

ADDITIONAL CASE STUDIES – SCENARIO 1

The student is shy, insecure and nervous. She has a good understanding of theory and a caring attitude. Still, she seems afraid to touch the clients. The supervisor has arranged a supervisory meeting with the student. (B. Gaipman & A. Anthony, 1993)

Traps

- The supervisor does not provide feedback because of the student's good understanding of theory and caring attitude.
- The supervisor's feedback centres on the student's personality (insecurity, shyness) instead of specific behaviours.
- The supervisor avoids setting clear expectations for change because the student is shy and insecure.
- The supervisor acts more like the student's therapist than her supervisor.

Guidelines

- The supervisor ensures that feedback is specific (clear examples of behaviour), mentions the student's strengths and areas to be improved, is constructive and establishes strategies for change.
- The supervisor provides feedback as part of a plan based on performance expectations.
- The supervisor considers several ways to deliver feedback.
- The supervisor points out patterns of behaviour.