrative Supervision



Administrative Supervision refers to the oversight and management of an employee's work performance, job duties, and organizational responsibilities.

The primary goal is organizational effectiveness — making sure the work gets done correctly and efficiently within the institutional structure.

Clinical Supervision



Clinical supervision is the process of guiding, supporting, monitoring, and evaluating the clinician's clinical work to increase their knowledge and therapeutic skills, recognize countertransference, and a million other things.

The primary goal is improving the **quality of care** provided to clients and **preventing harm** from occurring to clients.



Strength Based Supervision

Raising and Caring for Clinicians

The Research

Research

- 
- ▀ Farrenkopf, T. (1992)/Ellerby, L. (1997)
 - ▀ Ennis, L., & Horne, S. (2003)
 - ▀ Kadambi, M. A., & Truscott, D. (2003)
 - ▀ Marshall, W. L., et al., (2005)
 - ▀ Moulden, H. M., & Firestone, P. (2007)
 - ▀ Catanese, S. A. (2010)
 - ▀ Dobkin, Bernardi, & Bagnis, 2016
 - ▀ Parsonson & Alguicira, 2018
 - ▀ Baum & Moyal, 2020
 - ▀ Helpingstine, Kenny, & Malik, 2021
 - ▀ Mivshek & Schriver, 2023
 - ▀ Crivatu, Horvath, & Massey, 2023
 - ▀ Stover, 2024
 - ▀ Way et al., 2024



Research Says...

Without **quality supervision, self-care skills, or not feeling cared for**, quality of client care decreases and potential for client harm increases

Clinician retention decreases

Clinician productivity decreases

Clinician willingness to accept feedback and change decreases

All of which then in turn decreases the job satisfaction of the supervisor

Everyone is crabby

...including the clients ☹️

Qualities Of Effective Supervisors/Clinicians

- 
- 
- Flexible
 - WERD (P)
 - Sincere/genuine
 - Nonjudgmental
 - Self-confident/Enthusiastic
 - Provide effective role modeling
 - Consistent
 - Motivating
 - Not “the expert”
 - Provide choices
 - Belief change is possible
 - Humor
 - Effectively provide feedback
 - Agreeable to mutual goals

Marshall, W. L., Serran, G. A., Fernandez, Y. M., Mulloy, R., Mann, R. E., & Thornton, D. (2003)

Research Says...

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Clinician retention increases

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Clinician willingness to accept feedback and change increases

All of which then in turn increases the job satisfaction of the supervisor

Everyone is much happier

...including the clients 😊



Qualities Of Effective Supervisors/Clinicians

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“Best” Supervisor Traits (Martino, 2001)

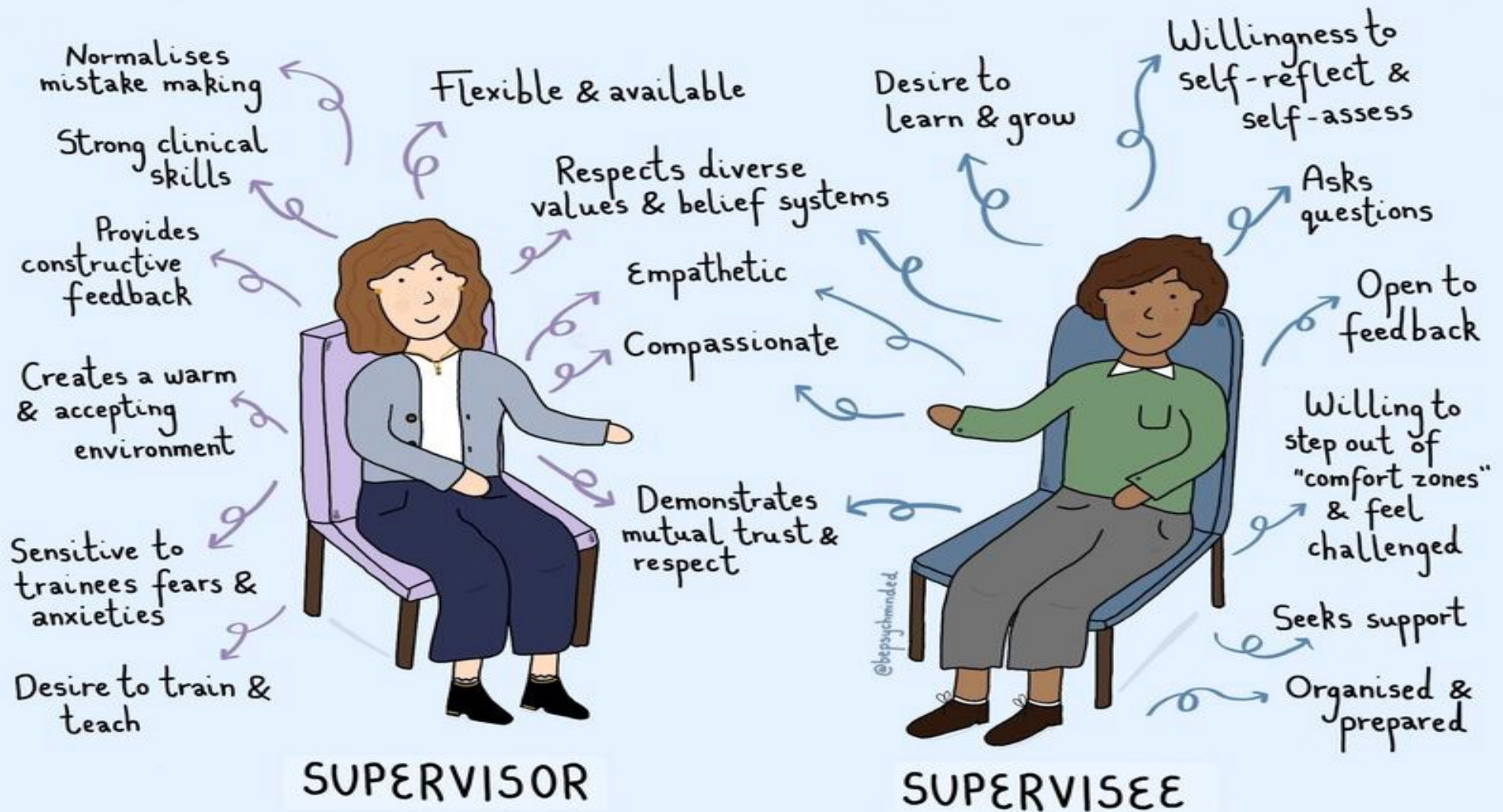
- 
- Possesses clinical knowledge and expertise
 - Flexible and open to new ideas and approaches
 - Warm and supportive
 - Provides useful feedback & constructive criticism
 - Dedicated to their own development
 - Possesses good clinical insight
 - Empathic
 - Considers countertransference
 - Adheres to ethical practices
 - Provides structure to the supervision process
 - Challenges supervisees with care

“Worst” Supervisor Traits (Martino, 2001)

- 
- No interest in supervision/professional development
 - **Unavailable**
 - Inflexible to new ideas or approaches to cases
 - Limited clinical knowledge and experience
 - **Unreliable**
 - Unhelpful/inconsistent feedback
 - Punitive or critical
 - Lacks empathy
 - **Lacks structure to supervision process**
 - Lacks ethics

