

Queensland Health and the Learning Centre acknowledge the Traditional Owners and Custodians of the land, waters and seas, and pay our respects to Elders past, present and future. We recognise the **historical and ongoing impacts of colonisation** including the dismantling of culture and heritage, extinguishment of language, dislocation from Country and deliberate separation of families and communities. We acknowledge the social, emotional, and physical consequences for Aboriginal and Torres Strait Islander people.

**Aboriginal and Torres Strait Islander communities continue to demonstrate resilience and strength, and generously share their culture and traditions.**

Aboriginal and Torres Strait Islander peoples are advised that this publication may contain the names and/or images of deceased people.

'Making Tracks' artwork produced for Queensland Health by Gilimbaa.

Queensland Health 2010: *Making Tracks towards closing the gap in health outcomes for Indigenous Queenslanders by 2033* – Policy and accountability Framework Brisbane 2010; Qld Government, Making Tracks Artwork and Protocols.

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We acknowledge the lived experience of those with mental illness, those impacted by suicide or substance use, and the contribution families, friends, carers and staff make to their recovery.



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## Housekeeping and online etiquette



Mute when not speaking



Facilitator screen sharing



Use of the chat room



Attendance record



Mobile phones to silent



CPD hours/certificate



Breaks: 10-15 minutes



Technical troubleshooting

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## Resources



Queensland Health  
Supervision  
Guidelines



Professional  
Practice  
Frameworks



Learning Centre  
Supervision  
Resource Hub



Reflective journal  
to guide your  
supervision

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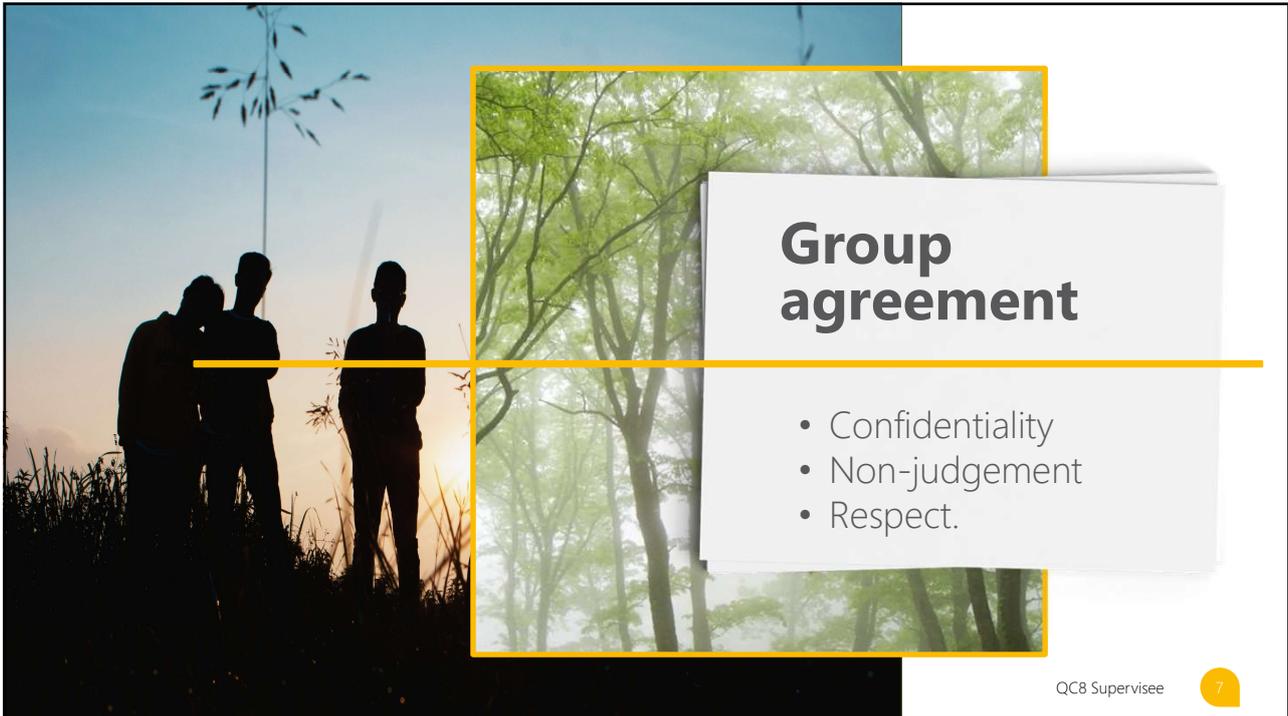
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## Program

