

Manitoba School Clinician  
Certification Supervision

# FRAMEWORK

2024

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# Clinical Supervision

This framework will provide an overview of the clinical supervision process for school clinicians and will guide the work of Manitoba Education and Early Childhood Learning consultants who provide supervision towards Manitoba School Clinician Certification. Supervising clinicians in the field are encouraged to use this resource to guide their work with new clinicians.

Clinical supervision is defined as a working alliance and ongoing process between practitioners intended to enhance knowledge, skills, and judgement; provide professional support and clinical development; and improve student outcomes. It is one of the most important ways that practitioners learn – through practice, observation, reflection, feedback, and implementing recommendations from supervision (Alberta Health Services 2013).

“Competency-based supervision is defined as an approach that explicitly identifies the knowledge, skills, and values that are assembled to form a clinical competency and develops learning strategies and evaluation procedures to meet criterion-referenced competence standards in keeping with evidence-based practices and requirements of the local clinical setting.” (Falender 2007, 233)

## Benefits of Supervision

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Clinical supervision has been associated with the following benefits for clinicians, clinical supervisors, students, and school divisions:

- **Increase Morale, Decrease Stress and Burnout** – The clinical supervision process and relationship can help boost morale, and lower the risk of burnout by encouraging self-reflection and self-expression.
- **Enhance Safety and Quality of Service** – Supervision leads to supervisees monitoring their work, developing ethical decision making and gaining insight into student/school dynamics and encourages safe autonomous practice. Clinical supervision can support clinicians in focusing on the development and refinement of professional practice and evaluating and improving their contribution to the schools and students they serve. As well, effective supervision encourages student voice in the services they receive.
- **Support Professional Development and Enhance Clinical Competency** – Clinical supervision can help clinicians uncover tacit knowledge and be an important developmental tool. It may improve adherence to policies, procedures, and best practices in their given field. Without correction, practice may only increase bad habits.
- **Help Recruit and Retain Staff** – Clinical supervision is considered an important strategy in the recruitment and retention of highly qualified staff and may be a protective factor and an important element related to turnover and occupational well-being for school clinicians.
- **Develop Professional Identity** – Clinical supervision is a means by which counsellors develop a professional identity. Academic learning alone cannot prepare a clinician to integrate complex, and at times contradictory, theory with the personal qualities necessary for building working alliances with students, families, and schools. Also, supervision can help safeguard professional standards.
- **Support Clinicians to Reflect; Enhance Knowledge of Self** – The more clinicians acknowledge about themselves, a process facilitated by clinical supervision, the more they can accept in others. Clinical supervision offers a framework that encourages review and reflection in practice. Many practitioners reflect and plan future work shortly after clinical supervision sessions, when they have been able to discuss issues and identify ways of improving practice.
- **Help Mitigate Impacts of Isolation** – Clinical supervision is considered particularly important where there are issues of social, professional, or geographic isolation. The sense of isolation is intensified if clinical supervision is not available, and some consider it to be the most important strategy to overcome the difficulties of social isolation.