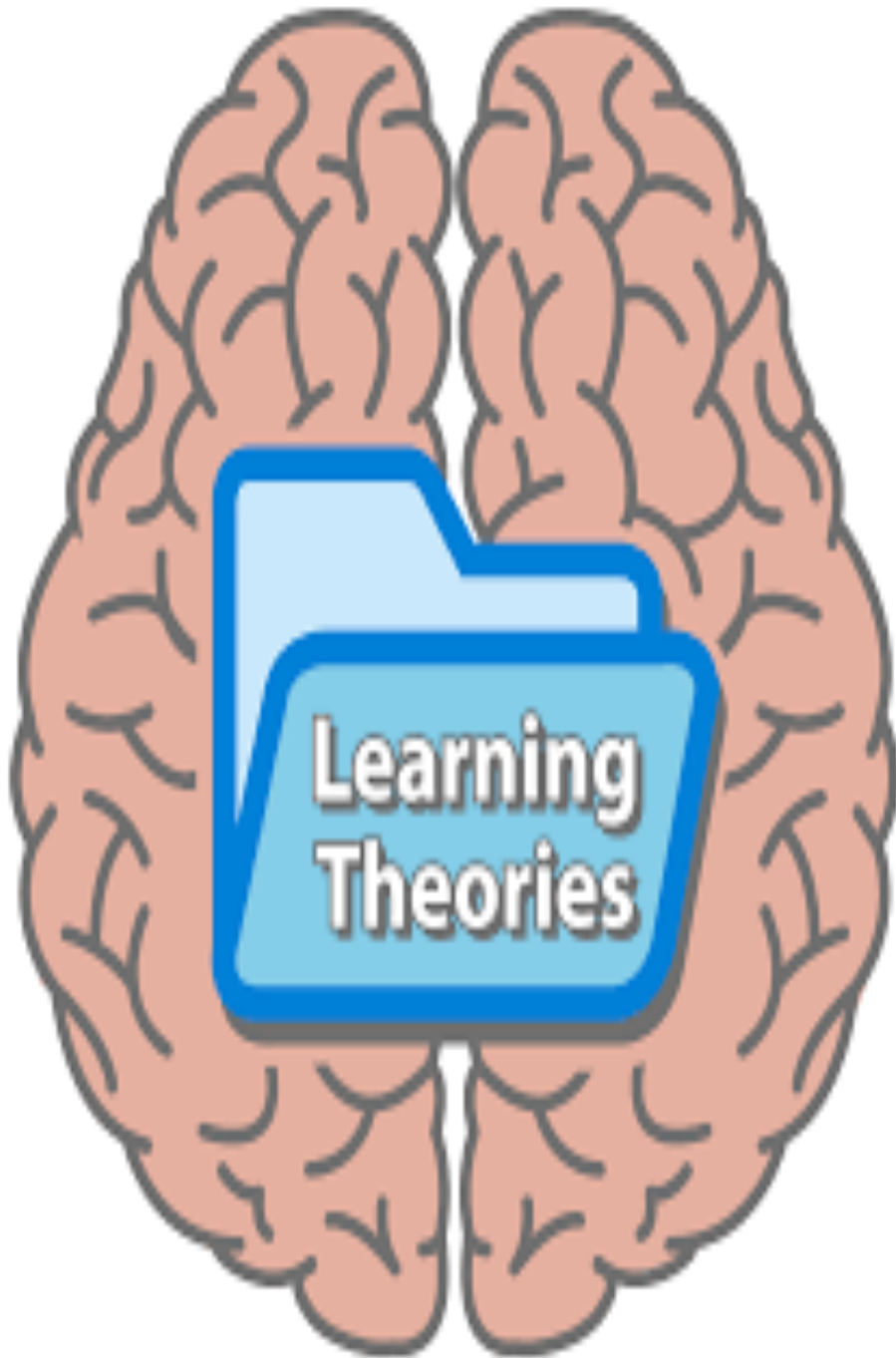
Clinical Supervision

Characteristics that promote a positive supervision experience





Strength Based Supervision Foundational Concepts



Learning Theory

It is important to incorporate
however often forgotten in
sex offense field

Teachable Moments
Role Induction, Role Modeling

Teach how to be a good clinician
Model how to put into practice

Responsivity (for example)

Learning Theory



➤ Imagery

➤ Adults and Learning (Paivio)(Broudy)

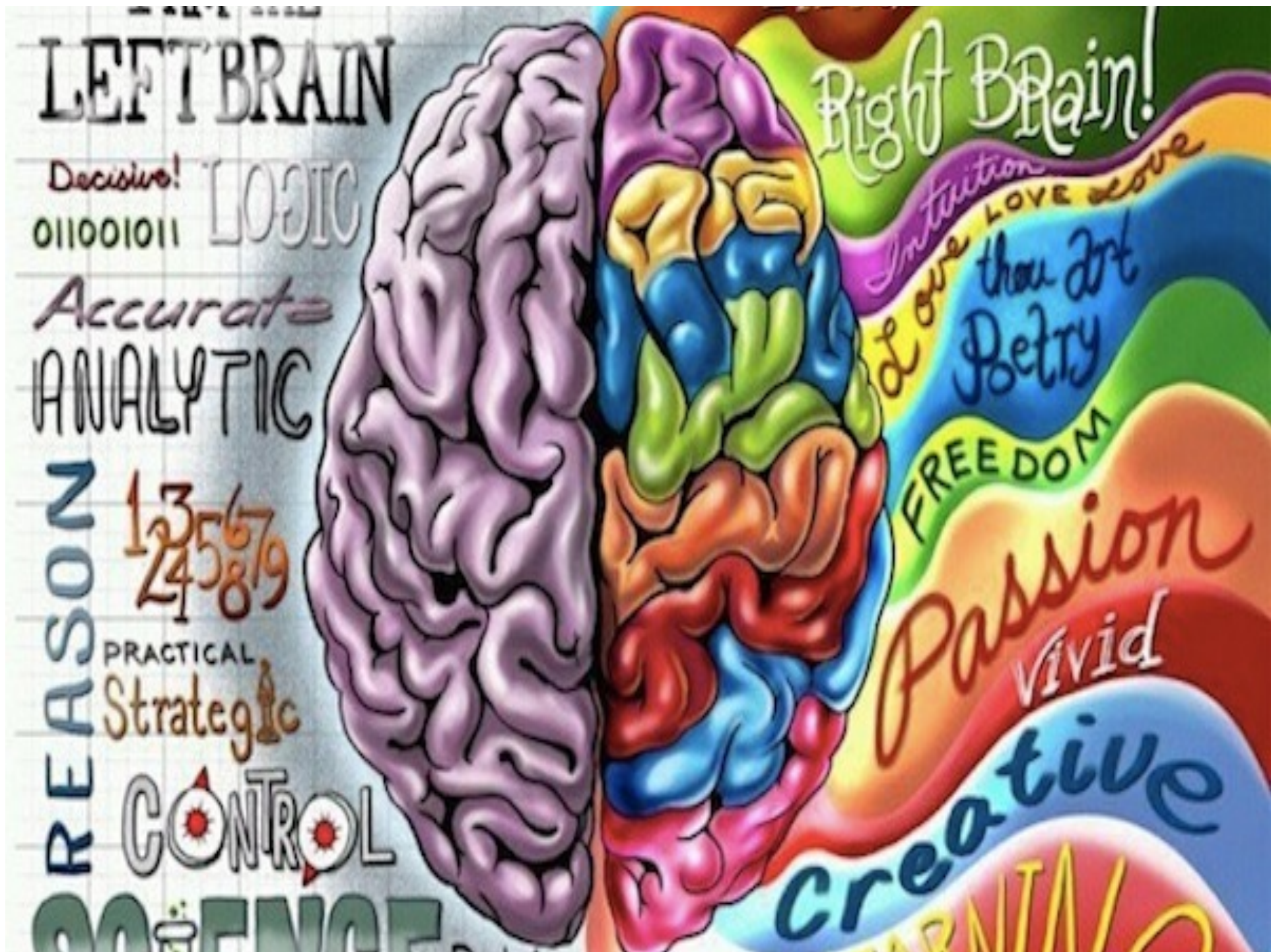
- Adults can learn without imagery but don't retain information without imagery

➤ Provides Anchors

- Lowers Resistance

➤ Connects the Brain

➤ Different Ways to Learn



Learning Theory



➤ Imagery

➤ Adults and Learning (Paivio)(Broudy)

- Adults can learn without imagery but don't retain information without imagery

➤ Provides Anchors

- Lowers Resistance

➤ Connects the Brain

➤ Different Ways to Learn



Dunn and Dunn Learning Style Model

Designed By Dr. Rita Dunn and Dr. Kenneth Dunn

Graphic Design by Susan M. Rundle

STIMULI

ELEMENTS

Environmental

Sound



Light



Temperature



Seating



Emotional

Motivation



Responsibility/
Conformity



Task
Persistence



Structure



Sociological

Self



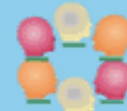
Pair



Peers



Team



Adult



Variety



Physiological

Perceptual



Intake



Time of Day



Mobility



Psychological

Analytic

Step 1
Step 2
Concept
after

Global

Concept
FIRST!

