Learning Centre
Queensland Centre for Mental Health Learning

QC8 Supervisee

Reflective Journal

Queensland Centre for Mental Health Learning
Cnr Ellerton Dr & Court Rd Wacol 4076
ph: (07) 3542 2111 email: qcmhl@health.qld.gov.au
ABN: 64 468 984 022 RTO: 40745

West Moreton Health
Queensland Government

Version control

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1.1	19 June 2023	Updates after pilot and train the train sessions.	Irene Francisco
1.2	14 December 2023	Post launch edits and CIR tickets.	Dr Wendy Ducat
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Queensland Centre for Mental Health Learning (Learning Centre)
Locked Bag 500
Archerfield QLD 4108

(07) 3542 2111

qcmhltraining@health.qld.gov.au
www.qcmhl.qld.edu.au

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Part one: To be completed during the eLearning

Reflective Journal – My supervision journey

Getting started

Supervision is recognised as one activity that sits at the centre of professional practice. A structured supervision relationship aims to promote professional development, support core skill development, ethical reasoning and reduce burnout, all of which enhance outcomes for clients and consumers.

We start our reflection here and ask this question:

What do I hope supervision will be?

These first thoughts are important because they describe your expectations for supervision. Take some time to think about your hopes as they are likely to shape one of your first tasks in supervision - *who you will choose as your supervisor.*

Chapter 1: What is supervision?

When we define supervision, we are attempting to explain what it is and why we do it – in other words its purpose to you. Take a few moments to think about how you would define supervision that fits with *your role and practice*.

How do I define supervision?

The thoughts you have written here are important ideas to hold as you will draw on these during your first few meetings with a new supervisor. That is when you will discuss what you want your supervision to be for you and work out if this person has the right fit of values, experience, and skills to meet your supervision goals. Once you have found the right supervisor, you will continue your conversation with them to define the agreement that will support your supervision relationship.

Chapter 1: Supervision has three core functions

The three functions of supervision can help us to think in a structured way about the issues that come up in our role and practice. Practice issues often relate to each of the functions in some way, but there is usually one function that reflects the main needs we have in working with the issue.

Think about some current challenges, issues, and opportunities in your practice. In the space below, sort your issues into the functional area that applies best.

Support and self-care (Restorative) – E.g. I need help to restore my wellbeing after a challenging conversation with a client. My issue is:

Ethics and safety (Normative) – E.g. I have a concern with client safety, and I need to know how to proceed. My issue is:

Education and learning (Formative) – E.g. I have identified some gaps in my practice, and I need support to find new approaches. My gap is:

Chapter 1: Introducing the supervisory working alliance (Bond/Goals/Tasks)

To have purpose and value, supervision needs to have well-defined goals. Goals clearly define our intentions and signpost how we might achieve them.

For example: ‘I want supervision to help me learn skills in readiness for a new role in the community.’ This is a goal that may be met through a range of supervision tasks (doing a short course or practicing a new skill) and relates to the desire for change and growth.

For this next reflection, look at the issues you listed above. Can you write a priority or over-arching goal from these in the space below? This might be the first goal you take to supervision.

Overarching goal:

Chapter 2: Assessing a potential supervisor

Below are six questions that may help you focus your thinking when deciding whom to choose as your supervisor (Carroll and Gilbert, 2011). In the space below, write your initial thoughts.

Question 1: What values and worldview would I like my supervisor to have?

Question 2: What areas of skill and knowledge growth am I hoping to develop and who will be best to guide these?

Question 3: What challenges and complex work am I dealing with and what expertise would help me work through it?

Question 4: What do I need from a supervisor to support my self-care needs?

Question 5: What kind of feedback approach do I respond to the best?

Question 6: What communication style do I want my supervisor to have?

Name four or more interpersonal qualities you would like in a supervisor (*this will be completed during the workshop*).

Write them here:

Chapter 3: Forming the supervision agreement

The agreement helps to keep the supervisory working alliance functional and safe. It supports the relationship when issues arise and keeps both the supervisee and supervisor accountable to the goal that was agreed to.

