

Integrated Developmental Model of Supervision

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For reflection.....

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Objectives

OVERVIEW OF IDM MODEL

3 Overriding Structures

8 Domains of Competence

Supervisor Interventions

4 IDM-Specified Supervisee
Developmental Levels


Practical Application





Integrated Developmental Model

- ▶ (Enjoy the narrative)
- ▶ The Integrated Developmental Model (IDM) is the best known and most widely used stage developmental model of supervision. It is both descriptive with respect to the **supervisee** processes and prescriptive with respect to **supervisor** interventions (Bernard and Goodyear, 2019).



SELF and OTHER AWARENESS: Cognitive and Affective

Self-awareness illustrates where the person is in terms of self-preoccupation, awareness of the client's world, and enlightened self-awareness.

Cognitive describes thought processes across all levels

Affective accounts for changes in emotions

(Bernard and Goodyear, 2019)

A vertical image on the left side of the slide showing a person climbing a rock face. The climber is silhouetted against a light sky, and a rope is visible extending from the top. The image is partially obscured by a bright green geometric shape on the far left.

Motivation

Motivation reflects the supervisee's interest, investment, and effort expended in clinical training and practice

(Bernard and Goodyear, 2019)

A large, abstract geometric shape composed of various shades of green triangles and polygons, located on the right side of the slide.

Autonomy



Autonomy reflects the degree of independence the supervisee manifests

(Bernard and Goodyear, 2019; Merriam-Webster, 2024)

Supervisee Levels Questionnaire Assessment



Scan
Me!



Supervisee Skill Domains

Intervention Skills

Competence
Assessment Techniques

Interpersonal Assessment

Client Conceptualization

Individual Differences

Theoretical Orientation

Treatment Plans and Goals

Professional Ethics

Supervisory Interventions



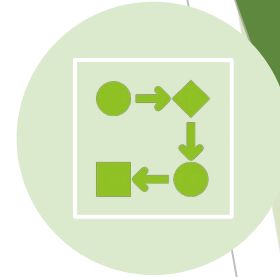
FACILITATIVE INTERVENTIONS
- DRAWING OUT



CONFRONTATIONAL
INTERVENTION - FEEDBACK



CONCEPTUAL INTERVENTIONS
- ORIENTATION TO CLINICAL
WORK



CATALYTIC INTERVENTIONS -
REMOVE BLOCKS OR
STAGNATION - ELICIT SELF-
DISCOVERY AND PROBLEM
SOLVING

Supervisory Dyad Tools

- Knowing-in-action (KIA) - automatic response of supervisee
- Reflection-in-action (RIA) - different interpersonal interactions
- Reflection-on-action (ROA) - encourage RIA through observation

Supervisee Developmental Levels

Levels describe the progression of supervisee skills in the 3 structures based on competence in the 8 domains



Level

1



Level

2



Level

3

Supervisee Developmental Levels



Level

1

Limited training or experience in a specific domain of supervision such as treatment planning, case conceptualization, diagnosing, etc.

- **Cognitive:** Self-focus but limited self-awareness
- **Affective:** Performance anxiety



Level

2



Level

3

Supervisee Developmental Levels – 1/3i

Level 1

- ▶ Self-Other Awareness
 - High levels of self-focus with little self-evaluation, anxiety related to evaluation by supervisor, concerned with "doing it right"
- ▶ Motivation
 - Focus is on acquisition of skills. Want to know the "correct" way to working with clients
- ▶ Autonomy
 - Very dependent upon supervisor, requires high levels of structure, positive reinforcement. Unable to tolerate direct confrontation

Salvador, 2016

Supervisee Developmental Levels



Level

2

Increased level of success but continues to oscillate between confidence and self-doubt.

- Turbulence
- Dissatisfaction
- Vacillation



Level

3

Supervisee Developmental Levels – 2/3i

Level 2

- ▶ Self-Other Awareness
 - Focus shifts to client, possibly become enmeshed with client, struggles balancing
- ▶ Motivation
 - Fluctuates between confident and confused
- ▶ Autonomy
 - Vacillates between autonomy and dependence

Salvador, 2016

Supervisee Developmental Levels



Level

3

Supervisees function with a more personalized approach to practice and on using and understanding "self" in therapy (Bernard & Goodyear, 2019)

Supervisee Developmental Levels – 3/3i

Level 3

- ▶ Motivation
 - Consistent and stable
 - Healthy
 - May have occasional doubts about effectiveness, but without immobilization
- ▶ Autonomy
 - Solid belief in professional judgement
 - Understands limitations
 - Openly receives feedback
- ▶ Awareness
 - Attentive to client as well as individual needs and reactions



