Being a Supervisee
Old tradition - Fresh perspective

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Disclosures

- Professional Leader, Auckland DHB
- CSC Supervision & Consultation Services
- Chameleon Courses
- Senior Bobath/NDT Tutor (NZBA Inc)
- CCFR Auditor
Workshop Intent

Question:
• Are you getting the most out of your supervision?

Aims:
• Refresh your perspective on ‘being a supervisee’ and your own supervision
• Assist you to know and expect beneficial supervision
• Try out some tools and strategies which assist to ensure you are engaged in a beneficial supervision partnership
Why Supervision?

What is it?
Why is it important?
What value does it add?

5 minute chat
Share some of your insights ...

“That’s amazing—I was just thinking the same thing.”
Supervision defined ...

• A dynamic, developmental process of looking over and reflecting on the work one does

• ... a relationship-based process whereby joint inquiry and reflection is designed to facilitate the development of professional growth and competence; ensure standards of practice, and encourage and enhance professional identity, self-care and development

• ... carried out in a safe space – regular, dedicated time
The 3 Elements of Supervision

- Direct oversight & input into client care
- Professional development & support
- Oversight of employee & professional accountability

Supervision

Kero
Applied Transformational Learning Methodology
(Carroll, 2010)

• Experiential learning cycle
  – Learning theory
  – Transformational (not transmissional)

• Learning = growth = development = change

• Learning environment
  – Look backwards to make sense of what one could not make sense of at the time!
  – Live life forwards, understand it backwards!
  – Applied in practice!
‘Must Haves’ in Supervision

• Supervision Agreement
  – Transparency
  – NB. 3-way

• Lines of accountability defined

• Safe space

• Documentation

• Review and evaluation processes
Negotiating My Supervision

• Get ready!

• Define and clarify what supervision is!

• Clarify your expectations and the focus of supervision!

• Carry out a supervision needs assessment
Supervisee Responsibilities Checklist
(Carroll & Gilbert 2005, p. 22-23)
Getting what you ‘want’  
(Davys, 2003)

- Why are you bringing this issue to supervision?
- What outcome do you want from supervision regarding this issue?
- How will you know you have got what you wanted?
- What do you want from your supervisor?
- What don’t you want from your supervisor?
The Benefits of Supervision

- For the individual practitioner
- For the clients / populations we ‘serve’
- In relation to the practice context
- For the organisation
Questions to Evaluate your supervision
(Carroll & Gilbert 2005, p. 97)

• What went particularly well in our supervision session?
• What relationship challenges did we face?
• Were we communicating effectively with each other?
• Were we candid and open in our communication?
• What did we not talk about (avoided)?
• What learning challenges emerged?
• Any external factors that impacted on our supervision session?
• What three actions could improve the quality of our supervision arrangement?
# Evaluation Process Tool

## Supervisee’s Perspective

### Feedback to Supervisor by Supervisee

<table>
<thead>
<tr>
<th>Statement</th>
<th>&lt;&lt;Always&gt;&gt;</th>
<th>Seldom</th>
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</thead>
<tbody>
<tr>
<td>My supervisor provides me with sufficient support to facilitate my learning.</td>
<td>5</td>
<td>4</td>
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<tr>
<td>My supervisor helps me reflect on myself and my practice in supervision.</td>
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<tr>
<td>My supervisor helps me identify sufficient and varied opportunities for my learning.</td>
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<td>Our supervision relationship is productive.</td>
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<td>My supervisor develops a climate of trust and safety that facilitates my growth in the supervision session.</td>
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<tr>
<td>My supervisor helps me identify my learning challenges during supervision.</td>
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<tr>
<td>My supervisor communicates with me effectively.</td>
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<tr>
<td>I feel there is a good balance of support and challenge when I have supervision.</td>
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<td>I feel there are areas in my supervision that we do not talk about that should be the focus of the conversation during my supervision session.</td>
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<td>My supervisor encourages me to conceptualize in new ways regarding my clients, colleagues and/or systems.</td>
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<tr>
<td>The feedback that my supervisor gives me is thoughtful, open, and constructive.</td>
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<tr>
<td>The content for discussion in my supervision sessions makes an impact on my performance in my work, work relationships, and life.</td>
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<tr>
<td>I feel we are being accountable for supervision by abiding by the supervision policy and our supervision agreement.</td>
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<tr>
<td>I feel that we are being accountable in our supervision to clients.</td>
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<tr>
<td>I feel that we are being accountable in our supervision to the organisation.</td>
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<tr>
<td>I feel that we are being accountable in our supervision to my profession.</td>
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<tr>
<td>The things that are most helpful in our supervision arrangement are:</td>
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<tr>
<td>These things that are least helpful in our supervision are:</td>
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**SUPERVISION REPORT**