Reflective



Impulsive

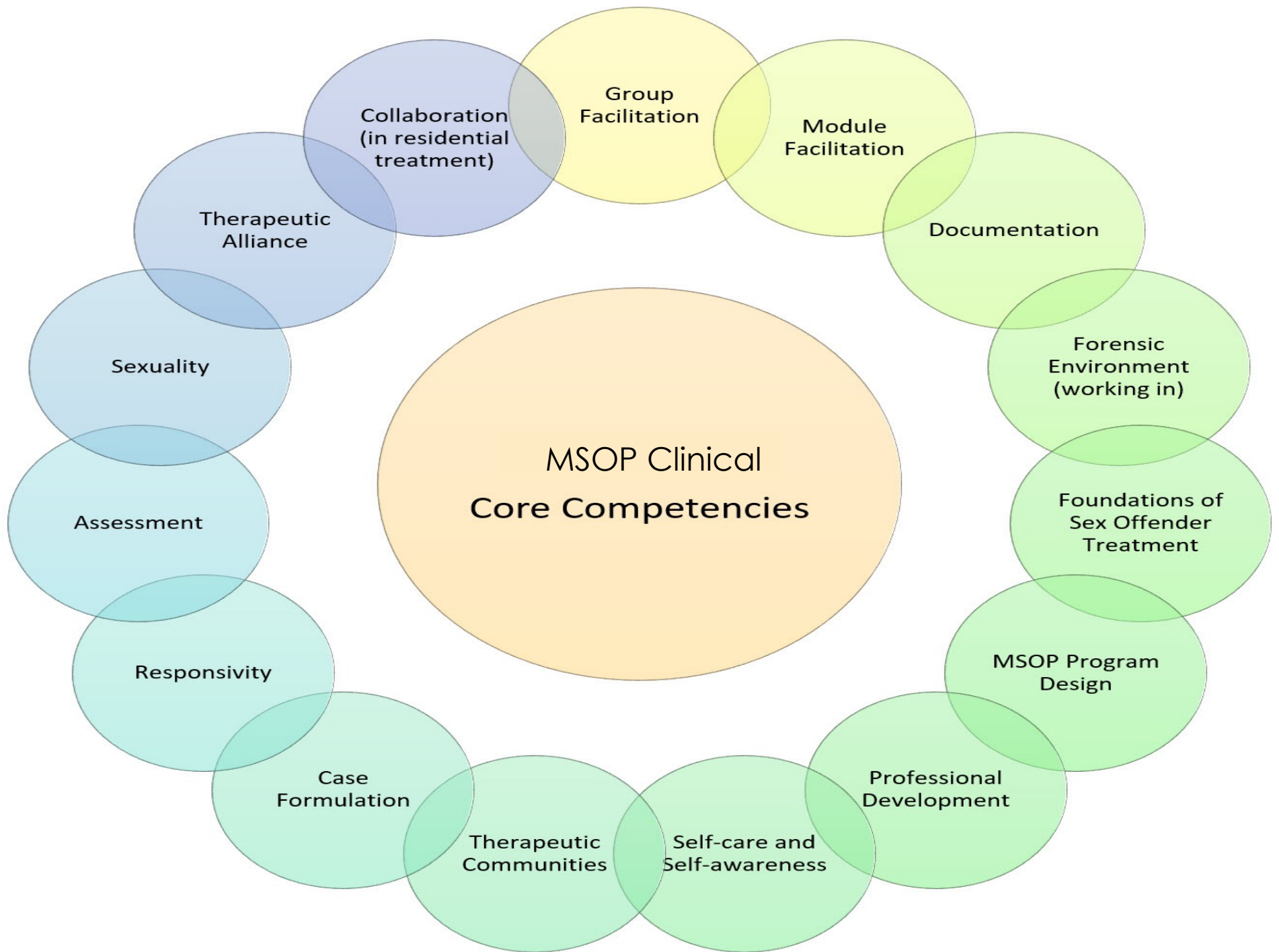


Learning Theory

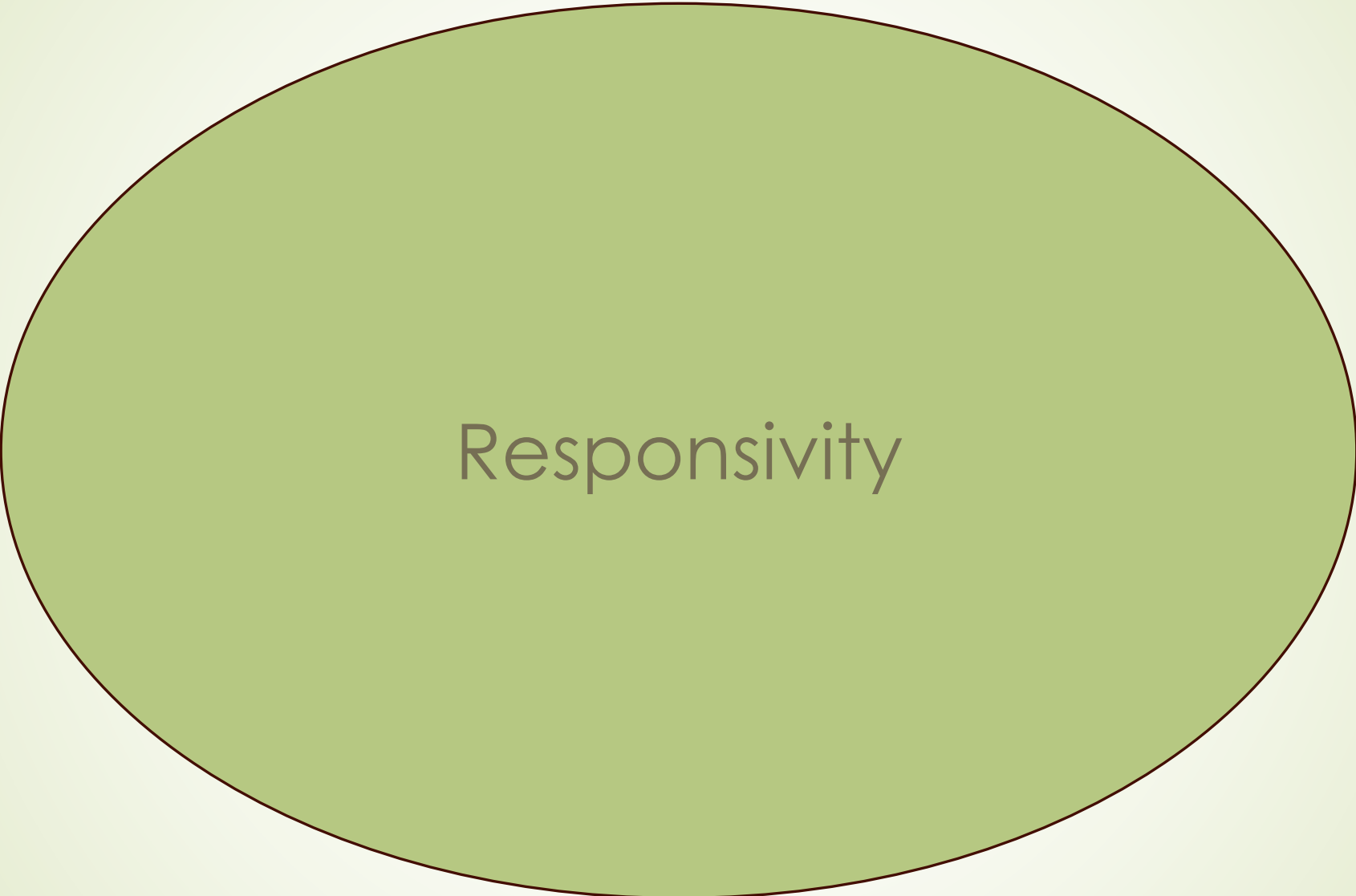


➤ STRUCTURE

- Tell them what you are going to teach them
- Teach them
- Tell them what you taught them
- Notebook



16 Blank Ovals

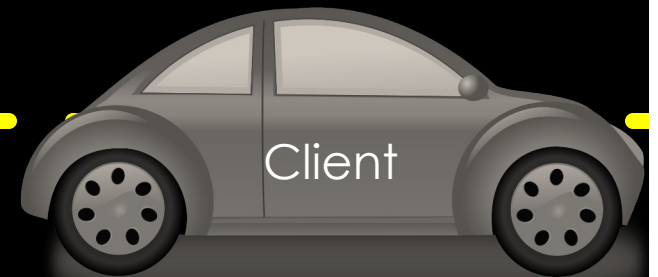


Responsivity

Fundamental Concepts

- **Parallel Process** is when the same feelings or patterns that occur between the clinician and the client, begin to show up between the supervisor and the clinician.**
- A client keeps saying “nothing will help me”, the clinician feels stuck then comes into supervision and says “nothing I am doing is working with this client” and then the supervisor feels stuck.
- The helpless feeling from the counseling room has now shown up in the supervision room.

Same form across lanes



Fundamental Concepts

- Related Parallel Process/Role Modeling
 - How you are/what you do with the clinician will define how the clinician is/what clinician will do with the client
 - Important to take treatment concepts at MSOP and use with clinicians in supervision**

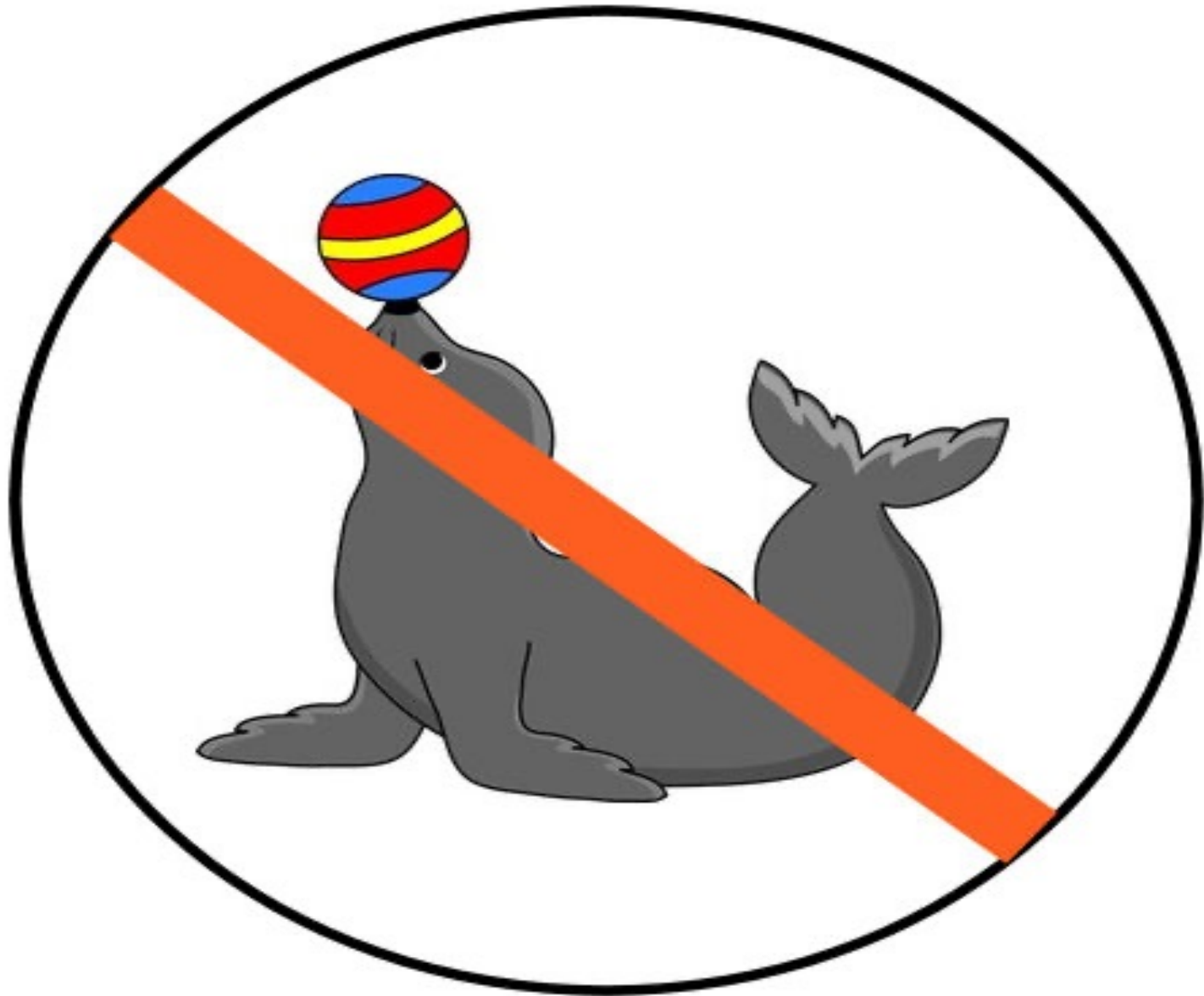
Effective Supervisors Create Effective Clinicians

