



MOOC 2 – Unit 5

Supervision of Complex Interventions

Chapter 1

What to Teach About Supervision?

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MOOC 2 – Unit 5

Supervision of Complex Interventions

Chapter 1 : What to teach about supervision

Introduction

1.1 What supervision is and what it is not

1.2 Principles and structure of supervision

1.3 Models, focus and methods of supervision

1.3.1 Creative methods

Introduction

During the training of new supervisors it is useful to stress out what supervision is and what it is not. It is necessary to point out that **supervision differs from therapy** and also from **debriefing**.

It is necessary to mention that **supervision is not** some kind of **kitchen talk, feedback, lecture, sharing, or intervention**.

It is necessary to teach that **supervision has** some **main principles and structure** that can be a little bit **different** based on **different models of supervision**.

Finally, it is useful to **teach about** some **specific methods** that can be something like the **basis for the new supervisors** in the process of building their own approach in giving supervision.



1.1 What supervision is and what it is not

Supervision is a **basic element of health services and counselling** worker's education (American Psychological Association, 2015) because thanks to the professional growth acquired through supervision, it is possible to **ensure patient or client safety**, and **mediate quality** (Kilminster & Jolly, 2000).

Supervision isn't therapy, debriefing, management of case or evaluation of performance (PCAR).

Although the supervisor uses therapeutic methods during supervision, the supervisor shouldn't be also a therapist for the same person.



1.1 What supervision is and what it is not

By pointing out the main **differences in core aims** of different areas of work with a helper you can teach in what ways the supervision is different:

Supervision

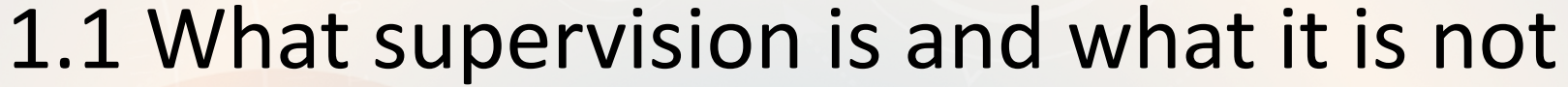
Besides form of education, supervision represents also some form of control that aims to cover the quality of health services processes.

Debriefing

Debriefing is also a form of education, but it is more focused on solving a specific situation, while supervision is a long-term process of education.

Therapy

Therapy differs from debriefing and supervision in that it is more focused on the helper (his/her personality, emotions, cognitions, etc.) than on the helper's process with a client.



Supervision

Debriefing

Therapy

Therapy is more focused on the helper's difficulties with some themes or areas that could hinder the quality of health services or counseling process.

For more clarity in teaching what supervision is and what isn't, you can **prepare some examples** of these **three different types of intervention**, or you can use **role-play** or **model situations** during the training.



1.2 Principles and structure of supervision

During the teaching of new supervisors it is useful to point out that despite the fact that every supervisor with increasing practice creates his/her own approach to how to do supervision (e.g., combination of different models, methods, etc.), supervision has some **basic principles that should be followed**.

For the helping profession, the principles, whether ethical or general, used in the supervision in psychology could serve as a good example.

Supervision and its principles are based on guidelines from the American Psychological Association (American Psychological Association, 2015).

For full guidelines **[CLICK HERE!](#)**





1.2 Principles and structure of supervision

Principles of supervision:

- requires **training and competencies** of supervisor
- focuses on client care by **increasing the competencies** of the supervisee;
- supervision itself **falls under control**;
- requires the **integration of various aspects** of professional practice;
- should follow **ethical and legal standards**;
- requires **evaluation, self-reflection, self-assessment** and, **two-way feedback** because it is affected by various factors, including personality factors, values, attitudes, faith, etc.;
- differs from consulting or mentoring (American Psychological Association, 2015; Kangos et al., 2018).



*Supervision should have a **clear structure***



1.2 Principles and structure of supervision

Structure of supervision

Supervision should include:

- an **initial discussion** of the progress;
- **systematic reassessment**;
- **time planning** to cover all important areas;
- **deciding on the importance** of topics;
- **agreement** on how supervision will be kept under review.

