



## PRACTICE SUPPORT DOCUMENT ON THE PROVISION OF SUPERVISION SERVICES

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Supervision services should only be undertaken after a full consideration of one's ability to provide the service competently, the suitability of the person seeking the supervision service, and the specific nature of the supervision service that will be offered, and in full awareness of the responsibilities that fall upon the registrant providing supervision. This document is intended to assist registrants considering offering supervision, whether the potential supervisee is a student, an applicant to the College, a provisional College registrant, or a non-registrant who does not intend to apply to the College, such as a psychometrician. Regardless of the status of a supervisee, a supervisor is responsible for the services being delivered and for ensuring that those services meet professional requirements. Supervision is a specific psychological service that requires attentiveness to the needs of the supervisee and the supervisee's client(s), to the integrity of the profession of psychology, and to the significant public protection aspects of this service. Supervision is not a casual undertaking; it involves entering into a specific professional relationship that entails a high level of responsibility.

The following questions are intended to assist those who may be considering offering supervision services.

### **Am I competent to offer the supervision service being sought?**

- Do I have the requisite education, training, and experience to offer any type of supervision service?
- Do I have the requisite education, training, and experience to supervise the activities and content area of the specific proposed supervised service?
- Do I have a plan for maintaining professional and regulatory knowledge related to the supervisory services I will provide?

### **Who is seeking the supervision service?**

- Is the potential supervisee a student? Another professional? An applicant? A provisional registrant? Another full registrant? What are the implications of this?
- Do I have another form of relationship with the person that requires me to consider dual role issues as part of determining whether I should proceed?
- Does the person have the requisite education, training, and experience to perform competently with the level of supervision I am able to provide? How will I assess/determine this?
- Does the status of the other person require me to be aware of additional requirements for supervision? For example:
  - Is the person a student, which may require me to provide reports to their educational institution or meet specific requirements in my supervision, such as minimum hours of supervision per client contact hour?
  - Is the person another type of professional, requiring me to be aware of other professional and regulatory requirements for their profession?
  - Is the person currently, or planning to be, an applicant for registration with the College, which may require me to consider whether my services will meet their registration requirements for supervision?
  - Is the person a provisional registrant who will have specific supervision requirements of which I need to be aware?
  - Is the person another registrant who is seeking supervision for a non-regulatory purpose, such as to gain competence in an area that is new to them?
  - Is the person a colleague or my employee, or am I in any other way potentially entering into a dual role by agreeing to supervise them? Have I sufficiently considered the implications of the dual role to inform my decision regarding whether to proceed?
- Is the person someone who lacks the prerequisite training, legal scope of practice, or expertise necessary to undertake supervision for the service they intend to provide? I will not teach the use of any techniques or procedures to individuals who lack the prerequisite training, legal scope of practice, or expertise.
- If the person is seeking supervision of assessment services, have I considered my existing agreements with test publishers and the potential supervisee's qualifications for utilizing specific test materials as part of considering the request to supervise them? I will only teach the use of testing materials to appropriately qualified individuals.
- Are there any other issues I should consider regarding the potential supervisee's qualifications prior to agreeing to supervise them?

**What steps should I take prior to agreeing to provide the supervision service?**

- Have I reviewed the person's education, training, and experience sufficiently to understand their current knowledge of the content area and what level of supervision they are likely to need to ensure they are performing competently and consistent with professional standards?
- Am I prepared to provide the level of supervision the person appears to need based on my initial assessment, and to increase or decrease my level of supervision if and as necessary?
- Have I thoroughly considered the purposes and objectives for which the person is seeking supervision, and ensured the purpose, intent, and substance of my services will be consistent with these objectives?

- If my potential supervisee is, or plans to be, an applicant for registration with the College, or if they are a provisional registrant, have I, as part of clarifying the intended objectives of the supervisee in seeking my supervision services, ensured they have determined any College requirements for supervision and whether my supervision services meet those requirements?
- Have I thoroughly considered all relevant aspects of the context that should be addressed as part of my informed consent process with the potential supervisee, including my record keeping, any reporting requirements, limits of confidentiality, etc.?
- Particularly if I am feeling pressured by the potential supervisee or a third party to provide the supervision, have I taken appropriate steps to ensure that the service is one I should properly undertake?
- Have I ensured my liability insurance will cover my contemplated supervisory activities?
- Have I discussed the fee arrangement with the supervisee for providing supervision services to them, ensuring that any arrangement is fair, reasonable, reflects the time spent providing services, and will not compromise your or your supervisee's provision of services.