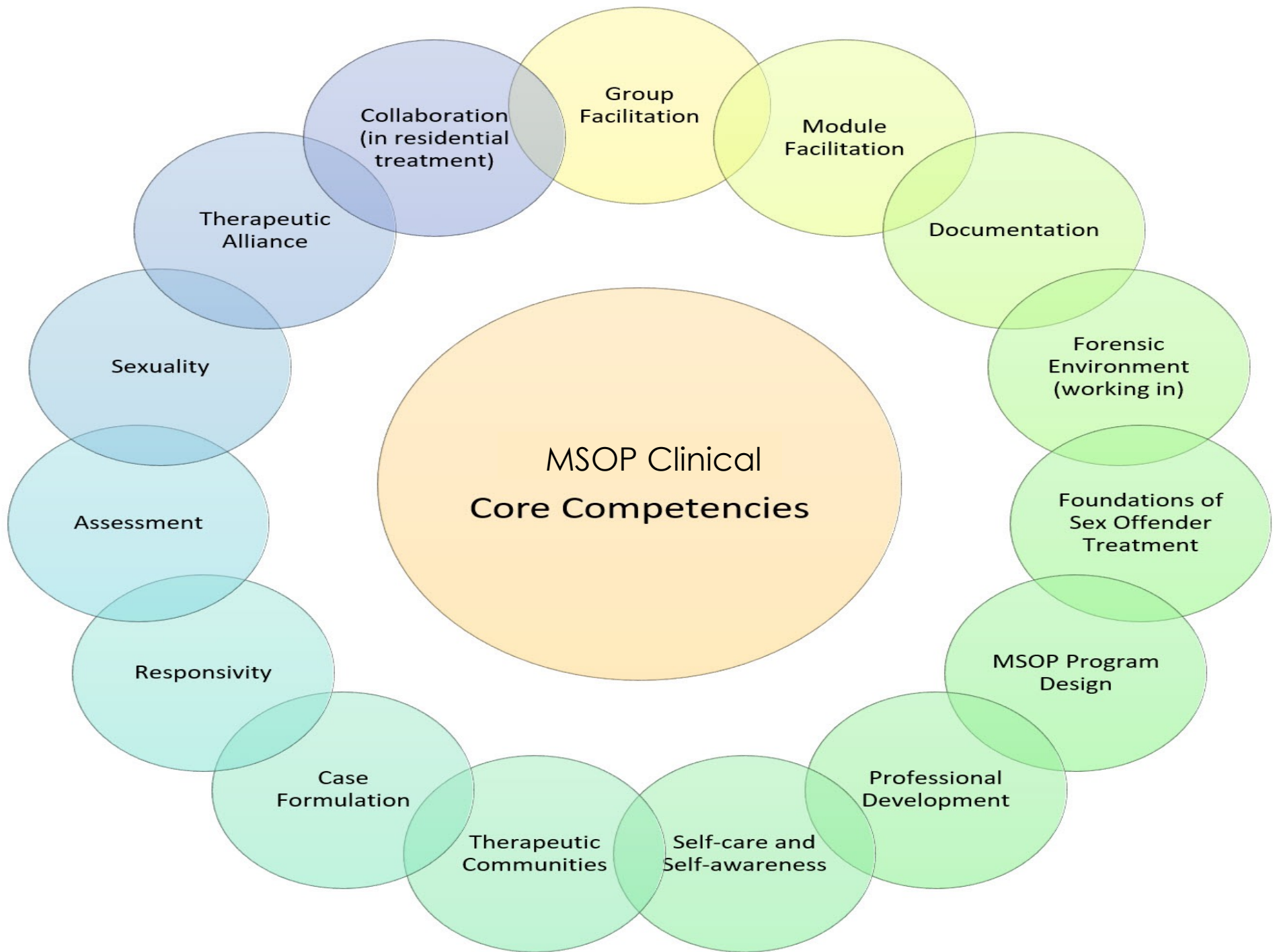
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Fundamental Concepts

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 - How you are/what you do with the clinician will define how the clinician is/what clinician will do with the client
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This Section of Foundational Concepts

1. Responsivity

Colorful Brain, Dunn's Learning Style, Seal

2. Self Awareness – Parallel Process

3. Qualities of Clinicians – Therapeutic Alliance

Also in their notebook

Pic of Seal

Pic of Highway

Chart of Effective Qualities



Strength Based Supervision Models of Supervision



➤ Models of Supervision

- Developmental
- Cognitive Behavioral
- Psychodynamic
- Rogerian
- Discrimination

➤ Supervisors need a model

➤ Provides

- Structure
- Guidance
- Safety

Models of Supervision

- 
- Bernard's Discrimination Model
 - Bernard & Goodyear, 1992
 - Most Researched/Commonly Used
 - Suggest 3 Skills
 - Case Conceptualization Skills
 - Treatment Intervention Skills
 - Non-Personalization Skills (Clinical Eye)
 - Suggests 3 Roles as a Clinical Supervisor
 - Teacher, Counselor, Consultant

Staff Evolution

- Neophyte

- 0 to 2 years

- **Teacher**, Counselor, Consultant

- Apprentice

- 2 to 5 years

- Teacher, **Counselor**, Consultant

- Expert

- 5-25 years

- Teacher, Counselor, **Consultant**

- Veteran

- 25 and beyond

- Can be difficult staff to supervise!

- Aka Elizabeth & David

Hermes' Web



Teacher, Counselor, Consultant

Neophyte

0 to 2 years

Teacher, Counselor, Consultant



Neophyte

Teacher, Counselor, Consultant



Deer in Headlights

OMG what is a sally port and why is it stressful?

Who are these clients?

What do I do?

High anxiety impacts learning and memory

Need **repetition** and **teachable moments**

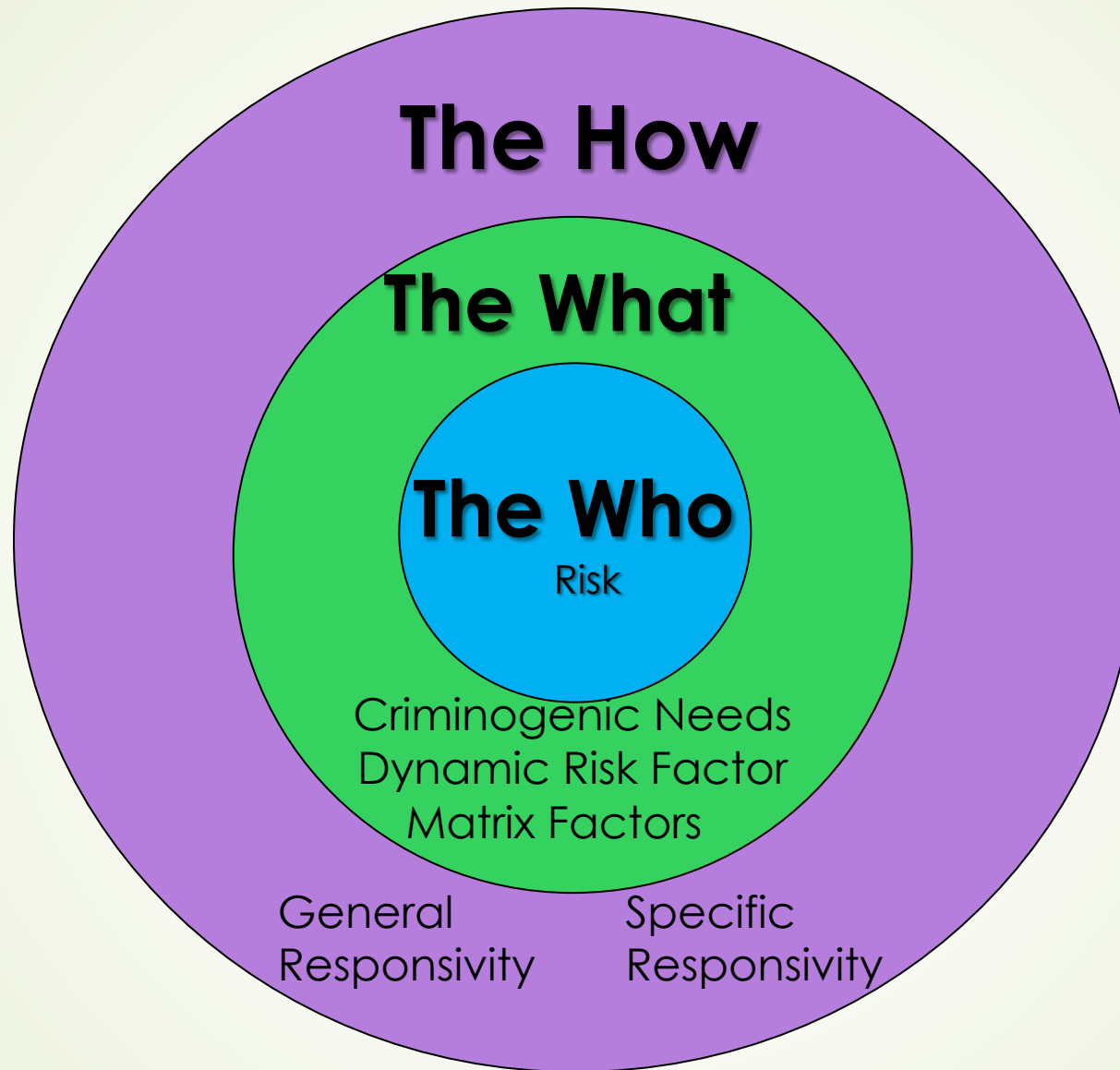
Goals

The Who, What, How
Clinical Eye

Group Therapy

Case Conceptualization

Writing Notes/Report







Apprentice

2 to 10 Years

Teacher, **Counselor**, Consultant

Goals

Self-Awareness

"Your life is your therapy and your therapy is your life." How do my beliefs impact my therapy?