Time	Content
First half	Welcome, introductions
	Review 5 stages of supervision
	<b>Assessment and agreement:</b> Review from the elearning <b>Engagement:</b> Deciding what to bring to sessions
Break	15 minutes
Second half	Using Gibbs' reflective learning cycle in supervision
	How to prepare to give and receive feedback
	<b>Evaluation:</b> Using evaluation tools to monitor the SWA and progress toward goals
	<b>Ending:</b> Using evaluation to support learning at the end and signpost where to begin a new supervision arrangement.
	Summary and close

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## Group agreement

- Confidentiality
- Non-judgement
- Respect.

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## What is supervision?

Professional practice frameworks 

The Guidelines offer definitions to help us understand its purpose.

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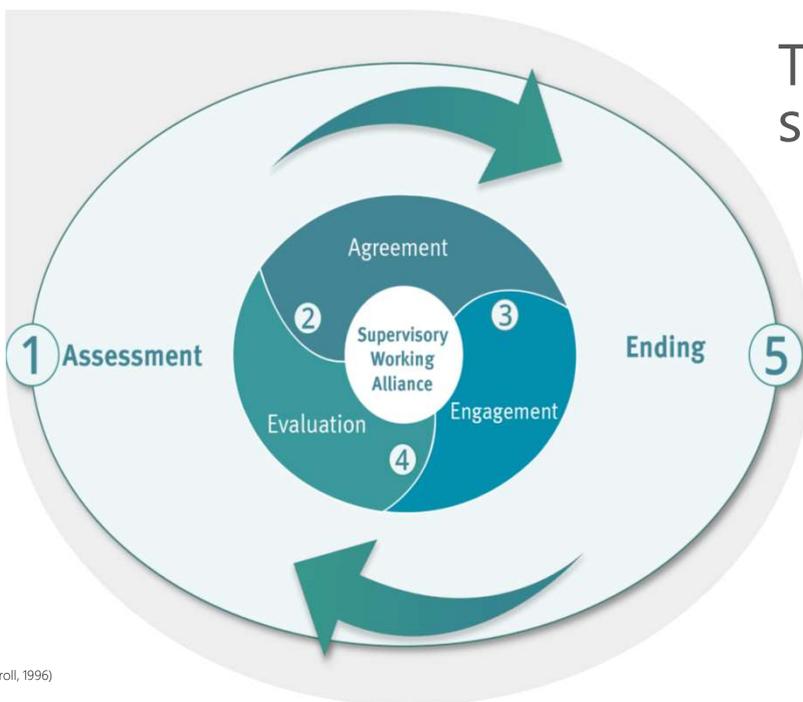




## Introductions

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## The stages of supervision

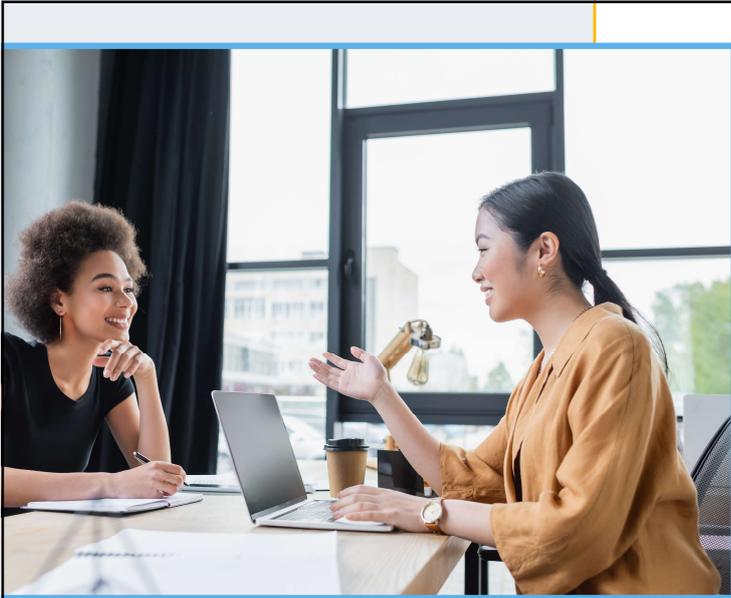
Today you will learn some processes and tools to *help* you get the most from each stage of supervision.

