

## Supervisor Strategies

Different types of roles may be preferred by supervisors or required for student learning styles.

	Scenario 1	Scenario 2
Consultant Role	<p><u>Student</u>: I'd like to talk about some other ways I could have responded when the client started to cry</p> <p><u>Counselor</u>: One approach I've tried is waiting a few moments before saying anything. What other approaches have you thought of trying?</p>	<p><u>Student</u>: I would like to figure out a different approach.</p> <p><u>Counselor</u>: Let's brainstorm other approaches. What other ways have you tried to find out if clients understand information? What might you do?</p>
Teacher Role	<p><u>Student</u>: Is what I did OK? If not, what should I have done instead?</p> <p><u>Counselor</u>: This is what I think you should have said to empathize with the client...</p>	<p><u>Student</u>: How can I tell if they understood?</p> <p><u>Counselor</u>: Next time, after you've given some important information, try asking the clients what they heard you say.</p>
Counselor Role	<p><u>Student</u>: It's not usually like me to ignore the client's feelings. I don't know what was going on.</p> <p><u>Counselor</u>: It seems that you felt threatened by her show of emotion...Let's discuss this.</p>	<p><u>Student</u>: I have no idea if I am doing any good!</p> <p><u>Counselor</u>: I sense this is bothering you. You seemed to be operating from an assumption that if you just ask clients if they have any questions, they'll tell you. But your intuition tells you that's not working.</p>
Evaluator Role	<p><u>Student</u>: I don't think repeating all the information was the best way to respond when she cried.</p> <p><u>Counselor</u>: What genetic counseling goal were you trying to meet by repeating the information? How effective was your timing and pacing in helping the client to understand the information?</p>	<p><u>Student</u>: I really don't think they understood anything.</p> <p><u>Counselor</u>: On what basis are you deciding that they didn't "get it" ? What is your evidence?</p>

Baker, DL, Schuette, JL, and Uhlmann, WR. (1998). A Guide to Genetic Counseling. Wiley-Liss Publishers, New York.

## Tips for Providing Formative Evaluation

1. **Timing.** Pick the right time, as soon as is appropriately possible after the behavior has occurred.
2. **Private.** Select the right setting; privacy is important.
3. **Balance.** Begin with one or two things the students is doing well before moving to corrective feedback.
4. **Affect.** Recognize the emotional impact your feedback is having on the student.
5. **Warn.** Avoid surprises. It is best to drop a hint of what is to come.
6. **Self-Control.** Keep your own reactions under control and in perspective. It may be a familiar mistake to you, but it's the first time for the student.
7. **Accuracy.** Be sure of all the facts involved.
8. **Behavioral.** Keep the student's personality out of the discussion. Focus on the behavior she/he is exhibiting or failing to exhibit that requires modification.
9. **Focus.** Keep the conversation on the student; don't compare him/her to other students.
10. **Rebuild.** Close with an effort to restore the student's confidence.
11. **Delay.** Think before you speak. Often when we have a strong reaction to an immediate situation, our responses tend to be more emotional and off-putting. With reflection, the feedback can be more effectively delivered. Consider telling the student that you would like to discuss the case tomorrow, taking the time to think about your supervision approach.

McCarthy, unpublished manuscript (Baker)

### **Supervision Strategies:**

- Use a notebook and set the expectation with the student that you will take notes during their counseling. This will allow you to give specific feedback.
- Assess student confidence, which will be important in furthering their skills as an independent counselor. Progressive counseling may be indicated, where student begin with co-counseling and work towards being responsible for a whole session.
- Have the student self-reflect about their performance. Add comments as needed.
- If areas for improvement are identified, provide additional practice or exposure to that experience.
- Don't overwhelm the student with feedback. Prioritize the feedback based on the experience level and goals of the student.
- Encourage the student to develop their own personal style and use their own words.
- Provide reinforcement by observing and commenting on positive change in student progress
- Provide access to opportunities at your university – lectures, chart conferences, etc.
- Maintain perspective: remember the goals and expectations set at beginning of rotation and remember the student's experience level
- Give feedback both on information imparted as well as the interpersonal exchange
- Remember that assessments should be summative and not be based on a single incident
- Collect feedback from others who worked with the student to incorporate into their evaluation
- Know your strengths and weaknesses as a supervisor and accept them
- Be enthusiastic
- Be a role model
- Be available
- Be professional
- Do not be biased