Counter Transference

Process vs Content

Nuances of SO Treatment

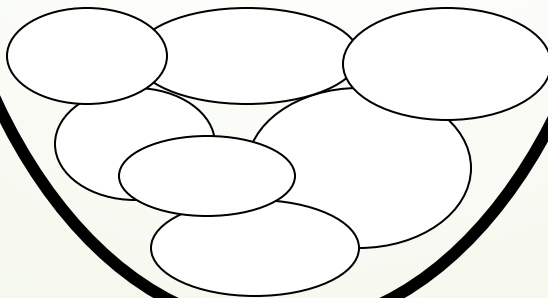
Deeper roots of offending

What facilitates change

Assessment of Sexuality



Trigger Egg





Hermes' Web

Content vs Process



The Expert

10 to 25 Years

Teacher, Counselor, **Consultant**

Goals

Staying Humble

Listening

Continuing to consult

Development of New Skills

Mentoring



Strength Based Supervision Supervision Techniques



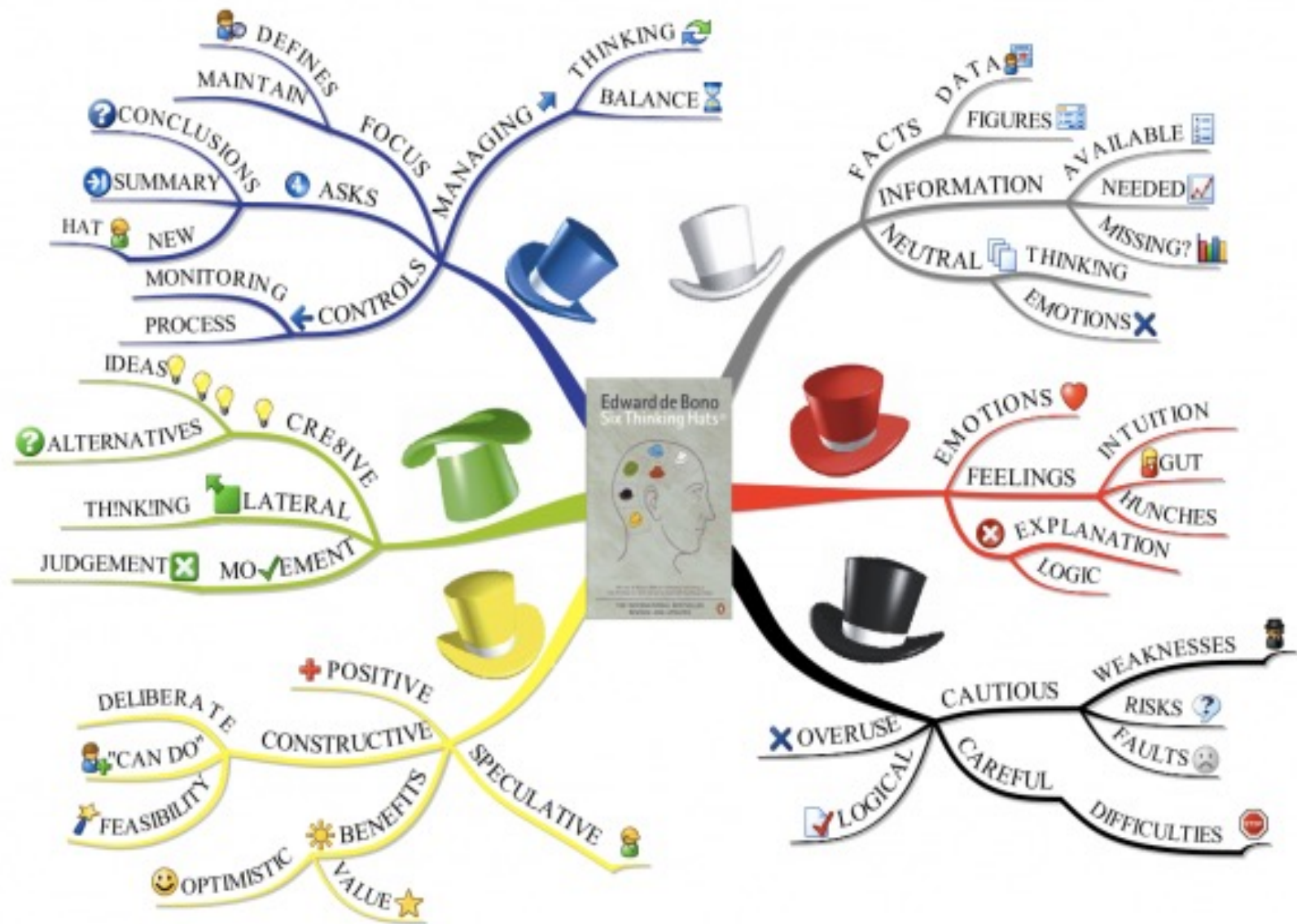
Supervision Techniques

➤ Reflection Model

➤ Four Square

➤ Six Hats of Feedback







Strength Based Supervision

The Care and Watering of Yourself and Staff



You don't need big budgets or sweeping changes to care for yourself and/or your staff.

Small, intentional acts—grounded in **consistency and connection**—are what shape a healthy, resilient workplace, healthy staff, and a healthy you



Why is Self-Care So Important?

The Impact

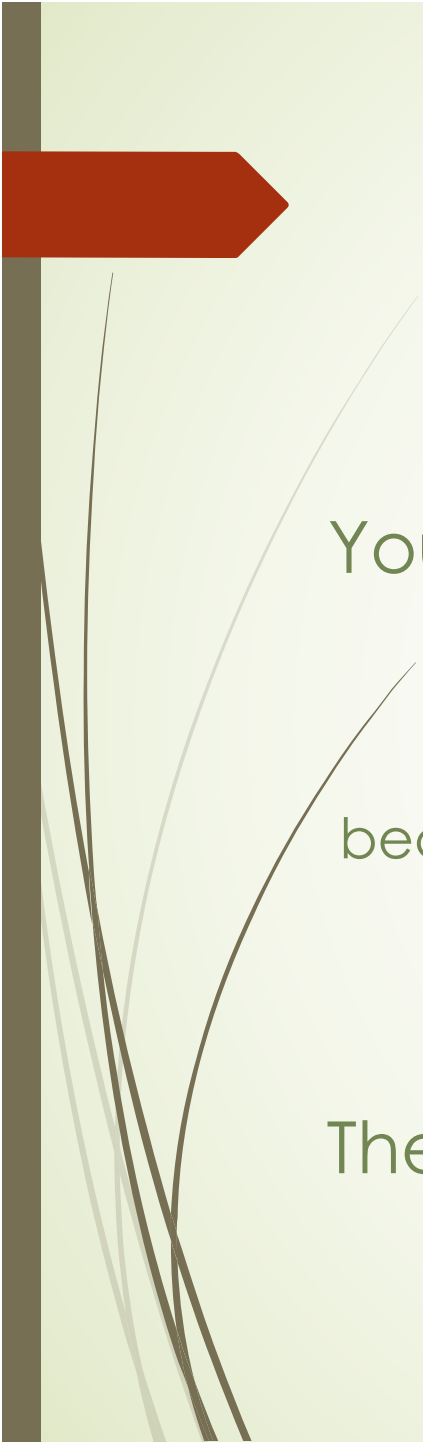
- Symptoms of PTSD
 - Hypervigilance
 - Intrusive Thoughts
- Depression/Anxiety
- Emotional Exhaustion
- Loneliness
- Increased cognitive distortions
- Cynicism (**three little words**)**
- Decreased Empathy
- Decreased Trust
- Decreased Hope



The Impact

- Symptoms of PTSD
 - Hypervigilance
 - Intrusive Thoughts
- Depression/Anxiety
- Emotional Exhaustion
- Loneliness
- Increased cognitive distortions
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THIS IS AN ETHICAL ISSUE!