*Let's review each stage now.*

(Carroll, 1996)

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What is your overarching goal for supervision?

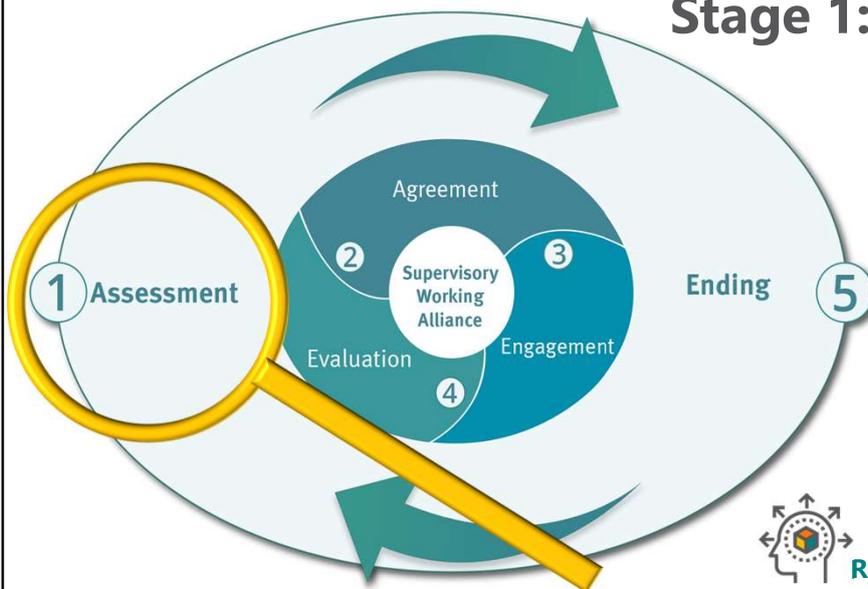


Reflective journal

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### Stage 1: Assessment



Who is your best fit as supervisor and how to choose them?



Reflective journal

(Carroll, 1996)

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## Can your supervisor help in critical ways?



(Proctor, 1987)

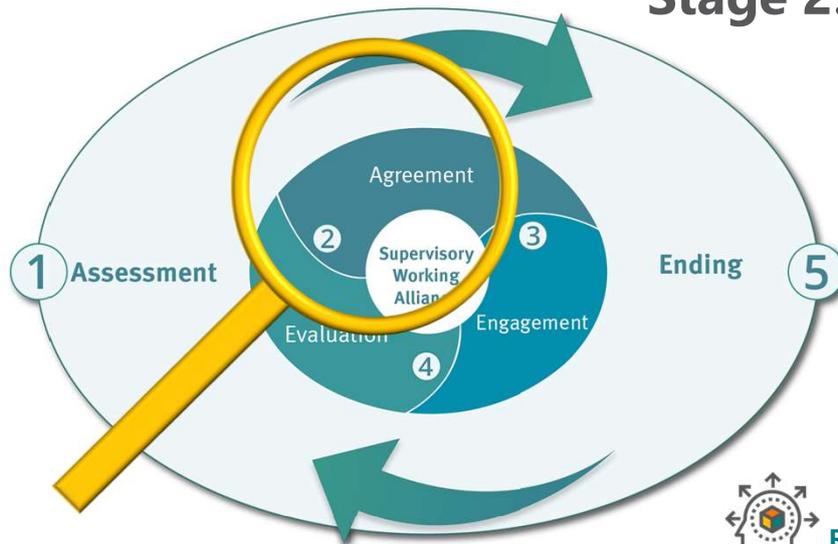
## Things a supervisor should do:

- support agreed goals 100%
- guide, support and re-direct progress toward goals
- support their supervisee to make new discoveries - to learn and grow professionally
- monitor and support supervisee wellbeing when needed.

