



MAXIMISING YOUR SUPERVISION EXPERIENCE

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Understanding Supervision



UNDERSTANDING SUPERVISION

- A torch – illuminates my work
- A container – feel safe and held
- A mirror – see myself and my work
- A playpen – play with ideas, intuitions and theories
- A dance – learn how to work together in harmony
- A courtroom – with assessments and evaluations
 - A journey – moving through stages
 - A thermometer – gauging temperatures



SUPERVISION DEFINITIONS

- "Supervision is a regular, protected time for facilitated, in-depth reflection on clinical practice." (Bond and Holland, 1998)
- "Supervision is a working alliance between a supervisor and a worker...[t]he objective of this alliance is to maximise the competence of the worker in providing a helping service." (Inskipp and Proctor, 1988)



DEFINITIONS CONTINUED

- "Supervision refers to a formal alliance, defined within a contract, between an addiction practitioner, a supervisor and their organisation. The alliance focuses on the practitioner's professional practice in order to support...high quality service...accountable and ethical decision making...facilitation of learning...promotion of practitioner's mauri and wellbeing." (DAPAANZ, 2014)
- It's a chance to stop, stand back from our work and reflect on it.



SUPERVISION IS NOT.....

- A dumping spot
- A chat/gossip session
 - Friendship
- About being appraised or judged
 - Only case management
 - Personal counselling
- For the supervisor to talk about his/her issues



HOW COME SUPERVISION IS IMPORTANT?

- To maintain professional competence
 - Be accountable and practice safely
 - For professional development
- Have the opportunity for reflection and learning
 - To debrief incidents and receive validation
 - To manage risk
 - Monitor stress and wellbeing
 - And best practice for clients!



TYPES OF SUPERVISION

- Individual
 - Peer
 - Group
 - Team
- Inter-professional
 - Internal
 - External
 - Cultural



"GOOD" SUPERVISION

- Changes in society have impacted on social service work and subsequently the supervision process:
 - Emphasis on outputs and outcomes
 - High stress work environments
 - Contracting for services
 - Multiple stake holders
 - Staff shortages
 - Low tolerance of mistakes
 - Risk adverse

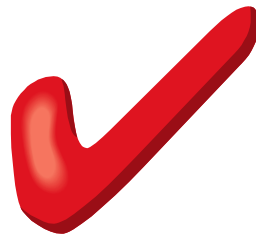
Supervision then takes on role of monitoring, surveillance, managerial checklist, managerial endorsement and the elimination of risk

(Davy's and Beddoe, 2010)



"GOOD" SUPERVISION

- In pairs....
- How would you know that you are experiencing "good" supervision?

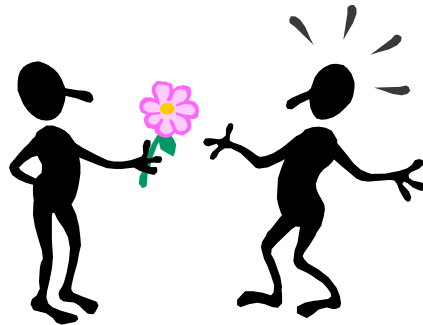


IN GOOD SUPERVISION YOU WOULD...

- Have the opportunity to reflect
- Recognise strengths and weaknesses
- Focus on providing good quality service to clients
- Feel supported/contained
- Feel safe enough to be honest
- Receive feedback
- Be encouraged to grow
- Be challenged
- Have regular/on going appointments
- Receive knowledge/information
- Be guided
- Feel competent
- Feel confident
- Have Clarity



Supervisor's and Supervisee's



THE SUPERVISION RELATIONSHIP

- The quality of the relationship in supervision that exists between the supervisor and the practitioner has been identified as the most influential feature in the success of supervision and the quality of subsequent supervision relationships. (Davys and Beddoe, 2010)
- How come?



SUPERVISOR QUALITIES

- In small groups....
- What qualities do you think it is important that supervisors possess?