Your lack of self-care impacts clients

More likely to dehumanize clients,

lose ability to be empathic with clients.

become impatience/irritable with clients, and

lose hope in the change process

These factors worsen treatment outcomes



Boards now consider self-care
as an ethical issue that needs to be
understood, addressed & taken seriously

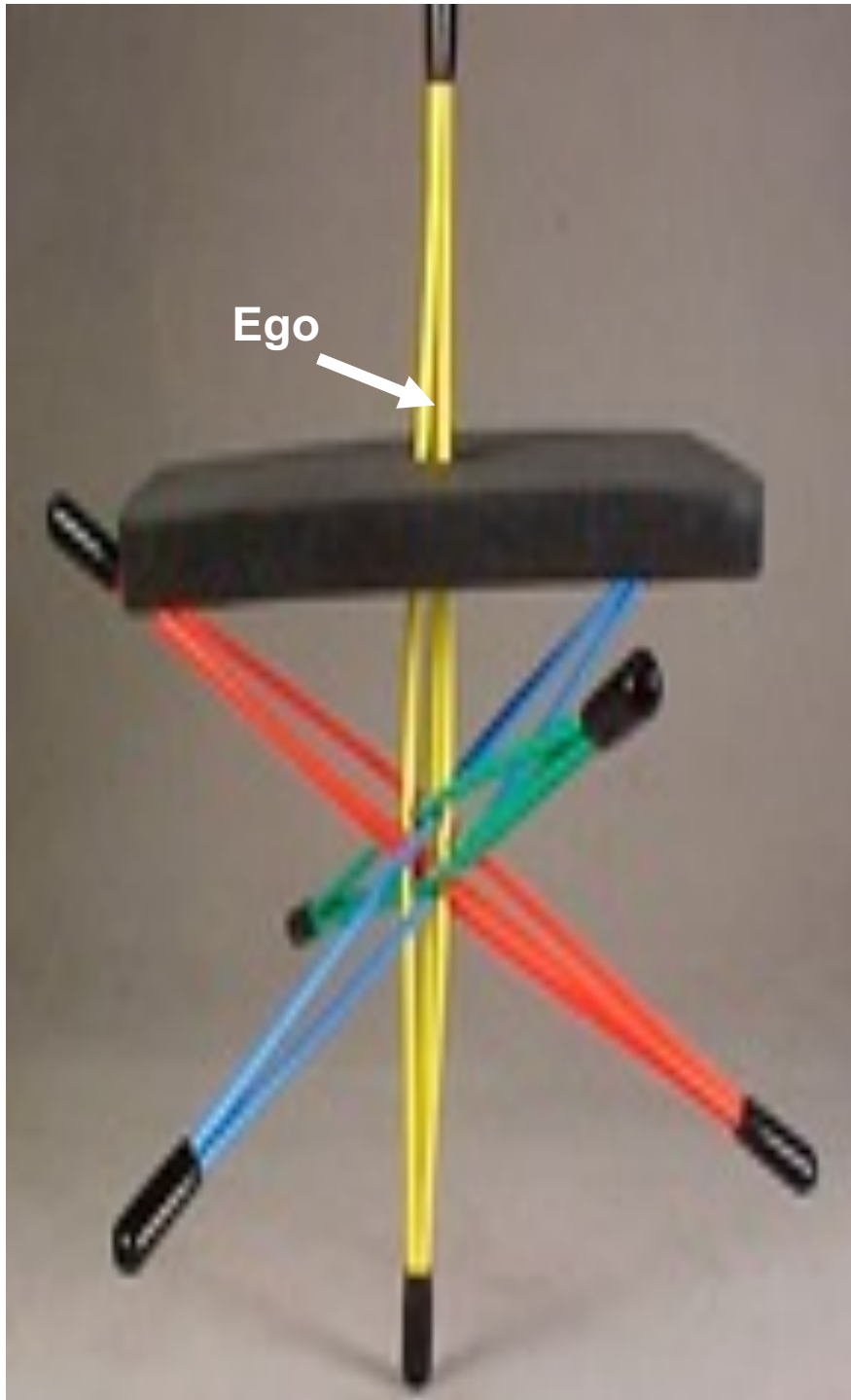


Understanding the Process of Burnout



Hermes' Web



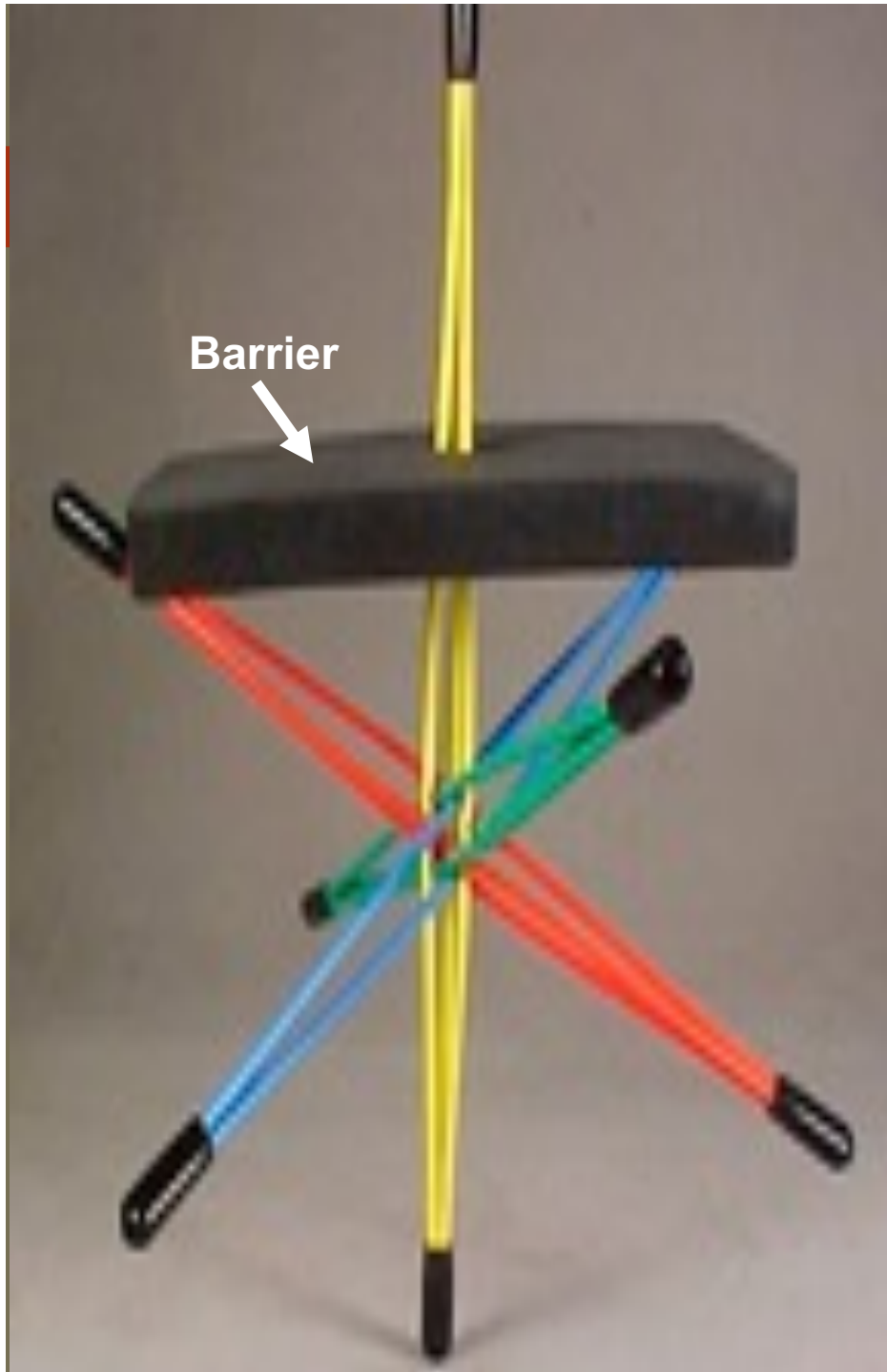


The Ego

Our polished self

The part we identify with

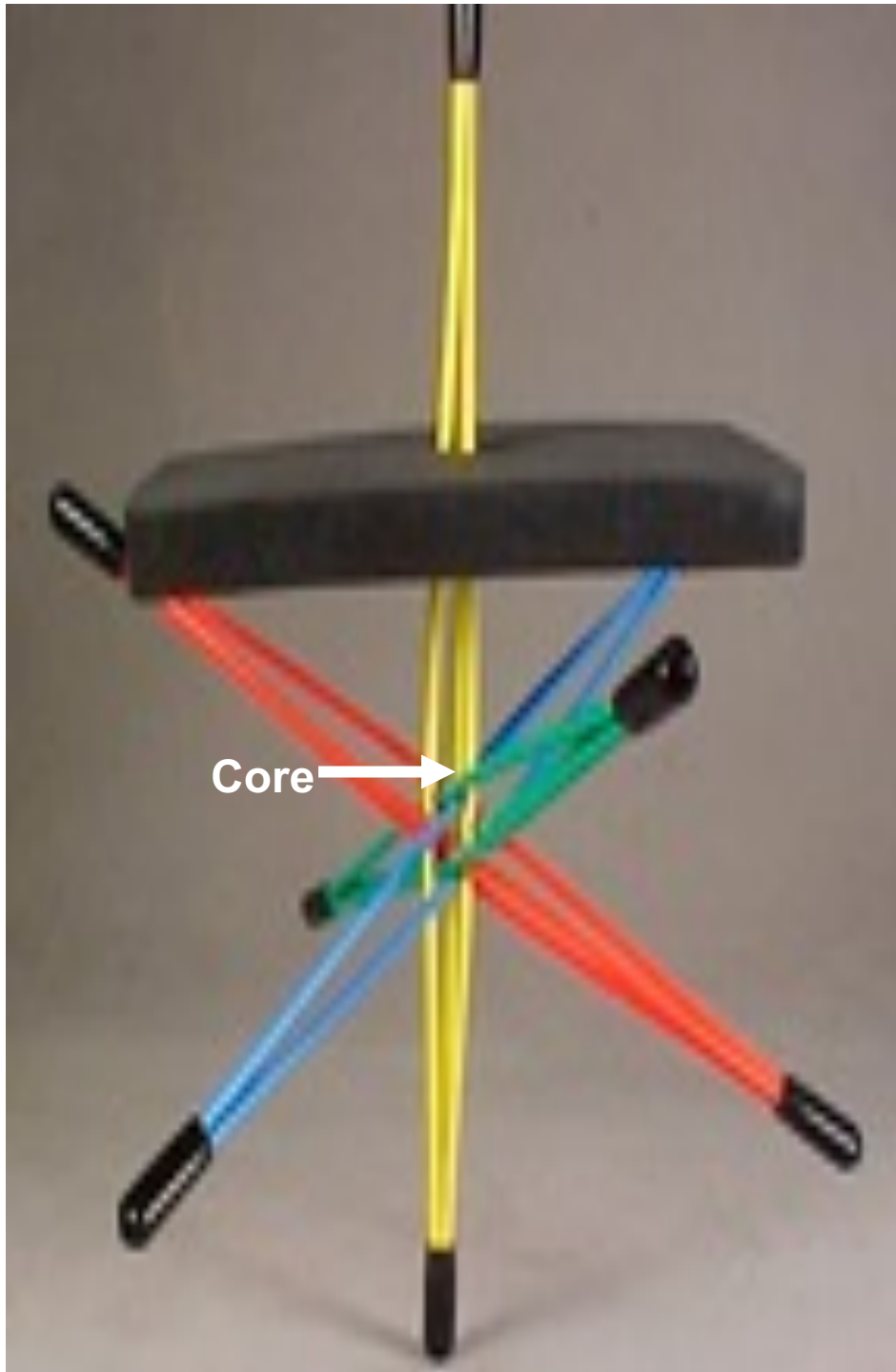
What we prefer to show others



The Barrier

Acts as a partition between the ego and the core.

Can “protect” the ego from what is in the core



The Core

The imaginal center, or soul, where all parts of the human personality meet

Your center, point of balance

Also, the place that becomes contaminated with the “drips” or our work and the things we don’t want to deal with

The Drip, Drip, Drip of Our Work

- Happens over time
- Do not realize it is happening
- Compressed Core
- Unaddressed takes a toll
 - Physically
 - Emotionally
 - Mentally



The Drip

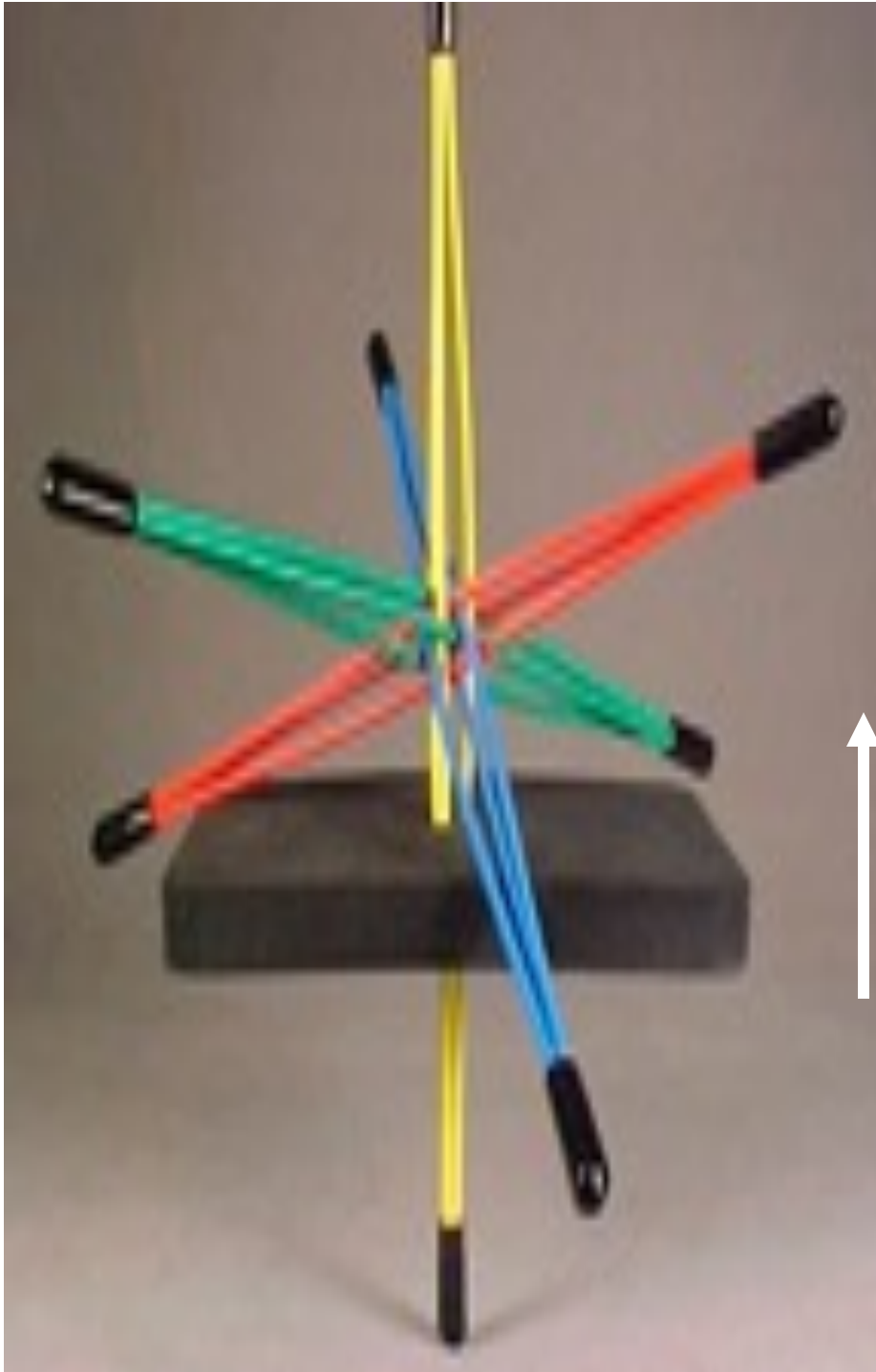
- Trauma & emotional pain of person harmed
- Trauma and emotional pain of person causing harm
- The professional environment

Impact of
Drip, Drip, Drip
Continues
Outside of
Work

No wants to talk about your work
or they want to talk to much...

No one understands why you
want to do the work you do

Misperceptions/Fears



The Flip

Compressed Core
Needs Breathing Room

Temporarily revolts

Rebels

Acts out

Food, Alcohol, Sex,
Shopping, Gambling
Externalized Anger



OR...Acts In

Develop a Thicker Barrier

More disconnected from Core

Tightly Compressed Core

Depression

Anxiety

Self-Loathing

Impact of Drip, Drip, Drip

We get affected professionally & personally

Begin to lose ability to experience emotions

Begin to lose our ability to be vulnerable

Begin to lose our ability to be empathic

Begin to lose our ability to trust

Negative Emotions/Negative Behaviors

Self Assessment

- 
- Professional Quality of Life (ProQOL)
 - www.proqol.org
 - Are You in Shape to be a Therapist?
 - Self-Care Assessment
 - Emotional Survival for Law Enforcement
(Gilmartin)



Intentional solutions for yourself, for your
peers, and for your staff

The Seven Desires

7 Desires of the Heart

(Developed by Deb and Mark Laaser)



1. To be heard and understood.



2. To be affirmed.