### **What should my supervision look like?**

- How will I establish and maintain the professional boundaries of my supervisory relationship? Are there any challenges I should anticipate and plan for?
- What initial frequency, duration, and ratio of supervision hours to client contact hours appears most appropriate for this supervisee?
- Have I made clear my obligation to make ongoing adjustments to the intensity of my supervision dependent upon my assessment of how the supervisee is progressing?
- What specifically will I require of the supervisee? For example:
  - Will I physically observe the supervisee while they are providing services?
  - Will the supervisee provide audio or video tapes of their activities for my review? ○ Will the supervisee be required to consult with me prior to accepting a client or only after their initial meeting with the client?
  - Will the supervisee be required to share their plans for an assessment, including specific test selection, prior to starting the assessment?
  - Will I require the supervisee to share all file notes prior to making them part of the permanent client record, or will I be providing a lesser degree of oversight?
  - Will the supervisee share rough drafts of reports or only send what they consider to be a final version of their documents for my review?
  - Will I co-sign documents and if so, which ones? All file entries? Only reports? ○ What degree of latitude will the supervisee be allowed to exercise in how they provide services? (e.g., Can they modify which tests to administer, or must they first have your approval to change the assessment plan? Can they change their approach to treatment with a client, or must they first consult with you regarding its appropriateness and that it falls within their and your competence? Can they provide feedback to the client at the end of an assessment, or must they first review the results with you? Will the assessment results involve a diagnosis, and if so are issues related to APE engaged?)
- Does my supervision schedule permit the degree of oversight I have determined is appropriate for this supervisee?



- How will I ensure the quality of services my supervisee is providing meets professional standards?
  - If I am supervising assessment services, will I need to teach the appropriate use of specific tests or only be guiding the appropriate selection of tests for each assessment?
- How will I provide clear guidance and honest feedback to my supervisee?
- How will I monitor my supervisee's adherence to my guidance and direction, and hold them accountable?
- How will I assess my supervisee, and have I made that method clear to the supervisee?
- What steps will I take if I determine the supervisee is not meeting appropriate professional standards with the level of supervision I am providing?
- What steps will I take if I determine the supervisee appears unlikely to meet appropriate professional standards regardless of my supervision intensity, or if I become concerned regarding the ethical conduct of the supervisee?
  - Do I need to consider terminating the supervision agreement? ○ To whom, if anyone, might I need to make a report regarding the suitability of the supervisee to provide services?
  - What duty is owed to clients seen by the supervisee, and what is my plan for addressing those client needs?
  - Have I covered these issues in my informed consent process with the supervisee?

#### **Have I attended to my other obligations related to providing supervision services?**

- Have I ensured I have obtained appropriate informed consent from my supervisee before proceeding?
  - Have I made clear our mutual responsibilities in the supervisory relationship? ○ Have I clarified any and all reporting requirements regarding my supervisee(s) with employers, organizations, educational institutions, regulatory bodies, etc., as relevant, and discussed these requirements with my supervisee?
- Have I ensured the supervision is being provided for an appropriate purpose and not, for example, simply for billing purposes?
- Have I ensured that the supervisee's clients and all involved third-party payors have been informed of the identity of the service provider, of my identity as supervisor, and that I have legal and professional responsibility for the supervised services?
- Have I ensured that all relevant documentation, including practice records and billing records, clearly identifies both the service provider and me as the person responsible for the supervised services?
- Am I creating and maintaining appropriate records of the supervisory services that I am providing to my supervisee? ○ Do my supervision records for this supervisee clearly lay out the reason for the supervision, the informed consent of the supervisee, my assessment of the intensity of supervision required, my rationale for any changes to the intensity of supervision over time, my guidance and directions to the supervisee and their responsiveness to same, specific feedback provided to the supervisee, any communication with third parties regarding the supervisee, my reasons for terminating supervision if applicable, etc.?

**What if I have the Authorized Practice Endorsement (APE) on my license and am authorized to diagnose mental health conditions? What do I need to be aware of when providing supervision related to**

**diagnosis?** • Will I have direct involvement with and knowledge of the client that is sufficient for me to provide a diagnosis? I have ultimate responsibility for the diagnosis and can only diagnose when I have had direct involvement with and knowledge of the client, including reviewing the assessment, consulting with the supervisee regarding signs and symptoms, and directly interviewing or observing the interview of the client, etc.

- Who am I supervising? Only Provisional Psychologists and Doctoral Psychology Interns/Residents under my supervision are permitted to communicate diagnoses to clients without my physical presence at the time the diagnoses are presented to the client or my prior communication with the clients regarding their diagnoses.
- Does the informed consent process undertaken with clients appropriately cover issues related to diagnosis and the communication of diagnoses?

**Have I adequately attended to my responsibilities to the public and to my profession?** •

Am I ensuring I am only undertaking to provide supervision for appropriate purposes?

- Am I ensuring I am only undertaking to provide supervision to appropriate candidates for that supervision, who have the requisite training and education, and legal scope of practice if applicable?
- Have I formulated an appropriate supervision plan that meets the objectives of my supervisee and that also ensures I can monitor the welfare of the service recipients?
- Am I ensuring recipients of the supervised services are appropriately informed regarding the supervision context?
- Am I ensuring that recipients of the supervised services are receiving services that meet professional standards?
- Am I addressing any circumstances involving a sponsoring institution where there is a conflict between what I believe are the most appropriate services for the supervisee's client and the expectations of the institution?
- Am I addressing any circumstances involving a sponsoring institution where there is a conflict between what I believe is the most appropriate supervision for the supervisee and the expectations of the institution?
- Have I appropriately recognized my public protection gate-keeper role? If I determine a supervisee is not performing up to standard or is raising ethical concerns, am I ensuring that appropriate honest feedback is given not only to the supervisee but to any other relevant body (such as an educational institution, an employer, or a regulator) as discussed as part of obtaining informed consent from the supervisee, and not relying on another person or organization to address deficiencies/concerns?