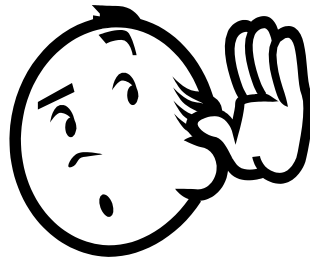
SUPERVISOR QUALITIES CONTINUED

- Have competence
 - Have empathy
 - Are flexible
 - Have knowledge/skills
 - Are practical
 - Can contain anxiety/stress
 - Are optimistic and encouraging
 - Have a sense of humour
 - Are assertive
 - Are not easily ruffled
 - Have own supervision
- Offer support
 - Openness to fantasy
 - Offer instruction
 - Are respectful
 - Are interested
 - Are patient
 - Are interpretive
 - Are genuine



SUPERVISEE QUALITIES

- In small groups.....
- If you were a supervisor, what sorts of qualities/attributes would you value in a supervisee?



SUPERVISEE QUALITIES CONTINUED

- Understanding and clarity about Supervision
 - Clarity about what they need from Supervision/Supervisor
 - Willingness to actively participate
- Share responsibility for making Supervision work
 - Honesty
 - Prepared for sessions
 - Self reflective
- Confidence to challenge Supervisor
 - Give and receive feedback

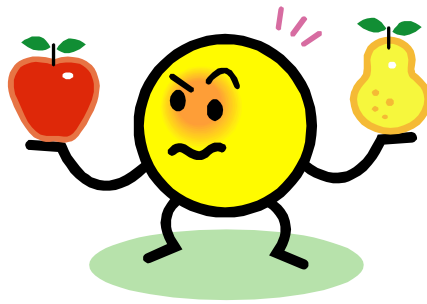


WHAT DOES THIS MEAN?

- This process is about...
- Two people and an organisation who are 100% committed to the supervision process
- The process is held by both as being valuable
 - There is mutual respect and honesty
- Shared responsibility to make the arrangement work
 - Collaboration
 - PARTNERSHIP!!!



○ Choosing a Supervisor



SELF REFLECTION

- Age/culture/gender/educational background/current life phase
- Where am I in professional journey i.e. Work experience, strengths/weaknesses/learning edges/ professional development plan
- Supervision experience and subsequent impact
- Learning style including how I feel about being challenged



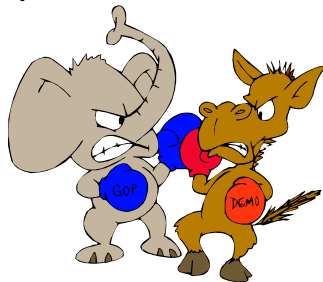
CHOOSING A SUPERVISOR

- Qualities and experience as practitioner/supervisor
 - Professional bodies
- Principal orientation to work/areas of knowledge and expertise
 - Value system regarding clients
- Supervision philosophy including role clarity
 - Expectations of supervisees
 - Own Supervision arrangements
 - Roles and responsibilities
- Contract sample and review process



IF NO CHOICE....

- Then it would be useful to also discuss.....
 - What you both think/feel about this
 - How a lack of choice may impact on the relationship
- How you are going to manage if any issues arise in the relationship
- And, make sure you are really specific about the expectations you have of each other



Negotiating Contracts



CONTRACTS - BUSINESS SECTION

- Usually includes....
 - Purpose and tasks
 - Frequency/location/recording
 - Boundaries of confidentiality
 - What is/not negotiable
 - Payment (if applicable)
 - How supervision will be reviewed
- Signed by both parties (and sometimes an organisational representative)



CONTRACTS - PROCESS SECTION

- Usually includes....
 - Supervision expectations
 - What sessions will look like
 - Ways of working together
- Managing the relationship - conflict/breakdown
 - Cultural differences
 - Giving and receiving feedback
 - Professional development goals
- This is often the part that is ambiguous and not discussed enough so make sure it is given priority!!!



Roles and Responsibilities



ROLES AND RESPONSIBILITIES

- What are the roles and responsibilities of a supervisor in the supervision relationship?
- What are the roles and responsibilities of a supervisee in the supervision relationship?
- What are the roles and responsibilities of the agency?



○ Preparing for Supervision



PREPARING FOR SUPERVISION

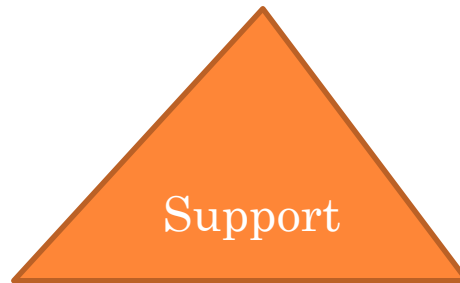
- What sorts of issues belong in supervision?