3. To be blessed.



4. To be touched.



5. To be safe.



6. To be chosen.



7. To be included.



Seven Desires

- ➡ **To Be Heard and Understood:** People want to hear that their voice matters
- ➡ **To be Affirmed:** People want to know that they are seen, valued, and appreciated
- ➡ **To be Blessed:** People want to be treated with respect and want to be recognize for who they are



Seven Desires

➤ **To Be Heard and Understood**

- Regularly have 1:1 check-ins
- Work on your listening skills 😊
- Follow up with others on their feedback or ideas

➤ **To Be Affirmed**

- Give specific praise
- Leave handwritten thank-you notes/email shoutouts



Seven Desires

➤ **To Be Blessed**

- Affirm not just what people do—but who they are!
 - “Your steadiness grounds me, our team.”
- Use your manners!
 - Please, thank you, I would really appreciate it if....
- Celebrate the resilience
 - Motto of the Quarter/Small Unexpected Celebrations



Seven Desires

- Almost anyone in any position can orient toward the first three desires within minutes of any conversation.
- Listening
- Complimenting an accomplishment
- Showing respect with common courtesy
- Acknowledging a strength or talent



Seven Desires

To Be Safe

People want to feel emotionally, physically, and psychologically safe

Teach physical awareness and safety in the environment
Respect physical awareness and safety in the environment
Set clear boundaries for respectful communication.
Create a safe space for concerns and fears



Seven Desires

To Be Touched

People want healthy connection and warmth

Offer professional gestures of support
fist bump, high fives

Show genuine care and concern

Take care of others when possible
Chocolate & Coffee



Seven Desires

To Be Chosen

People want to feel uniquely valued and selected

Invite someone to take on a special project—and tell them why you chose them.

Ask for input - “I value your perspective on this topic”

Seven Desires

To Be Included

People want to belong

Feel they are part of something meaningful

Start a team/staff ritual

Include newer or quieter staff in conversations

Include the difficult person

Avoid triangulation, gossip!



Baking Your Own Cake

- To be heard and understood
- To be affirmed
- To be blessed
- To be touched
- To be safe
- To be chosen
- To be included



Intentional Solutions for yourself, for your peers,
for your supervisors, for your staff

Become a Bucket Filler

Have You Filled a Bucket Today?