In addition, supervision should:

- have **basic rules**,
- be **uninterrupted**,
- be **somewhat flexible**;
- have a **learning function** and,
- include **record keeping**.

The content of supervision should be based on the fundamentals of research and practice (Kilminster & Jolly, 2000).

One of the most important parts of supervision is a **contract** between supervisor and supervisee. It should be **clear** and **both sides of the contract should be satisfied** with it. Sometimes the process of making a contract could be the subject of discussion in more than one supervision session at the beginning of supervision.

1.2 Principles and structure of supervision

In the teaching of supervision it is useful to stress out how the beginning of supervision and ongoing supervision could look like:

1. What should the first, second, and ongoing sessions look like? It is necessary to determine what are the **Topics and structure of Supervision sessions** (in teaching, you can use examples related to suggesting how the process of supervision could look like from the point of topics and structure);
2. It is necessary to prepare a **good contract**, it is important to be open, e.g., with some disclosure statement (in teaching you can follow points that we choose as an example about **Supervision disclosure statement and Supervision contract**);
3. For this purpose, during the teaching, you can **use various exercises** (see Exercise 1 – goals and Exercise 2 – goals) that can **help clarify the supervisee's personal, professional, and supervision goals**, and also **expectations of supervision**. These exercises could be used not only during the teaching but also in the supervision, they could be provided as an inspiration for the supervisee at the beginning of supervision.



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Tip_01, Tip_02, Tip_03, Tip_04



1.2 Principles and structure of supervision

A supervisor should be able to **ask good, effective, and focused questions**. For the structure and related process, you can teach the **CLEAR model** but also do not forget to ask a **question targeted at the helper's feelings** (e.g., it is useful for the secondary traumatization screening, and/or burnout prevention).

Asking good questions helps to propose a clear and useful suggestion for the supervisee.



Good practices_01

The CLEAR model (Hawkins & Shohet, 2012) – useful questions and responses for each stage of supervision (from the supervisor perspective)

CLEAR model



Useful questions (reactions) during supervision (from the supervisor perspective)

Questions for supervisor

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1.2 Principles and structure of supervision

Due to the principles of supervision, it is necessary **for the supervisor to know his/her strengths and weaknesses**. This can help them to **ensure the quality of supervision**, but also to **address ethical or sensitive issues**. In this tip, you will find examples (**case studies**) related to the ethical aspects of supervision.

In addition, here you can find the **questionnaire recommended for determining supervisors' competencies** (for supervisors): <https://societyforpsychotherapy.org/wp-content/uploads/2016/10/Appendix-Special-Feature.pdf>

Both of these are useful materials that can be used during the teaching of supervision.



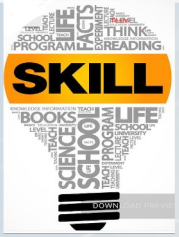
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1.3 Models, focus and methods of supervision

Supervision models represent a **theoretical conceptual framework that serves supervisors**. The initial models of supervision were based mainly on psychotherapeutic theories (**psychotherapeutic theory-based models**). However, later the need also arose to pay attention to the development of professional competencies (**developmental models**) and the relationship between the supervisor and the supervised (**process models**) (Fleming & Steen, 2012; Podlesek et al., 2017).



1.3 Models, focus and methods of supervision

During the training of new supervisors it is useful to stress out that even though three different supervision models exist, there is a **tendency to integrate the best parts** of them and then bring **more broad but more effective focus of supervision**.

The most applied model nowadays is the integrative **second-generation model** that:

- 1) integrates aspects of existing models;
- 2) links supervisor competencies, cultural diversity, and supervisory relationships;
- 3) searches for common factors to create an integrative theory of change (Podlesek et al., 2017).

Therefore, supervision focuses on some modes (Hawkins and Shohet, 2012):

- **Content** of the supervision session
- Supervisee **interventions and responses**
- The **supervisee – client** relationship
- **Internal process** of the supervisee
- The **supervisor – supervisee** relationship
- The supervisor's **internal processes**
- **Systems**: organisational, cultural, professional, familial, societal, ethical.



