

Sample Supervision Contract
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Introduction to Supervision Contract

This document is intended to establish parameters of supervision, assist in supervisee professional development (whether licensure, post-licensure, or developmental supervision), provide clarity in supervisor responsibilities including the responsibility of the supervisor to protect the client.

This contract between _____(supervisor) and _____(supervisee) at _____(site of supervision), signed on _____(date) serves to verify supervision and establish its parameters.

I. Competencies Expectations

- A. It is expected that supervision will occur in a competency-based framework.
- B. Supervisees will self-assess clinical competencies (knowledge, skills, and values/attitudes)
- C. Supervisors will compare supervisee self-assessments with their own assessments based on observation and report of clinical work, supervision, and competency-instruments.

II..Context of Supervision

- A. _____hour(s) of individual supervision per week.
- B. _____hour(s) of group supervision per week
- C. Review of videotapes and/or audio tapes is part of supervision process
- D. Treatment notes complete for all sessions for the past week and available in the supervision session for review
- E. Supervision will consist of multiple modalities including review of tapes, progress notes, discussion of live observation, instruction, modeling, mutual problem-solving, and role-play.

III. Evaluation

- A. Feedback will be provided in each supervision session. Feedback will be related to competency documents.
- B. Summative evaluation will occur at ____ (number) intervals per year: _____(specify dates)
- C. Forms used in summative evaluation are or available at _____.
- D. Supervisor notes may be shared with the supervisee at the supervisor's discretion and at the request of the supervisee.
- E. In order to successfully complete the sequence, the supervisee must attain a rating of _____ (on the evaluation Likert scales).
- F. If the supervisee does not meet criteria for successful completion, the supervisee will be informed at the first indication of this, and supportive and remedial steps will be implemented to assist the supervisee.
- G. If the supervisee continues not to meet criteria for successful completion, the steps in place and procedures laid out will be followed.

IV. Duties and Responsibilities of Supervisor

- A. Oversees and monitors all aspects of client case conceptualization and treatment planning
- B. Reviews video/audio tapes outside of supervision session
- C. Develops supervisory relationship and establish emotional tone
- D. Assists in development of goals and tasks to achieve in supervision specific to assessed competencies
- E. Challenges and problem solves with supervisee
- F. Provides interventions with clients and directives for clients at risk
- G. Identifies theoretical orientation(s) used in supervision and in therapy and takes responsibility for integrating theory in supervision process, assessing supervisee theoretical understanding/training/orientation(s)
- H. Identifies and builds upon supervisee strengths as defined in competency assessment
- I. Introduces and models use of personal factors including belief structures, worldview, values, culture, transference, countertransference, parallel process, and isomorphism in therapy and supervision
- J. Ensures a high level of professionalism in all interactions
- K. Identifies and addresses strains or ruptures in the supervisory relationship
- L. Establishes informed consent for all aspects of supervision
- M. Signs off on all supervisee case notes
- N. The supervisor distinguishes administrative supervision from clinical supervision and ensures the supervisee receives adequate clinical supervision
- O. Clearly distinguishes and maintains the line between supervision and therapy.
- P. Discusses and ensures understanding of all aspects of the supervisory process in this document and the underlying legal and ethical standards from the onset of supervision

V. Duties and Responsibilities of the Supervisee

- A. Upholds and adheres to APA Ethical Principles of Psychologists and Code of Conduct
- B. Reviews client video/audio tapes before supervision
- C. Comes prepared to discuss client cases with files, completed case notes and prepared with conceptualization, questions, and literature on relevant evidence-based practices
- D. Is prepared to present integrated case conceptualization that is culturally competent
- E. Brings to supervision personal factors, transference, countertransference, and parallel process, and is open to discussion of these.
- F. Identifies goals and tasks to achieve in supervision to attain specific competencies
- G. Identifies specific needs relative to supervisor input
- H. Identifies strengths and areas of future development
- I. Understands the liability (direct and vicarious) of the supervisor with respect to supervisee practice and behavior

- J. Identifies to clients his/her status as supervisee, the supervisory structure (including supervisor access to all aspects of case documentation and records), and name of the clinical supervisor
- K. Discloses errors, concerns, and clinical issues as they arise
- L. Raised issues or disagreements that arise in supervision process to move towards resolution
- M. Provides feedback weekly to supervisor on supervision process
- N. Responds nondefensively to supervisor feedback
- O. Consults with supervisor or delegated supervisor in all cases of emergency
- P. Implements supervisor directives in subsequent sessions or before as indicated.

Procedural Aspects

- A. Although only the information which relates to the client is strictly confidential in supervision, the supervisor will treat supervisee disclosures with discretion.
- B. There are limits of confidentiality for supervisee disclosures. These include ethical and legal violations, indication of harm to self and others (and others as specific to the setting).
- C. Progress reports will be submitted to _____ describing your development, strengths, and areas of concern.
- D. If the supervisor or the supervisee must cancel or miss a supervision session, the session will be rescheduled.
- E. The supervisee may contact the supervisor at (contact #) _____ or on-call supervisor at _____. The supervisor must be contacted for all emergency situations.

Supervisor’s Scope of Competence:

Include supervisor’s training, licensure including number and state(s), areas of specialty and special expertise, previous supervision training and experience, and areas in which he/she has previously supervised.

The contract may be revised at the request of supervisee or supervisor. The contract will be formally reviewed at quarterly intervals and more frequently as indicated. Revisions will be made only with consent of supervisee and approval of supervisor. We, _____(supervisee) and _____(supervisor) to follow the directives laid out in this supervision contract and to conduct ourselves in keeping with our Ethical Principles and Code of Conduct, laws, and regulations.

Supervisor Date

Supervisee Date

Dates Contract is in effect: _____

Attachment:

Defining the Context of Supervision:

What Is Supervision?

Components:

- A collaborative relationship that exists in which there is a power differential in that one individual is the evaluator and holds power
- Strength-based {identifying strengths of system, supervisees *and* supervisors}
- Developmental focus
- Informed Consent
- Agreement that highest duty of supervisor and supervisee is protection of and working in the best interests of the client
- Agreement and understanding of supervisory liability and that the supervisor makes the final decision with regard to welfare of the client
- Addressing previous supervision experiences, positive and negative
 - Identifying what worked for supervisee and what was NOT effective
- Competency-based
- Understanding of the definition of supervision, pillars, and superordinate values (Falender & Shafranske, 2004)

DEFINITION: (Falender & Shafranske, 2004, p. 3)

Supervision is a distinct professional activity

In which education and training aimed at developing science-informed practice are facilitated through

A collaborative interpersonal process

It involves observation, evaluation, feedback, facilitation of supervisee self-assessment, and acquisition of knowledge and skills by instruction, modeling, and mutual problem-solving.

Building on the recognition of the strengths and talents of the supervisee, supervision encourages self-efficacy.

Supervision ensures that clinical (supervision) is conducted in a competent manner in which ethical standards, legal prescriptions, and professional practices are used to promote and protect the welfare of the client, the profession, and society at large.

PILLARS (F & S, 2004)

Supervisory relationship

Foundation for alliance shared by supervisor and supervisee

Inquiry

Processes facilitating understanding of therapeutic process AND awareness of professional and personal contributions

Educational praxis

Learning strategies, tailored to enhance supervisee's knowledge and develop technical skills

SUPERORDINATE VALUES (F & S., 2004)

Integrity-in-Relationship

Appreciation of Diversity, Science-informed, Evidence-based Practice