

MODELS OF SUPERVISION MATRIX

| MODELS | COMMENTS |
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| Psychotherapy-based Models of Supervision | |
| Psychodynamic Approach to Supervision | |
| Supervisee-Centered Psychodynamic Supervision | |
| Supervisory-Matrix-Centered Approach | |
| Cognitive-Behavioral Supervision | |
| Person-Centered Supervision | |
| Developmental Models of Supervision | |
| Integrated Development Model | |
| Ronnestad and Skovholt's Model | |
| Integrative Models of Supervision | |
| Technical Eclecticism | |
| Bernard's Discrimination Model | |
| System's Approach | |
| Reflective Practice/Supervision | |

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| <ul style="list-style-type: none"> - Supports self-reflections of the supervisee. | |
| <ul style="list-style-type: none"> - Discusses awareness of one's individual and cultural beliefs, values and biases. | |
| <ul style="list-style-type: none"> - Continues to provide feedback during collaboration. | |
| Use of Self | |
| <ul style="list-style-type: none"> - Supports supervisee's initiation of ideas. | |
| <ul style="list-style-type: none"> - Expects the supervisee to have clear, rationales for theoretical approach. | |
| <ul style="list-style-type: none"> - Discusses and plans how to talk to parents about the strengths and vulnerabilities of their child. | |
| <ul style="list-style-type: none"> - Continues to give direct input and evaluative feedback. | |