

Integrated Developmental Model of Supervision (IDM)

Stoltenberg, C.D., McNeill, B. and Delworth, U. (1998) *IDM Supervision: An Integrated Developmental Model of Supervising Counselors and Therapists*. San Francisco: Jossey-Bass.

Overriding Structures	Specific Domains
	Intervention skills
Self and other Awareness	Assessment Techniques
	Interpersonal Assessment
Motivation	Client conceptualisation
	Individual Differences
Autonomy	Theoretical Orientation
	Treatment plans and goals
	Professional Ethics

Level 1

Motivation	High Motivation High levels of anxiety Skill acquisition focus
Autonomy	Dependent upon supervisor Needs structure from supervisor Positive feedback Minimum direct confrontation
Awareness	Self-awareness is limited Self-focus is high Evaluation apprehension Unaware of strengths/weaknesses
Overall:	Focuses on basic skills Motivated by anxiety and enthusiasm Emulates a role model Categorical thinking Learns "right way", cookbook answers Is highly dependent with self-focus Has difficulty conceptualising

Lacks self-awareness
 Does not know what he or she does not know
 Overuses a model, tunnel vision
 Has difficulty confronting and self-disclosing
 Limited number of intervention strategies and plans
 Lacks integrated ethics

Transition to Level 1

Motivation: May decrease for new approaches/techniques
 Autonomy: May desire more than is warranted
 Awareness: Begin to move towards client – away from self

Level 2:

Motivation: Fluctuating, sometimes highly confident
 Increased complexity shakes confidence
 Confusion, despair, vacillation
 Autonomy: Dependency – autonomy conflict
 Can be quite assertive, pursue own agenda
 Functions more independently
 May only want requested, specific input
 Other times dependent or evasive
 Awareness: Focuses more on client
 Empathy more possible
 Understanding client worldview more possible
 May become enmeshed, lose effectiveness
 May become confused, lose effectiveness
 Appropriate balance is an issue

Transition to Level 3

Motivation: Increased desire to personalise orientation
 Autonomy: More conditionally autonomous
 Better understands limitations
 Awareness: Focus begins to include self-reactions to client

Level 3:

Motivation: Stable motivation
 Doubts remain, but not disabling
 Total professional identity is the focus
 Autonomy: Firm belief in own autonomy
 Knows when to seek consultation
 Retains responsibility
 Awareness: Accepts own strengths and weaknesses
 High empathy and understanding

Focuses on client, process, and self
 Uses therapeutic self in sessions

Transition to Level 3 Integrated

Motivation: Strives for stable motivation across domains
 Autonomy: Moves conceptually and behaviourally across domains
 Professional identity solid across relevant domains
 Awareness: Personalised understanding across relevant domains
 Monitors impact of personal on professional life

Level 1 Supervisor Methods and Strategies:

General considerations: Provide structure and keep anxiety manageable
 Client assignment: Mild presenting problems or maintenance cases
 Interventions: Facilitative (supporting, encouraging)
 Prescriptive (suggest approaches)
 Conceptual (some, and theory)
 Catalytic (late level 1)
 Mechanisms: Observation (video or live)
 Skills training
 Role-playing
 Interpret dynamics (limited, client or trainee)
 Readings
 Group Supervision
 Appropriate balance of ambiguity/conflict
 Address strengths, then weaknesses
 Closely monitor clients

Level 2 Supervisor Methods and Strategies:

General considerations: Less structure provided, more autonomy
 encouraged particularly during periods of
 regression or stress
 Client assignment: More difficult clients with more severe personality
 problems (e.g., personality disorders)
 Interventions: Facilitative
 Prescriptive (only occasionally)
 Confrontation (now able to handle it)
 Conceptual (more alternative views)
 Catalytic (process comments, highlight counter
 transference, deal with affective reactions to
 client/supervisor)
 Mechanisms: Observation (video or live)
 Role playing (though less important now)
 Interpret dynamics and parallel process
 Group Supervision
 Broader clientele

Level 3 Supervisor Methods and Strategies:

General considerations: More structure provided by supervisee, more focus on personal and professional integration and career decisions

Interventions: Facilitative
Confrontation
Conceptual; from personal orientation
Catalytic: in response to blocks or stagnation

Mechanisms: Peer supervision
Group Supervision
Strive for integration