FUNCTIONS OF SUPERVISION

Managing Service Delivery

(policies, procedures, standards of practice)



Facilitating Professional Development

(competence, knowledge, skill development feedback)

Focusing on Practitioners Work

(critical reflection, information, theory, debriefing, exploring)

- *Hughes and Pengally (1997) Supervisory Triangles*



PREPARING FOR SUPERVISION

- Keep a notebook/journal of things that arise between sessions
- Be clear in your head about what you want to walk away with at the end of the session (think about the outcome)
- Remember - supervision is not only about problems!



○ Presenting in Supervision



PRESENTING IN SUPERVISION

- Supervision is for supervisee's!!!
- You have the right and the responsibility to set the agenda.
 - Ask yourself....
 - Why am I bringing this issue to supervision?
 - What do I want from the supervision process and from my supervisor regarding this issue? (i.e. specific information, debrief, exploration etc.)

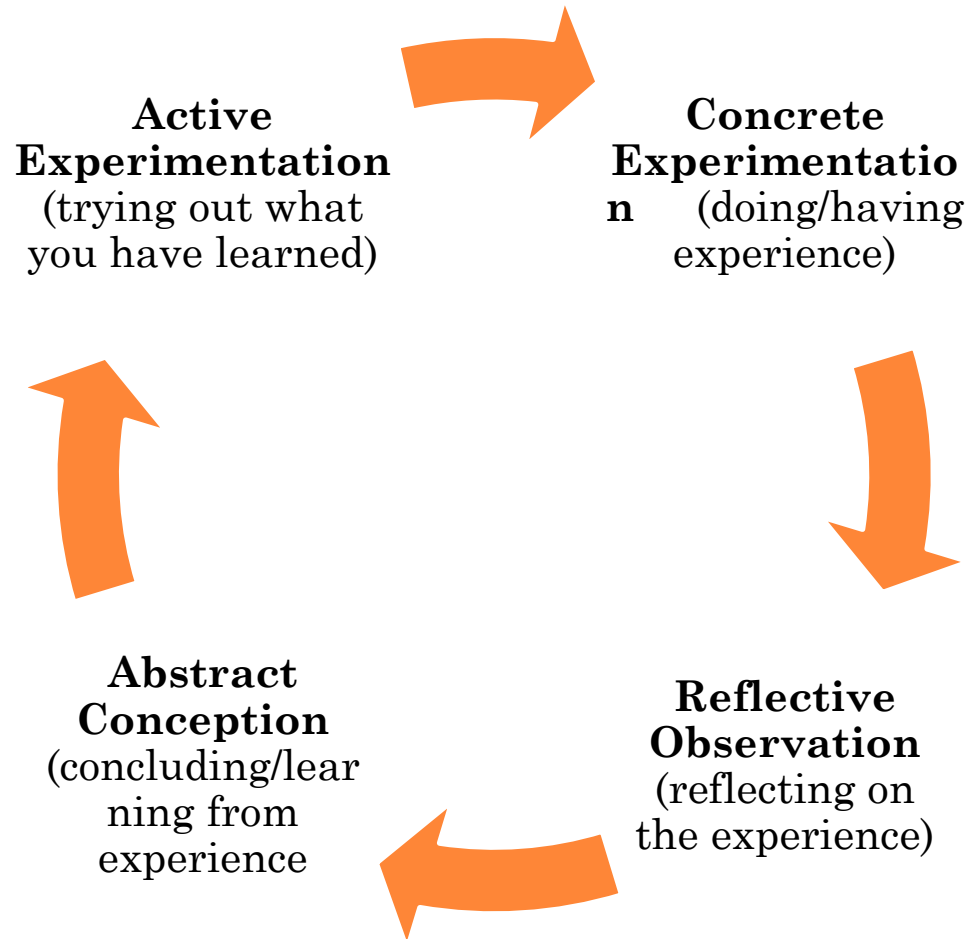


PRESENTING IN SUPERVISION

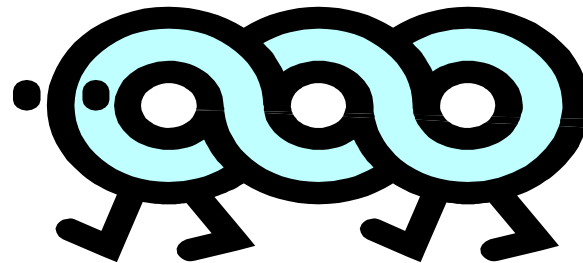
- Set an agenda
- Discuss each issue (if time permits) - be clear about what you want regarding each issue
- Summarise/reflect - on the session as well as any new learnings/plans for actions
 - Having this sort of structure means you both understand and have clarity about how the session will run and also you both share responsibility to work towards the goals identified.