What agreements do you need to ensure the relationship with your supervisor is protected and productive? These may be specific to your current work setting.

I want to have agreements about:

Chapter 4: Making an agenda for your supervision sessions

If you have downloaded the agenda template provided in the eLearning, take a few moments and structure your agenda into headings or topics. If you have a preferred agenda, fill it in now with topic headings, so it is ready for your next supervision session.

Chapter 4: Gibbs reflective learning cycle

In the space below, describe a recent experience that you would find valuable to learn from using the Gibbs' reflective learning cycle.

Thank you for these important reflections for your Supervision. They will help guide your supervision practice going forward.

Reminder: Please bring this journal with you to the QC8 Supervisee workshop, as you will be adding to your reflections during the workshop activities.

Part two: To be completed during the QC8 face to face workshop

Welcome to the QC8 Supervisee workshop

During this workshop, you will be guided to further develop your understanding of supervision and how it can support you to meet your professional and well-being needs at work.

The learning activities and discussions in this workshop will support you to:

1. recognise the qualities in a supervisor that will support you to achieve your supervision goal(s)
2. identify the kinds of agreements that will ensure your supervisory working relationship is protected and functional
3. choose topics to bring to supervision that help you achieve your goal as well as support your professional growth, learning and well-being at work
4. learn from experiences and situations encountered at work, using Gibbs' reflective learning cycle
5. observe how feedback contributes to learning and shapes the supervisory relationship
6. recognise the importance of evaluation to assess progress towards goals, identify future supervision needs and signal issues in your supervision relationship.

We hope that after this workshop you will feel confident and excited to further develop your supervision practice.

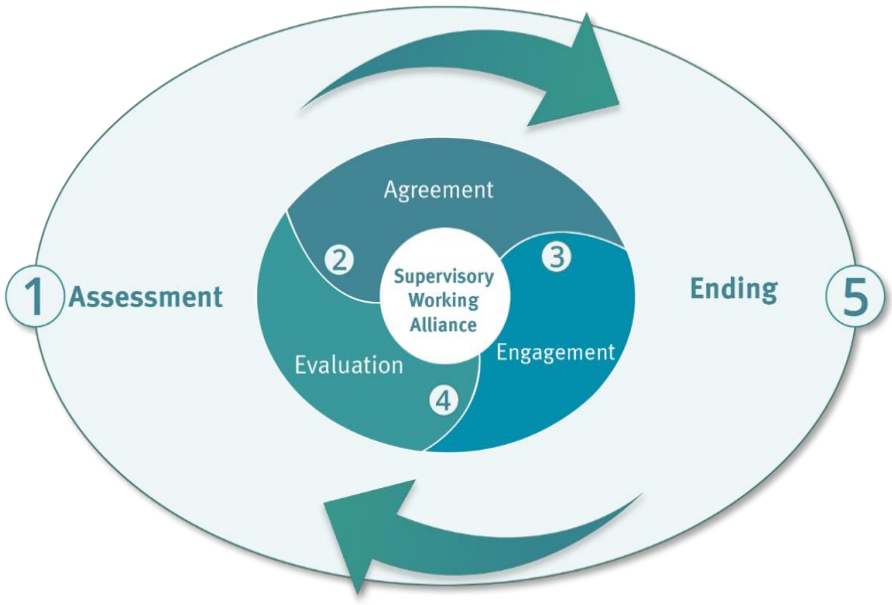


What is your overarching goal for supervision?

From what you discussed with your partner, write down an over-arching goal for supervision?

My goal is to:

We now continue our exploration of the Five Stages of Supervision.



(Carroll, 1996)

Follow this QR Code to see an extract from the Supervision Guidelines relevant to the Agreement Stage

Supervision processes for establishing and guiding new supervision discussions (Queensland Health, 2023)

Agreement stage – Why are agreements important?

Activity instructions

1. Read the below scenario.
2. With your partner or small group, discuss the implications of this situation for Mark and Jessica's supervisory relationship and bond.
3. Identify the agreements that would have helped prevent this situation from happening.

