

Supervisor Disclosure Statement

I'm pleased to have the opportunity to get to know you and potentially support your clinical development as a psychotherapist and play therapist. As with counselling, meaningful outcomes in supervision depend on a good fit between supervisor and supervisee (Zwiers, 2016). I hope to get to know each other and determine if we could work well together to meet your supervisory needs. Below you can find some information to help you get to know me and the supervision I can offer, and consider whether it will support your professional development.

About Me

I'm a Registered Psychotherapist (CRPO #3159) and Canadian Certified Counsellor (CCPA # 3333). I adhere to the Code of Ethics and Standards of Practice of the College of Registered Psychotherapists (CRPO), the Canadian Counselling and Psychotherapy Association (CCPA), and the Canadian Association of Marriage and Family Therapy (CAMFT).

I graduated from the University of Ottawa's Master of Education in Educational Counselling program in 2011. While I have experience working clinically in school and non-profit sectors, I've spent the majority of my career in private practice. I also worked at the Canadian Counselling and Psychotherapy Association for thirteen years in multiple areas including student development, credentialing, policy, ethics, and advocacy. I'm therefore familiar with a variety of clinical practice settings and can speak to the larger professional landscape and practice matters that permeate everyday clinical practice.

Pediatric Psychotherapy

My post-graduate specialization is in pediatric psychotherapy for children, youth and families. I have completed the Canadian Association of Play Therapy's certificate program in play therapy and both levels of Theraplay™ training. As part of my ongoing professional growth, I regularly attend workshops, conferences, and courses, as well as engage in my own clinical supervision with a Clinical Child Psychologist.

I am a generalist pediatric psychotherapist, meaning that I support children ages 3-20 years old and their caregivers with a variety of concerns. These include, but are not limited to: symptoms of anxiety and depression, improving self-regulation and co-regulation, working through trauma and attachment injuries, developing self-concept and self esteem, and navigating interpersonal challenges. I use an attachment-informed, client-centered play therapy approach that integrates elements of Theraplay™, Cognitive-Behavioural Therapy, psychodynamic play therapy, sandtray and expressive art therapy.

Supervision

I meet the CRPO and CCPA requirements for clinical supervisors (CRPO, n.d.). I hope to help train more practitioners that can help meet the mental health needs of children and families in my community.

I have been supervising since 2020, but I completed the ED 5850 Clinical Supervision graduate course through the University of Lethbridge in 2022 in order to provide robust supervision specific to pediatric psychotherapy. My approach to supervision incorporates the Integrated Development Model or IDM (Stoltenberg, 1981) within the Seven-Eyed Model of Supervision (Hawkins & Shohet, 2012). These two supervisory approaches will allow me to support novice

to seasoned practitioners to develop their competencies (IDM), while also using a relational approach to supervision that helps me comprehensively support supervisees with (Seven-Eyed Model):

1. Working with client presentation and presenting concerns
2. Employing effective and varied strategies and interventions
3. Developing and maintaining the client-supervisee relationship
4. Exploring the rich and informative supervisee internal experience
5. Using the supervisory relationship for parallel processing in the 'here-and-now'
6. Providing feedback from my own reflections and impressions of the supervisee and client
7. Incorporating the implications of the larger context, society and systems within which we work

As a play therapist, I specialize in training supervisees on play therapy approaches during supervision. This means that I will support you with: working with children and families, developing a strong understanding of play therapy theories and interventions, managing complex relationships with larger family systems, and exploring the important ethical considerations of working with this population. Our supervision sessions may also incorporate play into our talk-based supervision.

I believe that the process of supervision is collaborative, with the supervisor and supervisee both playing an active role in achieving successful outcomes. Supervision will be structured, but not rigid; we will co-create our contract, collaborate on our evaluations, and your feedback will be solicited throughout the process. While I believe that we grow from discomfort, I will endeavour to create a climate of safety, honesty, and transparency for you within our supervisory relationship.

Considerations Prior to Undertaking Supervision

Prior to undertaking a supervisory relationship, please review any training and or program requirements for supervision, if applicable. It is your responsibility to be familiar with them and to provide them to me in writing so that we can align the supervision with these requirements, as feasible and appropriate.

All supervisees must participate in an in-person interview to discuss the supervisee's personal and professional values, knowledge, competencies, and goals. We will also assess the compatibility between the supervisor and supervisee. Please submit an application in advance of the interview, and include the following documentation:

- A letter outlining your theoretical orientation(s), scope of practice, and boundaries of competence,
- A curriculum vitae including professional experience and all clinically-relevant courses/training
- Informed consent and policies documentation
- Charting templates
- Release of Information form(s)
- Any additional clinically-relevant paperwork

Please consider how this Supervisor Disclosure Statement and attached Clinical Supervision Contract align with your supervisory needs and whether they fit with your own clinical approach and values. I encourage you to ask questions and envision how we might work together in supervision.

Sincerely,

Monika Green, M.Ed, RP, CCC

References

- College of Registered Psychotherapists of Ontario. (n.d.). *Supervision*. Supervision. Retrieved October 6, 2022, from <https://www.crho.ca/supervision/>
- Hawkins, P., & Shohet, R. (2012). *Supervision in the helping professions*. McGraw Hill Education: Berkshire, UK.
- Stoltenberg, C. D. (1981). Approaching Supervision from a Developmental Perspective: The Counselor Complexity Model. *Journal of Counseling Psychology*, 28 (1), 59-65.
- Zweirs, M. (2016). The art and practice of supervision: Supporting the development of professional counsellors and psychotherapists. In B. Shepard, L. Martin, & B. Robinson (Eds.), *Clinical Supervision of the Canadian Counselling and Psychotherapy Profession* (pp. 5 - 40). Ottawa, ON: Canadian Counselling and Psychotherapy Association.