



# **MOOC 2 – Unit 5 Supervision of Complex Interventions**

## **Chapter 2 Why to Do Supervision?**

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# **MOOC 2 – Unit 5**

## **Supervision of Complex interventions**

### **Chapter 2 : Why to Do Supervision?**

Introduction

2.1 Functions and benefits of supervision

2.2 Interventions

Psychological  
Early  
Intervention



# Introduction

During the teaching of supervision it is necessary to **stress out functions and benefits of supervision**. For doing effective supervision it is important to **know what the supervisor should and should not do during supervision**. It is necessary to teach the supervisors during their training **how to behave and react during supervision** with the aim **to be beneficial for the supervisee**. Doing effective and beneficial supervision in the organization could also be an inspiration for the start of having **intervisions** with colleagues.



## 2.1 Functions and benefits of supervision

Supervision has three main functions:

- **Normative function**
- **Restorative function**
- **Formative function**

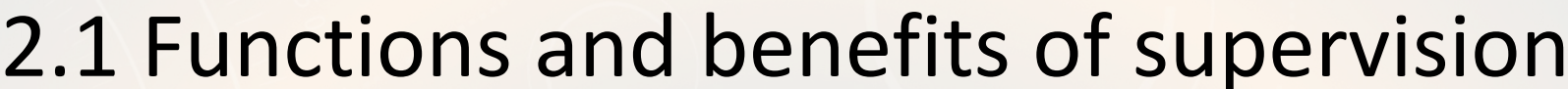






## 2.1 Functions and benefits of supervision

- **Normative function** is related to the **evaluation** of the supervisee's performance. It serves to secure safe and effective therapy.
- **Restorative function** represents **emotional support** and processing with aim to prevent professional burnout of the supervisee.
- **Formative function** helps to **develop skills and knowledge** with aim to support self-educational strategies and thus increase the overall efficiency of the therapy (O'Donovan et al., 2011).



*If the functions are fulfilled, important benefits of supervision can therefore:*

- **decrease the uncertainty**
- **increase the need for self-care**
- **decrease probability of burnout**
- **ensure effective management**
- **increase the effectiveness of the therapy itself**  
(Hill et al., 2016; Vandette et al., 2019).





## 2.1 Functions and benefits of supervision

Supervision should be beneficial and whether it fulfills its functions can be found out through questioning, discussion, exercises, or using assessments. During the training of new supervisors it is useful to teach how to **evaluate the supervision through various scales or exercises** and what are the **red flags in supervision**.

For the evaluation of supervision, scales and exercises can be used



For the new supervisor it is not only useful to know what is helpful during the supervision, but it is also important to know what can be the **pitfalls in supervision** (e.g., supervision doesn't have to be authoritative; directive; sexist, etc.)

The supervisor is not the only one who has the best and right solution for the supervisee's problems (he/she offers just suggestions based on their practice and knowledge). Supervision is not a place for a one-man show in which the supervisor shows to the supervisee how clever and what a good expert he/she is.



*Supervision should be educational, but also collegial and supportive.*

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Tip\_16, Tip\_17

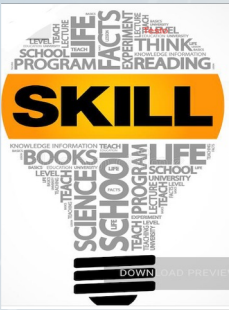


## 2.2 Intervisions

It is also useful for the supervisors **to know** the **benefits of intervision** and how the intervision should be carried out.

Intervision is a form of knowledge development that takes place **through consulting experiences**. It can contribute to a **new insight into the problem**. The ideal intervision group consists of about **five to eight participants**. In the intervision participants **together dissect a problem by asking questions to the case provider**.





## 2.2 Intervisions

Intervision helps with the development of so-called learning skills and soft skills:

- **Active listening**
- **Sense of empathy**
- **Creative thinking**
- **Innovative problem solving**
- **Improved teamwork**
- **Solidarity between participants**





## 2.2 Intervisions

### **Intervention structure**

1. Preparation,
2. Introducing an issue,
3. Question round,
4. Brainstorming,
5. Recommendations,
6. Feedback.

Psychological  
Early  
Intervention



## 2.2 Intervisions

A supervisor **is not a part of intervision group**, but he/she can offer the **service for intervision group**.

At the beginning, before the start of intervisions (before the first session) they can give **feedback on the plan of intervisions** (e.g., organizational things such as how many participants will be a part of intervision group; structure of intervision; etc.).

Continuously (e.g., once in 2 months) the supervisor can **review how the intervision group is doing**, e.g., if they feel stuck in something, he/she can **bring some suggestions on how to improve the intervisions**, etc.



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Tip\_18