

The Integrative Developmental Model (IDM) by Stoltenberg and McNeill provides a framework which acknowledges the supervisee's developmental journey from dependence, through autonomy to professional integrity and competence, confidence and self- and other awareness in three distinct levels while considering motivation too.

Level 1 supervisees are probably trainees who have limited self- awareness, are rather anxious but really motivated. They may perceive being evaluated by the supervisor and may feel dependent on them. Trainees tend to focus on the client's history, personality and circumstances instead of the complexity of the therapeutic process. The supervisee uses simple interventions and theory is class-taught. Dominant feelings are impotence and fearfulness.

The pitfalls of this level are: the supervisor being overly mechanical, stagnating, temptation to play the expert and pressure to do the right thing.

The supervisor's role is providing a clear structure, support, guidance, encouragement and giving positive feedback. We can describe this level as the level of self-centredness, similar to childhood, with the question in mind: "Can I make this work?" (Hawkins and Shohet, 2012:81)

Level 2 supervisees may be overcome with feelings of anxiety. It is not uncommon to oscillate between feeling autonomous and dependent, overconfident and lacking confidence or assertive and compliant. The willingness to share may be impacted. Being angry or disillusioned by the supervisor may occur at this level. This description is without doubt a

reminder of the age of adolescence, characterized by testing the boundaries. Supervisees can also be more reactive to clients or may overidentify with them.

The main task of the supervisor is to provide a holding environment in this turbulence. At the same time being less didactic is crucial, it is quite a balancing act. It can be characterized as the client-centred stage, the main concern is: Can I help this client make it? (Hawkins and Shohet, 2012:81) The supervisee realizes at this level how complex and multidimensional this profession is. The supervisee may need support with managing risk.

The main risk is dropping out at this level. The supervisee can have a greater understanding of the complexity of the client's situation due to increased empathetic focus. As a result a more complex case conceptualisation is possible. They may also freeze up by the information overload.

Level 3 can be portrayed as the supervisee being stable and consistently motivated to improve, having the ability to objectively self-appraise and monitor own responses. There is increased professional self-confidence, self- and other awareness and autonomy. They are aware of their own and clients' strengths and weaknesses. Greater insight and only occasional dependency or doubts are also characteristics of this stage. This can be compared to early adulthood.

At this level, supervisees have the ability to adjust their approach in order to meet the particular needs of the client and can see the complexity of the

client's wider context and the process of the therapeutic relationship in a more nuanced way. The supervisee is confident to carry out assessments, case conceptualisation and compile an adequate treatment plan by integrating theoretical understanding and implementing appropriate interventions.

The integration of personal qualities and professional behaviour occurs. This level can also be defined as (relational) process centred. The question is: How are we relating together? (Hawkins and Shohet, 2012:81) Supervision feels consultative, not didactic. Supervisees inevitably develop their own style during this level.

Level 3 has an additional level called L3 Integrative which is defined by the following apart from the level 3 stability and autonomy: the supervisor can adjust their approach according to the supervisee's developmental level in various modalities and is able to work interculturally. Their own style gets even more defined. This can be compared to the full maturity of adulthood. This can be represented as "process in context centred" and the question to reflect on is: How do processes interpenetrate? (Hawkins and Shohet, 2012:81)

This model can prove useful in matching the right supervisor with a suitable supervisor.

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