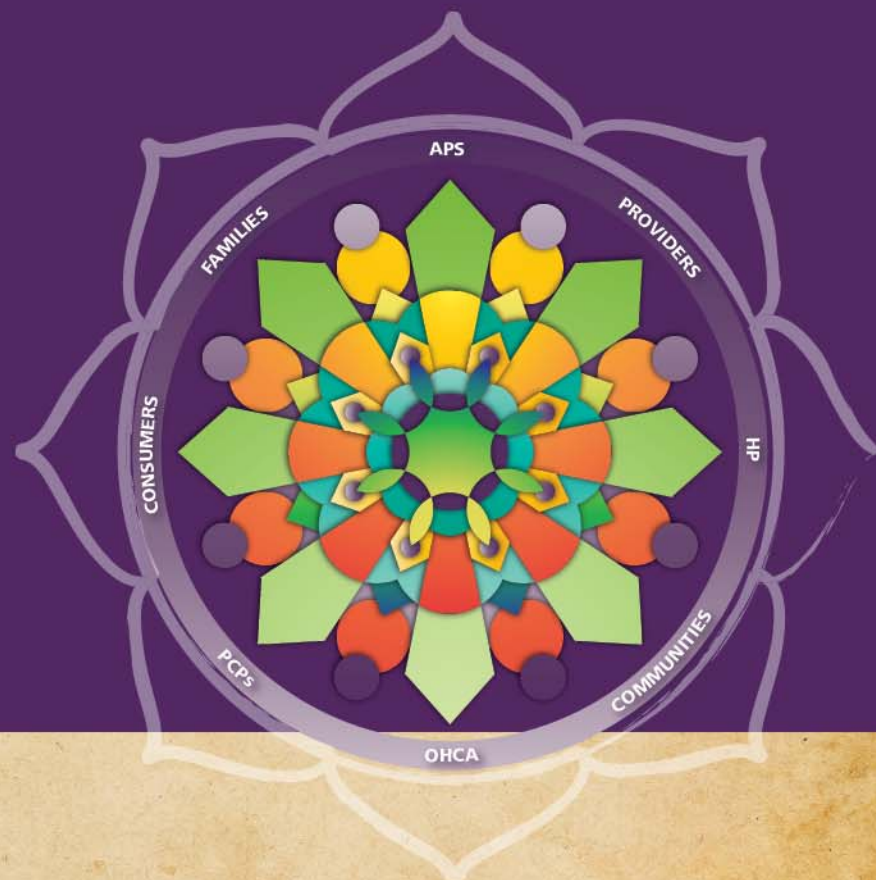


4th ANNUAL COLLABORATIVE BEHAVIORAL HEALTH PROVIDER TRAINING

April 7th and 8th, 2011



APS

PROVIDERS

HP

COMMUNITIES

OHCA

PCPs

CONSUMERS

FAMILIES



Supervision, The Ins and Outs: The Ethical Thing to Do



APS Healthcare



April 4, 2012

Ethical Theory and Principles



WAYS TO THINK ABOUT ETHICS/MORALITY



- **Historical**
 - to describe or explain the phenomena of morality or to work out a theory of human nature which bears on ethical questions
- **Normative**
 - to answer whether what a person did was right, good, or obligatory
- **Meta-Ethical**
 - to answer questions about the nature of morality.

THREE TYPES OF “MORAL” JUDGEMENT



- **Moral Obligation**
 - Is a certain action or kind of action morally right, wrong, obligatory, a duty, or ought or ought not to be done.
- **Moral Value**
 - Is a certain person, motive, or intention morally good or bad, virtuous, vicious, responsible, etc.
- **Nonmoral Value**
 - Is a car good? Is a painting bad? Is a TV show good?



Ethical Theory

- Teleological Theories
 - The end result is the most important factor
 - “The greatest good for the greatest number”
 - At the least, a greater amount of good than evil





Ethical Theory

- Deontological Theories
 - The actions themselves are inherently right or wrong
 - Act-deontological theories--situation ethics
 - basic judgments of obligation are all particular ones.
 - Rule-deontological theories--the standard of right and wrong consists of one or more values





Supervision



- The process concerned with helping staff members to use their knowledge and skills in doing their job efficiently and effectively.
“Oversight, control, surveillance”
- A supportive supervisory relationship can form the basis for moving the individual from a stance of dependence to one of independence.



- Throughout the supervisory process, the relationship between supervisor and supervisee remains important. Although the need for active intervention may lessen, the supervisory dyad thrives in an atmosphere of trust and supportiveness. The supervisee in a human service setting is not just learning to perform tasks but is learning to use the self as an instrument for helping others. That process implies a need for continual growth and nondefensiveness.





- The ultimate goal of supervision is not simply a more knowledgeable and skilled technician but rather a more human self-actualizing person.
- Supervision should provide an extending experience in which the supervisee can blend professional knowledge and personal qualities....
- While part of supervision is instructional, it goes beyond instruction to focus upon the person or self of the supervisee.
- (Moses & Hardin, 1978, p. 444)

Ethics in Supervision





- The supervisor facilitates a supervisee's professional development by serving as a teacher, role model, and mentor. The supervisor sets an example of professional attitudes, acceptable behavior, and interpersonal sensitivity. As role models, supervisors should maintain high standards of competence as mandated by professional ethics.



