

SHAPING THE FUTURE

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F-10

Supervising Eeyores and Tiggers: Strategies for Clinical Supervision

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Just as we understand that we need to accommodate the learning styles of our clients, we also need to accommodate the learning styles of our clinical staff. Some may be like Eeyore, in Winnie the Pooh, and need encouragement and coaxing. Others may be like Tigger and need to be reined in and focused. Through effective clinical supervision, staff can enhance their knowledge and develop clinical skills in a safe and supportive environment, thus creating safety for both their clients and themselves. As a clinical supervisor, you are responsible for developing an effective working relationship that can enhance your supervisees' ability to grow and develop their unique style and skills. In order to do this, clinical supervisors must be open to working with different styles and be creative and flexible in their approach to supervision.

This workshop will be interactive and discussion based, sharing our experiences, positive and not so positive, in providing clinical supervision to a variety of clinical and non-clinically trained staff. We will review models and styles of supervision, the supervisor/supervisee relationship, strategies for skill development including self-care.

Learning Goals:

- Learners should be able to identify their role and responsibilities as a clinical supervisor and understand the importance of developing a effective working relationship and be able to identify techniques to develop a working alliance.
- Learners should be able to understand different supervision modalities and identify their preferred supervision style.
- Learners will recognize the need for wellness strategies for both themselves and their supervisees.

Dorothy Reid is the owner of Reid Wellness Consulting, providing consultation and training to individuals and organizations on maintaining wellness. Dorothy worked with the Correctional System primarily in the area of mental health service development and delivery. She has extensive professional experience in working with individuals with FASD and other mental health concerns and developed interventions for offenders with cognitive deficits. After obtaining a diagnosis of FASD for their two sons, Dorothy and her husband have been involved in the development of support groups for parent and caregivers of children with disabilities.