Outline

Getting Started: How to Optimize the Initial Supervision Sessions

Establish roles and responsibilities

How to write a comprehensive Informed Consent Agreement and Supervisory Contract

Setting clear expectations for supervision Documentation: If it's not in writing, it didn't

Types of supervision: Individual, group, team, peer,

Practice Exercise: Writing a Supervisory Contract for Ned Newbie

The Supervisory Alliance: Building a **Foundation for Everyone's Success**

10 myths about clinical supervision

Supervision versus consultation

Must-have knowledge, skills and attitude of the competent supervisor

10 factors contributing to the "best" and "worst"

The Supervisee's Bill of Rights

The Building Blocks of Effective Supervision:

- Competence
- Diversity
- Supervisee relationship
- Professionalism
- Assessment/evaluation/feedback

Practice Exercise: Competency-Based Supervisor Self-Assessment

Models of Clinical Supervision: Find the Right Fit for You and Your Setting

Administrative versus clinical supervision

Models of supervision:

The "No-Model" model

Apprentice-master

Expert

One-size-fits-all

Psychotherapy-based

Parallel process

Interactional Relationship

Developmental

Holistic

The Evaluation Process: The Key to Effective Supervision

Legal and ethical implications

(Times listed in Eastern)

8:00 Program begins

4:00 Program ends

11:50-1:00 Lunch Break

A more detailed schedule is available upon request.

Formats, methods, and techniques

6 steps for handling a negative evaluation

Live Webinar Schedule - both days

here will be two 15-min breaks (mid-morning & mid-afternoon) Actual lunch and break start times are at the discretion of the speaker.

Formative evaluation versus summative evaluation

Boundary crossings versus boundary violations Sexual misconduct

Limitations of the research and potential risks

Learning Objectives can be viewed at pesi.com/webcast/85376

Give Effective Feedback: Having Hard Conversations

Six guiding principles for giving feedback How to structure constructive feedback Improve your constructive feedback skills "Unhelpful" constructive feedback

Practice Exercise: Role Play --- The Supervisor From Hell Provides Feedback To The Problematic

Practice Exercise: Role Play -- The Constructive and Effective Supervisor Meets the Open Supervisee with

When Problems Arise: Resolve Supervisor/ **Supervisee Tensions**

The 8000 pound elephant in the room 20 practical prevention strategies to avoid problems Common problems in supervision

How to assess for supervisee limitations and impairment

Strategies for dealing with an impaired supervisee Impairment and gatekeeping

How to write a Professional Development Plan

Practice Exercise: Writing a Performance Improvement Plan for Peter Problematica

Cultural Competence: Proactive Treatment of Cultural Differences

When the supervisor-supervisee dyad is impacted Methods for introducing the topic of multicultural differences

A continuum of cultural competence Cultural humility

Ethical and Legal Issues in Supervision: Protect Yourself, Your License, Your Agency and Your Client

Legal primer for mental health practitioners Standard of Care for supervision

Supervisory negligence/malpractice

Who's responsible? Direct and vicarious liability Ten activities required for ethical supervision

Core ethical principles

Supervisory ethical violations

Major ethical issues related to supervision

Competence

Due process Informed consent

Confidentiality

Multiple/dual relationships

Social boundaries: Factors to consider



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Clinical Supervision

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This two-day course was developed for experienced, post-graduate, licensed clinicians who are interested in or have been providing clinical supervision. It is an intermediate level course designed to introduce practitioners to best practices for providing clinical supervision. The presentation reviews models of clinical supervision and discusses the advantages and disadvantages of each model, details building blocks for the provision of competent supervision, discusses individual versus group supervision, suggests various observation models to enhance feedback and demonstrates constructive feedback strategies. As supervision is often a multicultural experience, potential supervisors are taught to identify personal values, bias and expectations and utilize skills, techniques and strategies for supervising diverse populations. Every discipline recognizes the importance of clinical supervision in training new practitioners and has established specific guidelines related to supervision, this course reviews the major ethical issues involved in supervision, discusses key legal issues associated with supervision and provides specific risk management strategies to address these ethical and legal issues.

This experiential, in-depth seminar details the supervisory process, answers your questions about ethical issues, risk and liability, and prepares you to deliver competent clinical supervision.

Target Audience:

Counselors • Social Workers • Psychologists • Case Managers • Addiction Counselors Marriage & Family Therapists • Psychotherapists • Other Mental Health Professionals



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Meet Your Speaker

George B. Haarman, PsyD, LMFT, is a Licensed Clinical Psychologist and a Licensed Marriage and Family Therapist with over 40 years of experience working in a variety of settings, including private practice, youth detention centers, juvenile group homes, child protective services, and juvenile probation. Dr. Haarman completed basic and advanced supervisor training required by the Kentucky Board of Psychology Examiners and maintains approval by the Board to act as a supervisor. In his private practice, Dr. Haarman has provided clinical supervision to clinical and counseling practicum students as well as consultation about clinical supervision to psychologists for over 25 years. He is a national speaker on clinical supervision, depression, school refusal, ADHD, emotional disorders in children and adults and the DSM-5°. He is the author of three books: Clinical Supervision: Legal, Ethical, and Risk Management Issues, School Refusal: Children Who Can't or Won't Go to School, and Mastering DSM-5°. Dr. Haarman received his doctorate in clinical psychology from Spalding University in 1989. He has been an instructor at Jefferson Community College, Bellarmine University, and Spalding University.

Financial: George Haarman is in private practice. He receives a speaking honorarium from PESI, Inc. Non-financial: George Haarman is a member of the American Psychological Association; and the Kentucky Psychological Association.

CE CREDITS AVAILABLE FOR LIVE WEBINAR

This continuing education activity is designed to meet state board requirements for the following professionals: Addiction Counselors, Counselors, Marriage and Family Therapists, Psychologists, and Social

For specific credit approvals and details, visit pesi.com/webcast/85376

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Recommended Reading:



Telemental Health

The Essential Guide to Providina Successful Online Therapy

Joni Gilbertson, MA, NCC, LCPC, LMHC. BC-TMH, CTMH



Motivational Interviewing for **Mental Health Clinicians** A Toolkit for Skills Enhancement Jennifer Frey, PhD & Ali Hall, JD

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