KOLBS CYCLE OF EXPERIENTIAL LEARNING



o Feedback



HOW COME FEEDBACK IS IMPORTANT?

- Supervision is about affirming your skills and supporting you with your learning edges
- We are sometimes blind to the effects of our behaviour on others
- Sometimes we get comfortable in the way we do things



WHY CAN FEEDBACK BE DIFFICULT?

Our own behaviour and experiences

Often view it as a criticism

Don't want to create conflict

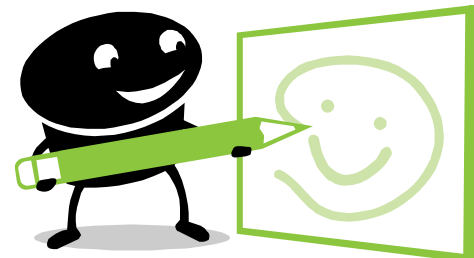
Worry about damaging self esteem

Don't think we have the right to comment on another persons behaviour or skills



CORBS MODEL OF FEEDBACK

- **Clear** - about what the feedback is and why
- **Owned** - use I statements
- **Regular** - as close to the event/experience as possible
- **Balanced** - give both positive and negative over time
- **Specific** - make sure it relates to specific behaviour/events



RISKS OF NO SUPERVISION

- What are the risks if you don't receive "good supervision" or any supervision at all?
- No professional development Unsafe practice
- Isolation No support
- No opportunity for reflection
- No opportunity for growth or change in practice
- Stress
- **BURNOUT!!!**



o Self Care



SELF CARE

- Remember, Supervision is one very important component of your overall self care!
- Self care is about maintaining your personal health - physically, mentally, spiritually
- It is any activity that aims to improve or restore your health
 - IT IS NOT SELF INDULGENCE!!!
- (not that there is anything wrong with being self indulgent from time to time)



SELF CARE CONTINUED

- There is no “one size fits all” with self care
- It is important to have your own idea about what self care will mean to you because
 - We all have our own unique life history
 - We all have our own demands, stressors and challenges
 - We all have our own goals and aspirations
 - We all have different levels of personal resilience
 - **But we all need Self Care!!!**



MY RESPONSIBILITIES AS SUPERVISEE

- What am I willing to contribute to the supervision relationship?
- How to maximise your supervision experience...
 - Make it a priority and attend
 - Have an outcome in mind
 - Don't just accept and settle
 - Be honest
 - Actively participate (supervision doesn't happen to you)
 - Enjoy it and have some fun
 - Make sure it is the quality experience you need it to be - remember, someone is paying for it, so get your time and money's worth out of the experience!

Be prepared

Ask questions

Give feedback

Take a risk



FINAL THOUGHTS!!!

- Supervision is for you!

You are equally responsible for making it work - it is not an activity done to you!

You have the right to good quality supervision with a skilled supervisor you feel comfortable with - ask for it!

If supervision is not working - discuss it with your supervisor and give them feedback. Otherwise they wont be able to make changes to improve it.



And don't forget to enjoy it!!!



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- Morrison, T. (2005). *Strength to strength. A facilitators guide to preparing supervisees, students and trainees for supervision*. Brighton: Pavilion Publishing (Brighton) Ltd.



USEFUL WEBSITES

- Aotearoa New Zealand Association of Social Workers
- www.anzasw.org.nz
- Drug and Alcohol Practitioners Association Aotearoa New Zealand
- www.dapaanz.org.nz
- The New Zealand Nursing Council
- www.nursingcouncil.org.nz
- The New Zealand Association of Counsellors
- www.nzac.org.nz
- Social Workers Registration Board
- www.swrb.org.nz

