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Student supervisees' reported experiences of feedback in clinical psychology supervision

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ABSTRACT

Supervision is considered to comprise of a relationship within which the learning and understanding of core clinical skills and therapeutic processes occurs. This process is normally facilitated through the provision of feedback. This study aimed to explore student supervisees' reported experiences of feedback in clinical psychology supervision. A qualitative study was implemented in order to explore the supervisees' experiences. In depth interviews were conducted with 6 participants within the process of completing their internship and community service requirements. The findings of this study indicate that feedback permeates the supervision relationship, the process of learning and acquiring adequate skills that are essentially for the benefit of clients. Feedback is considered to be an opportunity for supervisors to provide direct instruction or guidance; however, supervisees also expect supervisors to practice caution and sensitivity as the manner in which it is conveyed can have constructive or detrimental effects on the supervision relationship, supervisee growth, and client/patient care. Participants mostly found the experience of discussing supervision and feedback to be beneficial and that little thought is given to such an integral aspect of clinical development.