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## Stage 2: Agreement



What things should you agree on to keep things on track?



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(Carroll, 1996)

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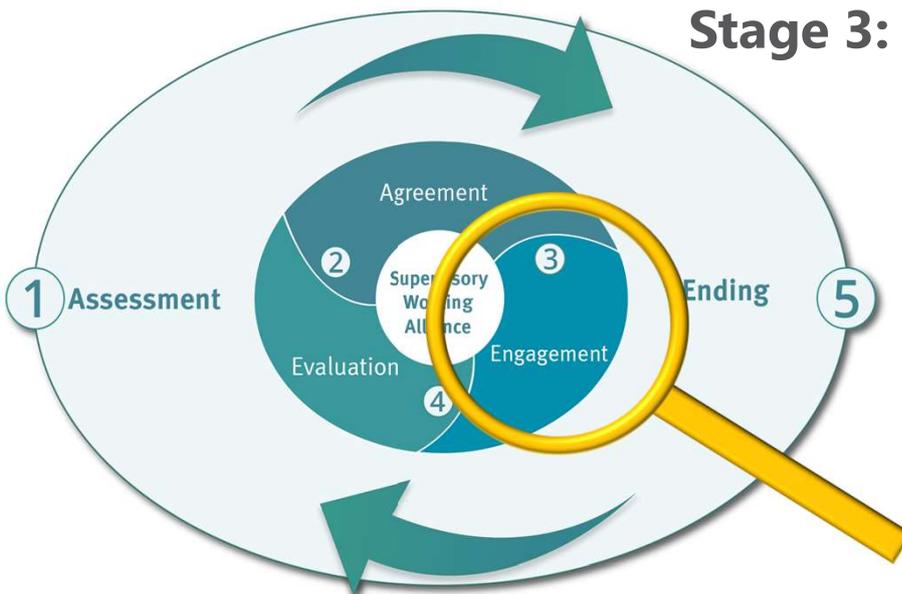
## The heart of supervision is the: Supervisory Working Alliance



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## Stage 3: Engagement



How do you decide what's important to bring to supervision?

(Carroll, 1996)

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## You might choose to bring work situations:

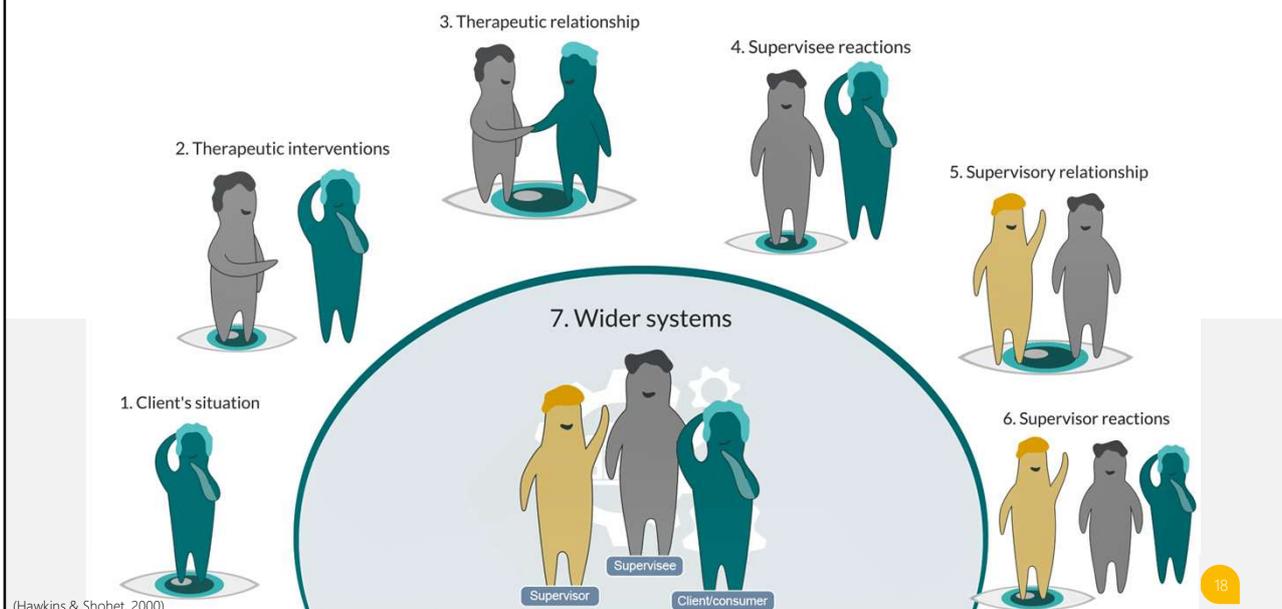
- ❑ that elicited uncomfortable feelings
- ❑ that celebrates progress and wins
- ❑ you were unsure about what to do
- ❑ you were surprised by what happened.