Level 3i (Integrated)

- Practices and moves easily across domains
- Strong awareness of strengths and weaknesses

(Bernard & Goodyear,
2019)

Supervisee Developmental Levels – 3i/3i

Level 3i (Integrated)

- ▶ The Expert or "Master Professional"
 - Happens as the supervisee reaches Level 3 across multiple domains
 - High motivation
 - Full autonomy
 - Insightful awareness
 - Uses memory and experience to inform diagnosis

(Bernard & Goodyear, 2019; Salvador, 2016; Stoltenberg & McNeil, 2010)



RESEARCH

- ▶ Studies confirm the development of supervisees consistent with the levels of IDM
 - ▶ Specifically, towards clients with difficult behaviors and culturally diverse clients (Leach et al., 1997)
- ▶ Supervisees experience level is appropriately paired with developmental characteristics (McNeil & Stoltenberg, 2015)
- ▶ Supervision should adjust to the level of the supervisee (McNeil & Stoltenberg, 2015)
- ▶ IDM is the most studied and empirically supported developmental model (McNeil & Stoltenberg, 2015)
- ▶ IDM's history and efficacy make it a strong model for supervision (Salvador, 2016)

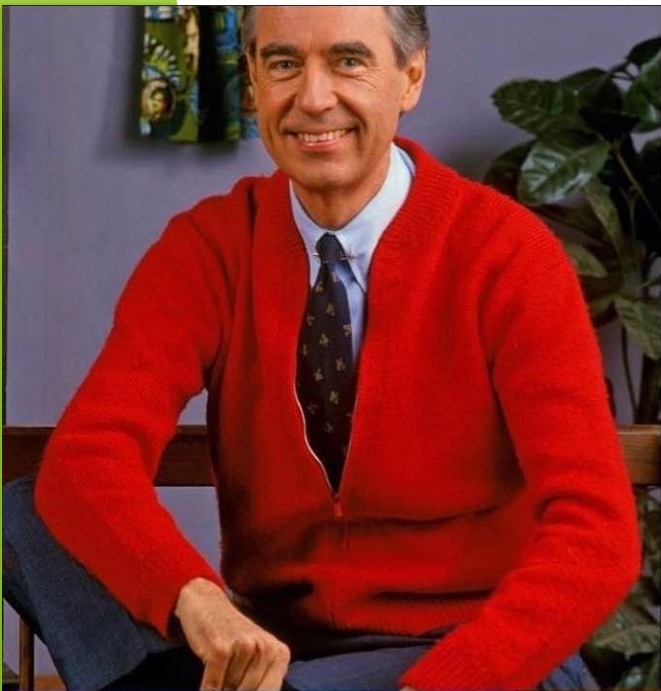


*Wrapping
Up.....*

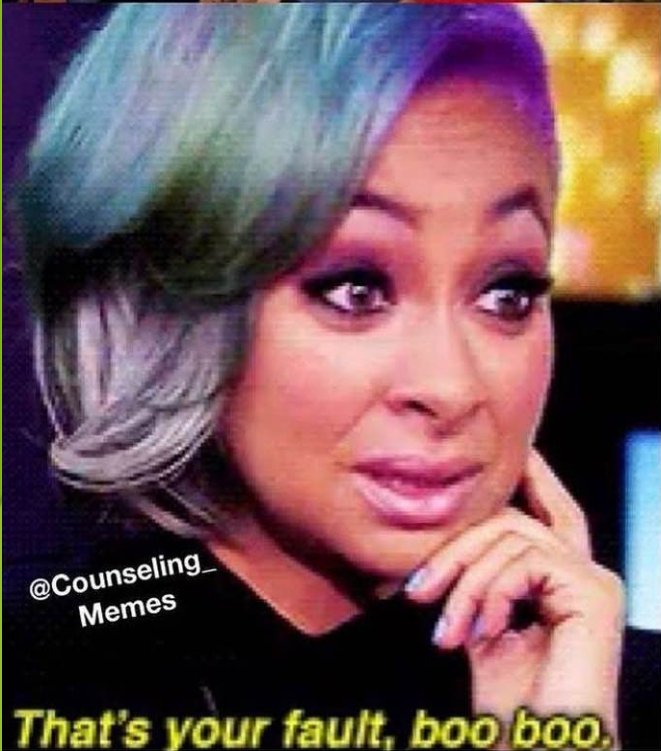


Reflection Invitation





**Started
my
career
as
Person
Centered**



**Now,
Reality
Therapy**

Questions?

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