Types of Supervision



- **Teaching**
- **Administration**
- **Enabling/Supporting**



Teaching



- increasing workers' knowledge and understanding in order to deepen their professional attitudes.
 - (1) Philosophy and the history and policy of the agency;
 - (2) Knowledge, techniques, and skills;
 - (3) Self-awareness;
 - (4) Available resources in the agency and community, and
 - (5) The priorities of case service and the management of time.

Administration



- Directing and guiding workers in management matters such as salaries, promotions, assignment of duties, appointment to committees, or other agency work. Assures uniformity of quality and quantity in the work of the staff.
- **FUNCTIONS:**
 - 1) Communications linkage,
 - 2) Accountability for performance,
 - 3) evaluation,
 - 4) assignment of cases and distribution of work, 5) emotional support of workers, and
 - 6) utilization by the agency of each worker's experience.



Enabling/Supportive

- Facilitating the work of the supervisees so they can do their part in the delivery of the service being provided.
- Assisting the supervisee to be integrated into the agency





Stages of Supervision

- Early Stages: the supervisor may act as a counselor or teacher, taking an active role in selecting goals and managing the supervisory process.
- Later Stages: the supervisee takes primary responsibility for identifying areas for exploration while the supervisor acts as a consultant.
- Final Stages: the supervisee reaches the stage termed *self-supervision*, with active supervision no longer necessary.





Qualifications to Supervise

- Training in the theory and practice of supervision
- Conscientious practice of the skills he/she is helping the supervisee to learn
- Training or experience in the skills or job function expected of the supervisee
- Can supervision be attained elsewhere if necessary?





Supervisory Role and Function

- Abreast of current literature, techniques in supervision and intervention methods
- timely, relevant, and objective evaluations
- positive, professional attitude
- awareness of limitations



Consideration of Subordinates' Interests



- Avoid Dual relationships
- Diversity issues
- Avoid Dependency (training for independence)





Goals of Supervision

- Mutually agreed upon goals of supervision
- Explicit (written) goals
- Appropriate level for training, knowledge and understanding of the supervisee

Confidentiality



- Access to records regarding supervisory relationship
- Protection of records



Characteristics of Effective Supervisors:



- Knowledgeability: Professional knowledge and knowledge about the agency in which practice is taking place.
- Practice skills: Professional competency in a particular social work method.
- An open-door policy: Available for questions and in emergencies.
- Commitment to supervision: A conviction of the need for effective supervision.
- At attitude of openness: Open-minded.
- Showing appreciation and giving commendation.



Basic principles of supervision:

- Supervisors teach correct knowledge, principles and skills about their organization and services and then allow the supervisees basically to govern themselves.
- Workers govern themselves mainly by selecting goals and objectives that are consonant with the principles and knowledge indicated by their supervisors.
- Supervisors are prepared and available to help workers when needed, in addition to providing regular teaching and learning experiences.
- Workers call upon their supervisors for help when needed.
- Workers give an accounting to their supervisors of their activities, and together they set goals for the future.

Vicarious Liability

“respondeat superior.”



- **Direct liability** of the supervisor might include dereliction of supervisory responsibility, such as “not making a reasonable effort to supervise”
- **Vicarious liability**, a supervisor can be held liable for damages incurred as a result of negligence in the supervision process.





Examples

- providing inappropriate advice to a counselor about a client (for instance, discouraging a counselor from conducting a suicide screen on a depressed client).
- failure to listen carefully to a supervisee's comments about a client.
- the assignment of clinical tasks to inadequately trained counselors.





The Question is:

- “Did the supervisor conduct him- or herself in a way that would be reasonable for someone in his position?” or “Did the supervisor make a reasonable effort to supervise?”
- 1 hour of supervision for 20-40 hours of work.



The Process of Ethical Decision Making



- Identify the ethical issues
- Identify those likely to be affected by the decision
- Attempt to identify all courses of action, benefits and risks
- Examine the positives and negatives of each course of action
- Consult with colleagues and appropriate experts
- Make the decision and document the process
- Monitor, evaluate, and document the decision



Essential Steps in Ethical Problem-Solving



- Determine whether there is an ethical issue or dilemma
- Identify the key values and principles involved
- Rank the values or ethical principles, which in your professional judgment are most relevant to the issue or dilemma.
- Develop an action plan that is consistent with the ethical priorities that have been determined as central to the dilemma
- Implement your plan utilizing the most appropriate practice skills and competencies
- Reflect on the outcome of this ethical decision making process





Relationships in Supervision

- **Negative Relationships**
 - Characteristics
 - How to handle the issues
- **Positive Relationships**
 - Characteristics
 - How to handle the issues





Ending the Supervisory Relationship

- Types of Endings
 - Planned
 - New Job
 - Promotion
 - Retirement
 - Etc
 - Unplanned
 - Death
 - Disability
 - Firing





Ending the Supervisory Relationship

- Issues which arise in each type of relationship
 - Negative relationships
 - Dealing with feelings
 - Positive relationships
 - Dealing with feelings
 - Bringing in a new supervisor
 - Helping with the transition
 - Internal movement
 - External movement





Steps to take (if possible)

- Plan the ending (termination)
- Share feelings with each other about the ending (be intentional about this!)
- Evaluate the working relationship
- Complete a “termination” evaluation for the supervisee’s files
- Approach the ending as a learning experience
- Assist the new Supervisor in the transition