What kinds of situations or issues might these be?

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## Relationship based learning – 7 possible lenses



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## Prioritising topics - the 3 functions.

1. Read the scenario on page 7.
2. Decide how the supervisee's issue relates to each of the 3 functions:
  - supportive/self care (restorative)
  - educative (formative)
  - ethics and safety (normative).
3. What topics might this person bring to supervision?

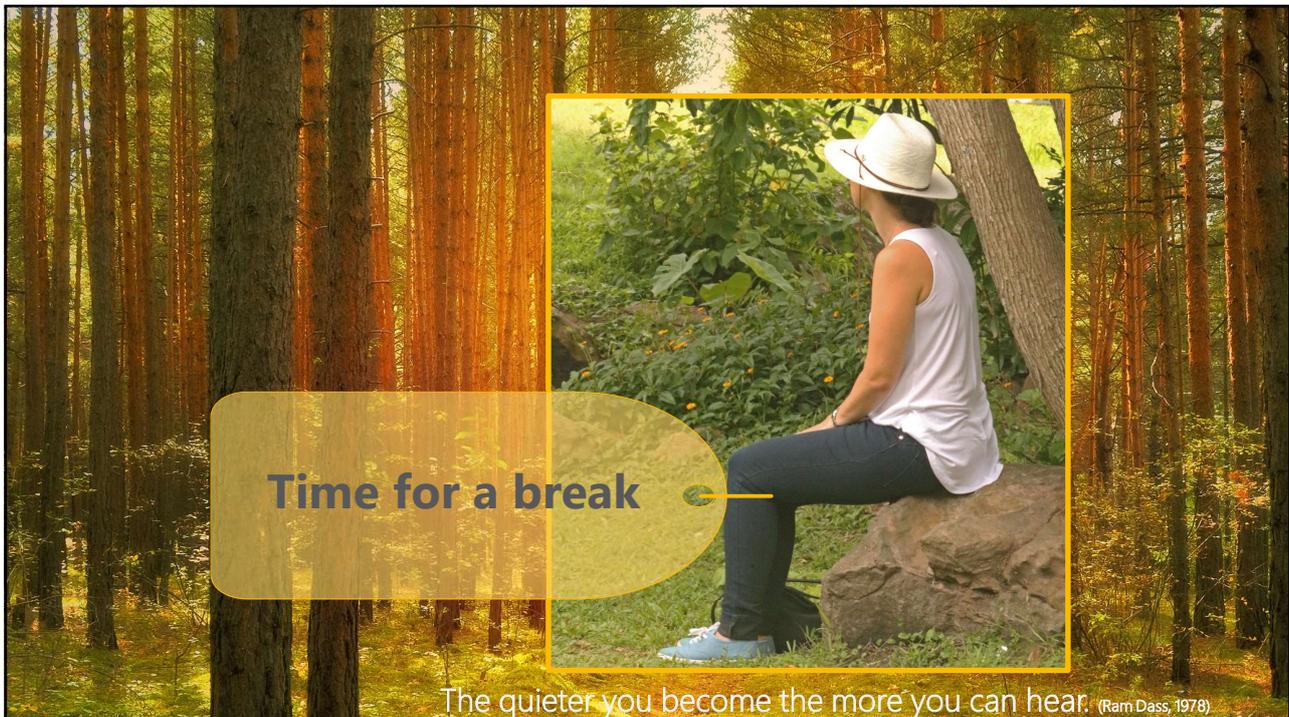


(Proctor, 1987)