1.3 Models, focus and methods of supervision

Based on the model, it is possible to derive methods.

Methods can be divided through **form of setting** to:

1. **Individual** (face to face) **method**, which include supervisor and supervisee,
2. **Triadic method** (therapist, client and supervisor),
3. **In-group method** (supervisor and more than two therapists in interactive process).

Another classification of supervision methods is through the **form of achieving information**:

1. **Self report**,
2. Review of **audiotape** and **video recordings**,
3. Process **notes**,
4. **Live observation** to assess clinical material (Watson, 2018).

1.3 Models, focus and methods of supervision

It is important to teach new supervisors how they can help supervisees with preparation for supervision and how to care about their own preparation of supervision session. By **preparing a list of questions** you can help the supervisor in training with this part of supervision.

Briefly:

- **supervisor** should have to be **ready for active listening**; have to have **enough uninterrupted time** for the session; should **follow** the agreement – **contract** with supervisee; if he/she knows that they will be supervising a **special case** (e.g., from the point of view of psychopathology); should be **ready for this** topic; etc.
- **supervisee** should have **prepared materials** for the supervision (preparing **written materials** is recommended); should have a **clear idea about what** he/she **needs to have supervised** (e.g., why chose this case; where feels stuck, etc.); should **follow** the agreement – **contract** with supervisor; etc.

In order for supervision to be **effective**, both the supervisor and the **supervisee** need to **prepare for supervision sessions**.



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Tip_08, Tip_09, Tip_10

1.3 Models, focus and methods of supervision

It is necessary to **prepare new supervisors during the training** which materials are mostly used as a subject of supervision during the session and how to **help with its effective reviewing** and **giving clear instruction on preparation** of these materials.

Case studies and recordings (especially **audio recordings**) are used most often.

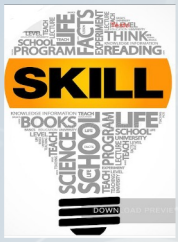
Then it is useful to teach **how to prepare a good Case study** (case report); **How to review a recording**; and **How to avoid the supervisee's anxiety during reviewing the recording**.

For case report you can use some predefined template that can be offered to the supervisee.



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Tip_11, Tip_12, Tip_13, Tip_14



1.3.1 Creative methods of supervision

You can teach new supervisors that if they **used to be creative**, e.g., during their work with other people as helpers (e.g., with their own clients), they can also be creative in the supervision. They can use different types of creative methods also in the supervision:

- **drawings**
- early recollections
- **dreams**
- metaphors and visualizations
- **role playing**
- using objects as a form of self expression

Psychological
Early
Intervention



1.3.1 Creative methods of supervision

Drawings - projective techniques which bring quick insights into the therapy dynamics.

Early recollections analysis is a key method of Adlerian Psychotherapy which is possible to use as well as a method of supervision.

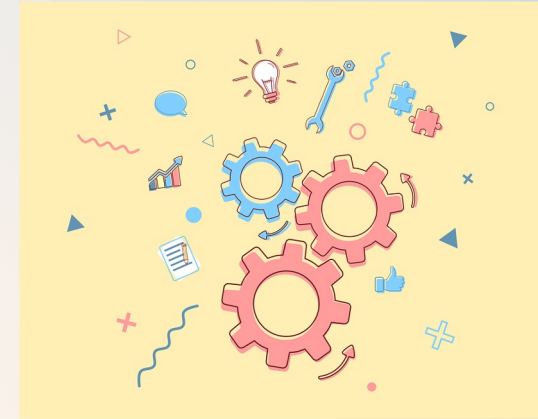
Dreams serve as solutions or preparation for the future.

Metaphors and **visualizations** serve as imaginative projections of the supervisee.

Role playing could be the way to understand underlying issues of the client's case, safeguarding tendencies or protective mechanisms of supervisee.

Using objects (or cards) in the supervision process as a form of self expression of supervisee.

1.3.1 Creative methods of supervision



Based on your own experience with using **creative techniques** you can prepare a **list of suggestions and examples**.



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