



Supervisor Continuing Education



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Topics for Discussion

- Gatekeeping
- Supervision Contracts
- Changes in Primary Supervisor

GATEKEEPING



- Process of monitoring passage through a series of stages via critical points of entry
- Professional Gatekeeping is the management of a trainee through levels of preparation for a profession

Gatekeeping is . . .

- The evaluation of [intern] suitability for professional practice
- A mechanism that aims to ensure the health of the profession by controlling access to it
- The identification of evaluative criteria and process
- Accountability of the gatekeeper to apply criteria and take responsibility for evaluative decisions

(Brear, Dorian, & Luscri, 2008, pp. 93-94)

Gatekeeping is . . . (cont.)

- The ethical responsibility of supervisors overseeing interns
- In the best interest of the profession, interns, supervisors and the public

Professional Standards for Gatekeeping

- AAMFT Code of Ethics

 - Principle IV – Responsibilities to Students and Supervisees

 - 4.5 Marriage and family therapists take reasonable measures to ensure that services provided by supervisees are professional

- ACA Code of Ethics

 - F.4. Supervisor Responsibilities

 - F.5. Counseling Supervision Evaluation, Remediation, and Endorsement

 - F.7. Student Welfare

 - F.9. Evaluation and Remediation

ACA Code of Ethics

- **F.4.c. Standards for Supervisees**

Supervisors make their supervisees aware of professional and ethical standards and legal responsibilities. Supervisors of post-degree counselors encourage these counselors to adhere to professional standards of practice. (See C.1.)

- **F.4.d. Termination of the Supervisory Relationship**

Supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for withdrawal are provided to the other party. When cultural, clinical, or professional issues are crucial to the viability of the supervisory relationship, both parties make efforts to resolve differences. When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors.

ACA Code of Ethics

■ **F.5.a. Evaluation**

Supervisors document and provide supervisees with ongoing performance appraisal and evaluation feedback and schedule periodic formal evaluative sessions throughout the supervisory relationship.

■ **F.5.b. Limitations**

Through ongoing evaluation and appraisal, supervisors are aware of the limitations of supervisees that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, or state or voluntary professional credentialing processes when those supervisees are unable to provide competent professional services. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions. (See C.2.g.)

ACA Code of Ethics

■ F.5.d. Endorsement

Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

ACA Code of Ethics

■ **F.9.a. Evaluation**

Counselors clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies.

Counselor educators provide students 16 ACA Code of Ethics with ongoing performance appraisal and evaluation feedback throughout the training program.

■ **F.9.b. Limitations**

Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies that might impede performance. Counselor educators

1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures. (See C.2.g.)

Gatekeeping Terms

- Non-academic Factors (intrapersonal, interpersonal, and professional behaviors)
- Personal Disposition (difficult to standardize)

Categories for Supervisee Competencies (Homrich & Bertram, 2010)

- Intrapersonal
- Interpersonal
- Professional Behaviors

Examples of Intrapersonal Competencies (Homrich & Bertram, 2010)

- Demonstrates the ability to examine personal reactions.
- Accepts and considers constructive feedback from others
- Demonstrates commitment to personal growth and development.
- Open to self-reflection and self-exploration.
- Maintains openness to and is respectful of differences in ideology

Examples of Interpersonal Competence (Homrich & Bertram, 2010)

- Establishes and maintains effective and functional relationships personally, professionally, and therapeutically.
- Communicates with clients and colleagues respectfully and professionally using appropriate language.
- Works cooperatively and collaboratively with others across multiple settings.
- Exhibits awareness of and respect for appropriate interpersonal boundaries.

Examples of Professional Behaviors (Homrich & Betram, 2010)

- Engages in productive supervision and consultation with colleagues and peers.
- Fulfills obligations promptly, consistently, reliably, and according to expectations.
- Prioritizes interests of clients over self-interests when providing professional services.
- Seeks help when needed.

Support v. Gatekeeping

There is an inherent tension between the desire to be supportive of the developmental process of each intern (including cultural and/or special circumstances that may be affecting a given intern) while at the same time making, or implying, promises to the intern that would compromise ethical gatekeeping responsibilities and/or departmental policies.

Supervisor Responsibilities Review

- Internship Plan (Supervision Contract)
- Primary Supervisors and Internship Plans are pre-approved
- Any changes in Internship Plan need Board approval
- Licensed Mental Health Professional has to be on-site where intern is seeing clients

Supervisor Responsibilities Review (cont.)

- Board has to be notified of any changes in contact information
- MFT supervisors can supervise CPC interns, however, make sure to stay with CPC scope of practice (no couple/family work; individual theories)

Supervision Contract (Osborn & Davis, 1996)

- 1) Clarify methods, goals, and expectations of supervision
- 2) Encourage professional collaboration between parties
- 3) Communicate and uphold ethical principles in practice
- 4) Document services, responsibilities, and accountability
- 5) Align supervision with counseling and consultation services

Termination of Supervisory Relationship

- Balance between supervisor liability and not abandoning the intern
- Discussion/advance notification if intern
- Do not leave the intern unable to practice
- Keep until able to find new supervisor
- Notify Board in writing

Question/Answer/Discussion

Questions?

Share Thoughts/Information/Suggestions