Reflective journal

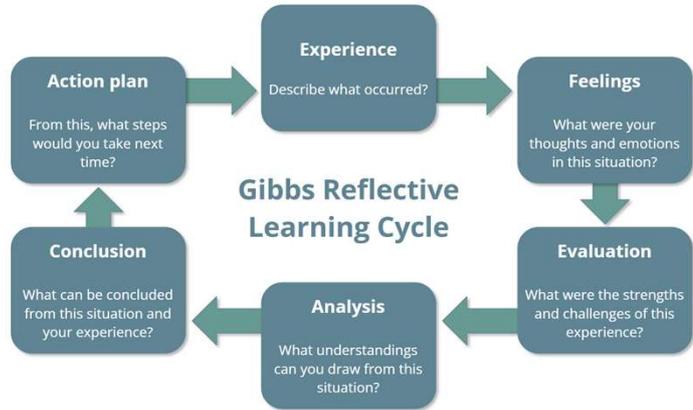
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The quieter you become the more you can hear. (Ram Dass, 1978)

# Self directed learning from experience

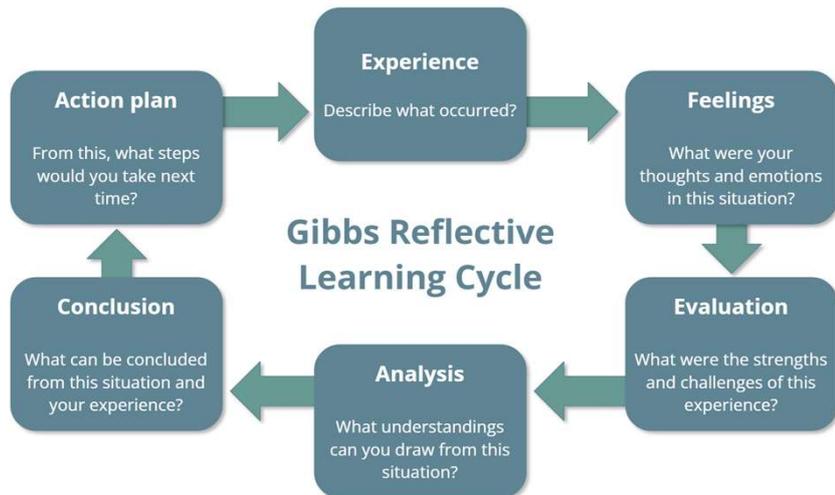
- 1 Notice feelings and thoughts about what happened.
- 2 Understand what happened.
- 3 Invite feedback from your supervisor.



(Gibbs, 1988)

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## Practise exercise



(Gibbs, 1988)



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## Feedback while learning

- Observational
- Confirmatory
- Corrective.

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### Thinking before responding to feedback.

The key to working well with feedback is to have the right mind set.

### Prepare to receive feedback:

**W - welcome**

**H - hear**

**A - ~~accept~~ acknowledge**

**M - mindfully consider.**

(Adapted from Hewson Daphne & Carroll, 2016)

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## When giving feedback, stop and think



**WHAT**

What am I saying and why?



**HOW**

How is it best to say it?



**EMOTION**

What reactions can I expect?



**WHEN**

Is it the right moment?



**WHERE**

Is it the right place?

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## How ready are you to receive feedback?