"Bucket filling" in the workplace is a, based on the book, **metaphor for fostering positive, productive environments by providing sincere appreciation, kindness, and support to colleagues.** By replacing criticism ("bucket dipping") with recognition and help, leaders and employees boost morale, engagement, and mental health, reducing burnout and improving overall performance

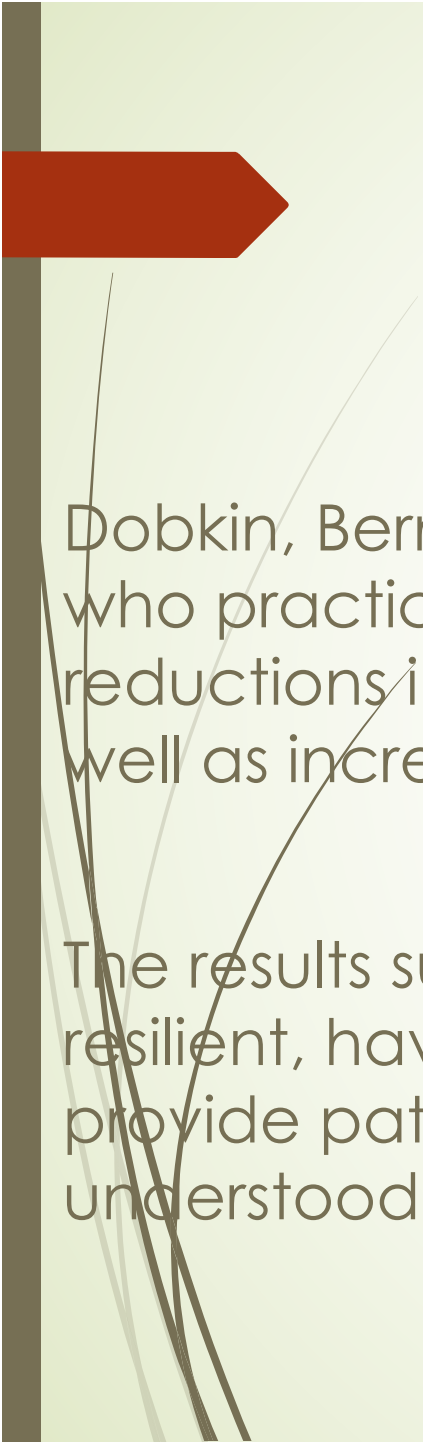
Become a Bucket Filler

- 
- ▶ **Offer Genuine Appreciation:** Provide specific, tailored praise for achievements rather than general compliments.
 - ▶ **Practice Active Listening:** Give colleagues your undivided attention during conversations.
 - ▶ **Lend a Hand:** Proactively help colleagues who are overwhelmed without being asked.
 - ▶ **Use Positive Communication:** Start meetings by acknowledging someone's contribution and use, as suggested by this article, encouraging language in emails.
 - ▶ **Show Personal Interest:** Learn names, smile, and take time to connect on a personal level during breaks.
 - ▶ **Increased Productivity:** Employees who feel valued are more motivated and engaged.
 - ▶ **Reduced Negativity:** Shifting focus to positive interactions creates a "contagious" atmosphere of kindness.
 - ▶ **Lowered Burnout:** Regular recognition helps mitigate the emotional exhaustion associated with, as reported in



Intentional Solutions for yourself, for your peers,
for your supervisors, for your staff

Mindfulness



Mindfulness

Dobkin, Bernardi, and Bagnis (2016) found that clinicians who practiced mindfulness-based stress reduction showed reductions in stress, burnout, and emotional exhaustion, as well as increased mindfulness and meaningfulness.

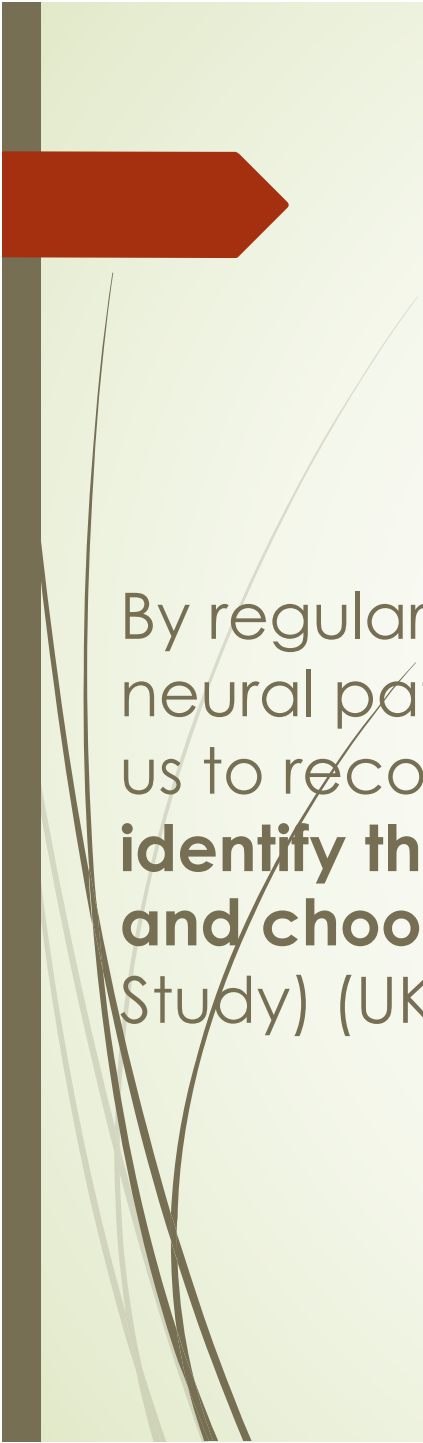
The results suggested that mindful clinicians are more resilient, have improved well-being, and are more likely to provide patient-centered care, with patients feeling better understood.



Mindfulness

(Juliette Adams)

The practice of mindfulness helps us to recognize and observe our thought patterns. Practitioners develop the ability to **recognize when thoughts arise, and observe them in a detached manner**, without the need to become involved in them (thus not triggering an emotional or "automatic" reaction).



Mindfulness

(Juliette Adams)

By regularly practicing mindfulness, we develop strong neural pathways connected, which makes it easier for us to recognize when thoughts arise. This can help us **identify the source of a strong emotion as it is triggered and choose more effective ways to respond.** (Harvard Study) (UK Study)



Mindfulness

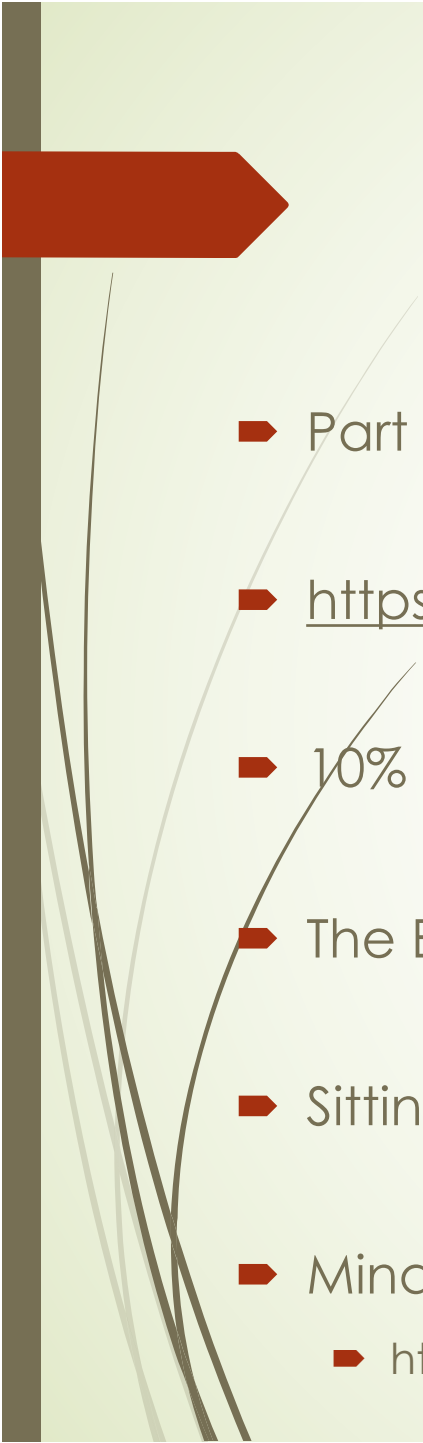
Juliette Adams

Once you learn to become **“an impartial spectator”**, you can recognize old, habitual patterns that no longer serve you well, and reshape those patterns in new directions.

While practicing mindfulness may be uncomfortable at first, **it has the capability to rewire our thinking patterns.** This makes the new ways of thinking (that previously felt unfamiliar or uncomfortable) become habitual.



Compassionate Detachment



Mindfulness

- Part of the “third wave” of CBT**
- <https://palousemindfulness.com>
- 10% Happier
- The Buddha’s Brain/Just One Thing
- Sitting Still Like a Frog
- Mindfulness In Real Life
 - <https://www.mindfulnessirl.com>



Intentional Solutions for yourself, for your peers,
for your supervisors, for your staff

Emotional Banking Account

Emotional Bank Account

- What is your Checking Account Balance
- Healthy Deposits
- Unhealthy Debits
- Unhealthy People
 - Can drain your account fast
- Healthy People
 - Can deposit into your account
- Banking Sheet





Intentional Solutions for yourself, for your peers,
for your supervisors, for your staff

Personal Crazyiness Index