




# Best Practices in Supervision with Early Career Sex Offender Treatment Providers

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- Supervision is a distinct professional practice employing a collaborative relationship that has both facilitative and evaluative components, that extends over time, which has the goals of enhancing the professional competence and science-informed practice of the supervisee, monitoring the quality of services provided, protecting the public, and providing a gatekeeping function for entry into the profession. (APA)

# APA Supervision Guidelines

- Domain A: Supervisor Competence
- Domain B: Diversity
- Domain C: Supervisory Relationship
- Domain D: Professionalism
- Domain E:  
Assessment/Evaluation/Feedback
- Domain F: Professional Competence  
Problems
- Domain G: Ethics, Legal, and Regulatory  
Considerations
- \* Specialty Guidelines for Forensic  
Psychology

# Challenges when Working with Sex Offenders

- Environmental Challenges
- Dual Supervision
  - Administrative and Clinical
- Personality Disorders/Psychopathology
- Safety
- Malingering
- Outcome Driven Actions
- Measuring Success

# The Effects of Working with Sex Offenders

- Therapists reported diminished hopes with working with sex offenders
- Increased anger and frustration
  - Higher rates of confrontation and less tolerance
- Hypervigilance and suspicion toward others
- High stress, exhaustion, depression, and burnout
- Recommend a need for change in the lack of support systems in working with sex offenders

# Ever Felt This Way?




# Mitigating Negative Consequences

- Team Cohesion
- Mutual Support
- Psychological Debriefing
- Supervision (Collins & Long, 2003)
  - Supervisees report supervision mentoring relationships have a stronger influence on professional development than academic preparation (Greig, 1998)

# Goals for Supervision



- Clear
  - Collaborative
  - Behaviorally anchored
  - Written
  - Measurable
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# Therapist Characteristics that Impact Sex Offender Treatment

- Therapist's "Style"
- Therapist's Behavior
- Therapeutic Environment

# Supervisor Characteristics that Enhance Supervisory Relationship

- Similar traits that enhance therapeutic rapport with clients also assist the supervisory relationship
  - Genuineness
  - Warmth
  - Respect
  - Humor
  - Flexibility
  - Confidence
  - Open-ended Questions
  - Directive

# Supervisor Characteristics that Strain Supervisory Relationship

- Rigid, Low Empathy, Low Support
- Failure to Consistently Track Supervisee Concerns
- Failure to Teach or Instruct
- Indirect & Intolerant
- Closed, Lack Respect for Differences, Non-Collegial
- Lack of Praise & Encouragement
- Sexist
- Critical: Emphasize Evaluation, Weaknesses & Deficiencies

# Supervisory Interventions

- Homework
- Co-Facilitation
- Observation
- Document Review
- Presentations

# Problem Indicators

- Withdrawal
- Limited Disclosure
- Direct Criticism/Hostility
- Noncompliance with Directives
- Passive Responding
- Acting Out
- Unconscious Challenges
  - Transference/Counter-Transference

# Serious Problems which Must Be Remediated

- Ask Self: Personality Concerns or Ability Concerns?
  - Inability to acquire professional behavior
  - Inability to acquire an acceptable level of competence
  - Inability to control personal stress
  - Severe irresponsibility
  - Inability to accept constructive criticism
  - Argumentativeness
  - Poor attitude
  - Does not acknowledge, understand, or resolve identified problem areas

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