1

2

3

4

5

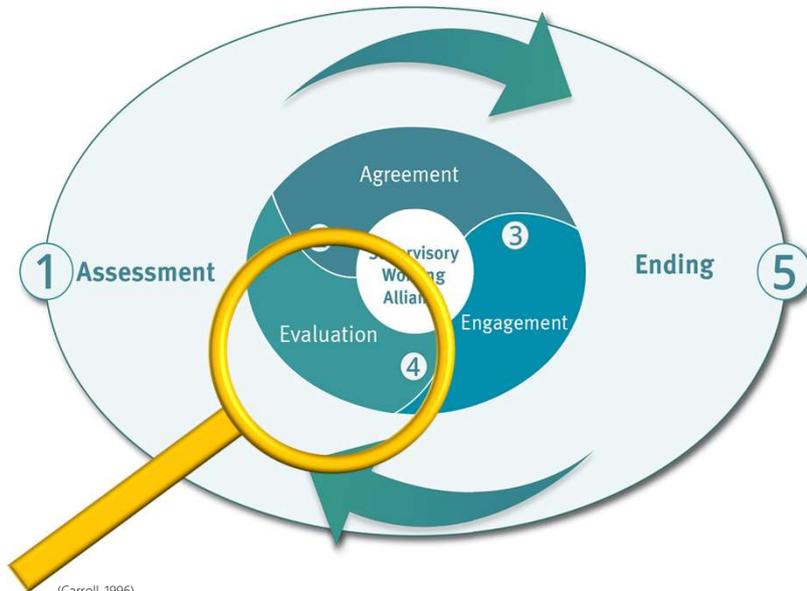
Be gentle

Challenge me

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## Stage 4: Evaluation in supervision



(Carroll, 1996)

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Evaluation has multiple purposes.

*What are they?*

## What do we evaluate in supervision?

- Progress toward goals
- The working relationship
- The bond
- The tasks.



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# When to evaluate



During sessions



End of each session



End of an agreement



When supervision needs to change



When ending a supervision relationship

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# How to evaluate?

The workshop **was not** focussed on my needs

(APPROACH)

The workshop **was very** focused on my needs

My partner and I **did not** understand each other during the activities

(RELATIONSHIP)

My partner and I **did understand** each other during the activities

The learning activities in this workshop **did not** help me learn how to practice supervision.

(MET MY NEEDS)

The learning activities in this workshop **did help** me learn how to practice supervision.

(adapted from Wainwright, 2010)

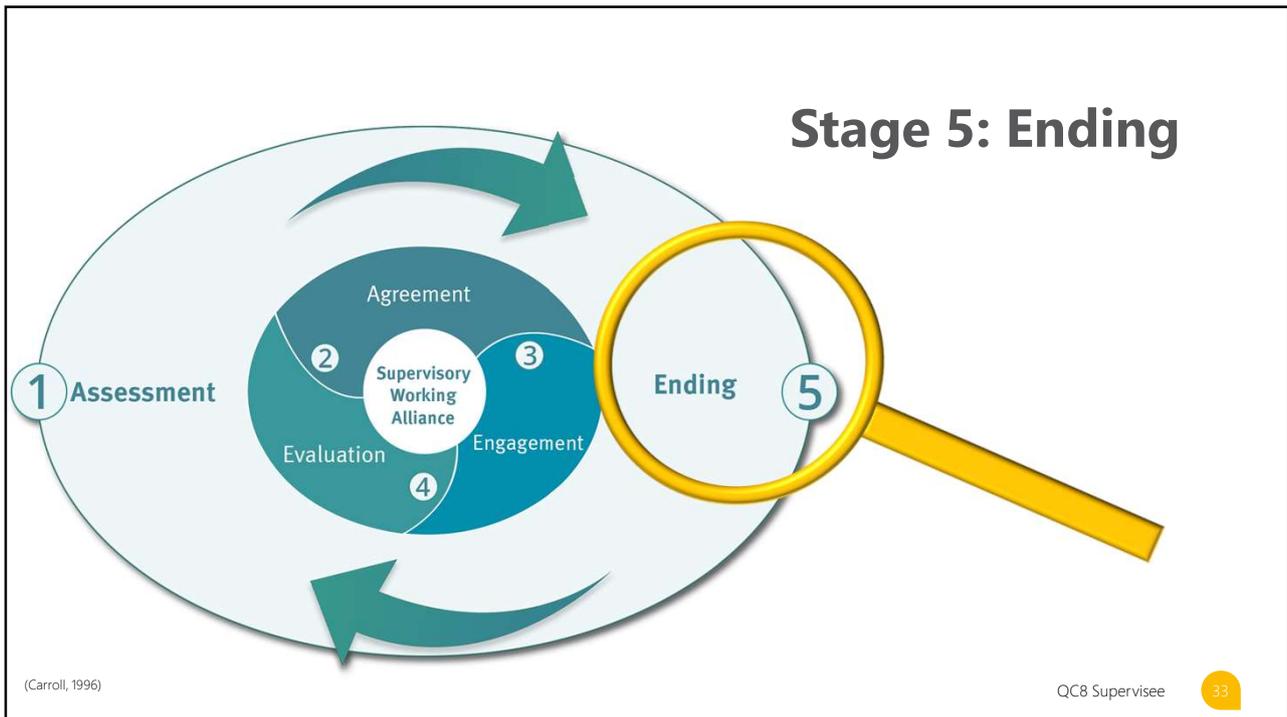


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## Ending the supervision relationship or current agreement

What do you need to learn from 'ending'?