Date: __________  Supervisee: __________  Supervisor: __________

Type of Supervision:  
- One-to-One (Individual)  
- Group  
- Peer  

Frequency of Supervision: _______

Read each item and assess the degree to which you, the supervisor, agree or disagree with the statement using a 5-point Likert scale as follows. Circle **only one number in each box**.

<table>
<thead>
<tr>
<th>ITEM</th>
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<tbody>
<tr>
<td>The Supervisee:</td>
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<tr>
<td>Has a signed supervision agreement and a copy is held by the Line Manager.</td>
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<td>Regularly keeps a supervision log of attendance with key supervisory themes.</td>
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<td>Regularly attends supervision (as frequently as FTE allows).</td>
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<td>Identifies and brings a range of issues about his/her practice to supervision.</td>
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<td>Identifies relevant issues and uses supervision effectively to meet his/her professional, clinical, and work-related needs.</td>
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<td>Shows the ability to call upon a range of profession-specific theory and interventions.</td>
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<td>Critically examines and reflects on challenges and the ethics of his/her practice, decisions, and thinking.</td>
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<tr>
<td>Critically examines and reflects on his/her working relationships.</td>
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<tr>
<td>Demonstrates awareness of any areas of strength and weakness in clinical/professional practice and actively addresses areas for further development.</td>
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<tr>
<td>Demonstrates the ability to negotiate and facilitate achievement of agreed goals in relation to clients/others as a result of supervision.</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>Uses supervision as an opportunity to grow and develop his/her professional/clinical and cultural practice skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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</tr>
<tr>
<td>Uses supervision as an opportunity to grow and develop his/her profession-specific knowledge and attributes.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Aligns supervision with his/her Performance Agreement goals.</td>
<td>1</td>
<td>2</td>
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</table>

**Recommendations for any activities. (Link to professional development continuing competence plans and/or performance and CASP objectives)**

**Note:** The content of this report has been discussed with the Supervisee. A copy may be placed in the professional portfolio and be provided to the Supervisee’s Team Leader/Charge Nurse/Line Manager on request. The Supervisor Report may also be used for supervisor audit purposes. This will be carried out by the Professional Leader accountable for the Supervisor Portfolio to ensure quality supervision practices are occurring.

Signatures:  
- Supervisor: ___________________  
- Supervisee: ___________________  

Supervision Report: May 2010  

Kero
Checklist for assessing and monitoring your supervision

☑️ Supervision Agreement (Contract) is fulfilled

☑️ Key issues are identified and “unpacked” in supervision

☑️ Reduction of probability of “harm” (self / others / organisation)

☑️ Increased developmental direction – learning, growth, reflection, self-supervision

☑️ Supervisor models process

☑️ Equal relationship in supervision partnership
Check-Out & Feedback:

How am I feeling about my supervision now?

Any key learning / insights?

What do I need to do / follow-up on?
Key ‘take home’ messages

- Practising registered occupational therapists are mandated to be in supervision

- Supervision can be one of the most influential processes through which we may perceive and relate to our agency ... we must use this professional development activity beneficially

- Supervision is most beneficial when it provides high support / high challenge
"THE COFFEE MAKER IS BROKEN."
Key References