- Review the agreement. Did I achieve my over-arching goal(s)?
- How effective were the sessions in supporting me achieve my goal(s)? (discussions/tasks/activities)
- What is my next goal? Is this the right supervisor to help me achieve my new goal or do I need a new supervisor?
- What did I like about this working relationship that I will bring to my next SWA?
- How will I continue to develop my supervision practice?



**Reflective journal**

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# What have you learned?

What do I need to learn next?

1. Are you clearer about how you will do supervision and where to start?
2. What tools will help you most?
3. What will you do next?



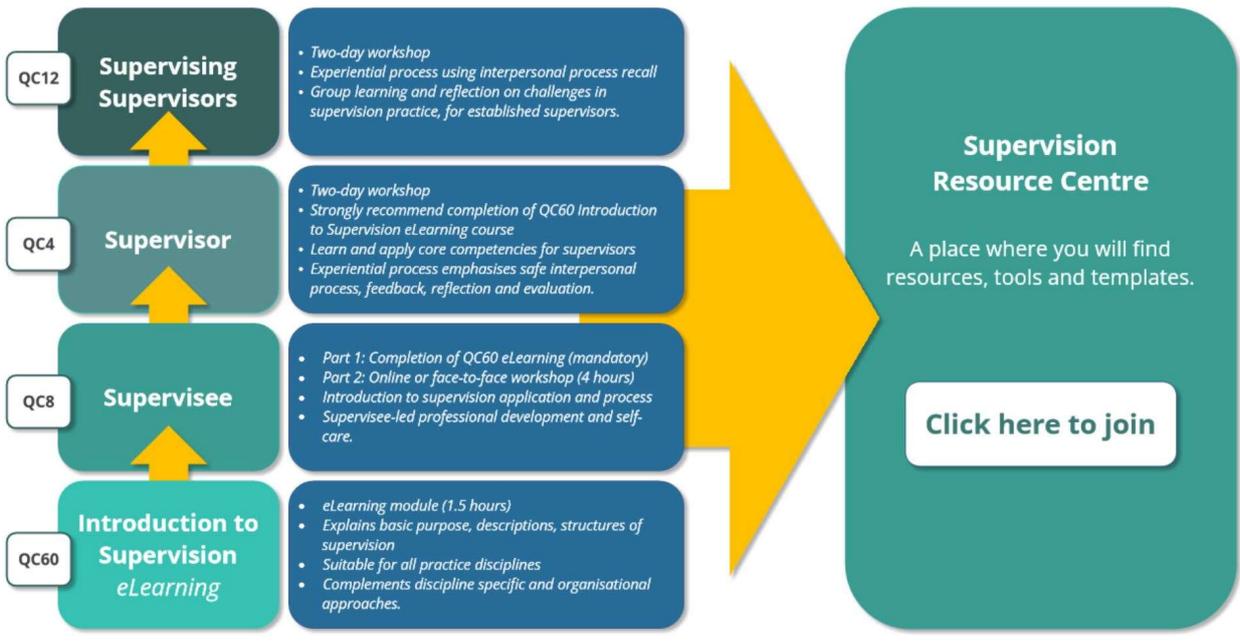
Reflective journal



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## Learning Centre Supervision Suite



## Online evaluation

### Queensland Centre for Mental Health Learning

To improve the quality of our courses, the Learning Centre uses online evaluations.

Please ensure that you have **signed the attendance sheet** OR **been checked in by our trainers** in order to access your electronic certificate and receive the post evaluation email.

#### The evaluation process



##### Step 1

###### Workshop booking

Sign up - your booking triggers a series of processes.



##### Step 2

###### Pre-evaluation

After signing up, an email confirms your booking. This email contains important details and the pre-evaluation link.



##### Step 3

###### Post-evaluation

Upon workshop completion, you will receive access to your certificate and the post evaluation link.

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