In this scenario Mark is Jessica's supervisor <u>and</u> line manager.	**What agreements would you recommend?**
Mark: I've noticed over the past week that you haven't been your normal self. Is there something you'd like to talk about here? **Jessica:** Well, actually there is. I heard that you provided a referee report for a role I applied for. **Mark:** Yes, that's right, I did. **Jessica:** I didn't get the job. (Pause.) When I asked for feedback, they said your referee report wasn't 'favourable'. **Mark:** Okay I'm hearing you. Would you like to talk about what happened? **Jessica:** Yes, I would. Like I was pretty upset because they said I interviewed well but you didn't confirm what I had spoken about. I would like to know what you said. **Mark:** Okay, I think it's good that we talk about it. So yes, I received a phone call from the service you applied to and I was caught a bit on the hop at the time as I wasn't aware that you had put me forward as a referee. It took me a while to pull my thoughts together. For instance, I didn't know what the role was you applied for or what it entailed. That made it difficult for me to frame my responses. I answered as openly as I could and provided examples when they asked me. I'm sorry my responses led to you not getting the job. **Jessica:** Everyone knows that for government jobs they always want to talk to your line manager which is why I didn't think it was a problem. **Mark:** Yes, that's correct but it's also the applicant's responsibility to notify their referee that they'll be contacted and by whom and to provide them with the role description. **Jessica:** Well, I'm really disappointed that it seems you didn't provide positive examples. I want to know exactly what you said because now I'm wondering if I'm actually good at my job. What aren't you telling me? Are you sharing things that I've told you during these supervision sessions? Yeah, I'm feeling really rattled. I'm quite de-motivated by all of this.	

Engagement phase – Prioritising what to bring to supervision



(Proctor, 1987)

Follow this QR Code to learn more about Proctors three functions

Activity instructions

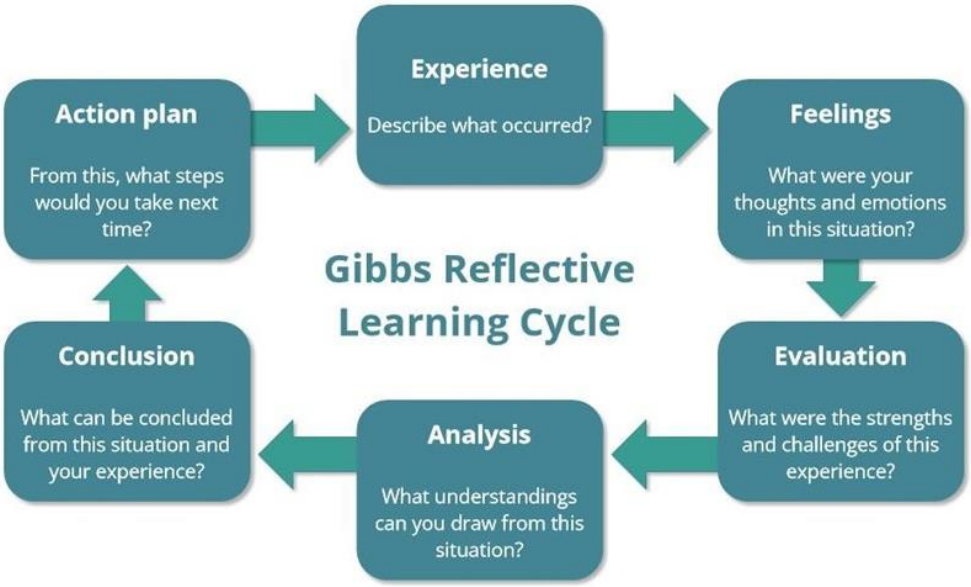
1. Read the scenario below and listen for what your facilitator adds to the story.
2. With your partner or small group, discuss what topics this person might bring to supervision for each of the functions.
3. Write your answer in the table below.

Scenario

A supervisee comes to supervision concerned about what happened with a client. The supervisee explains that they were describing some treatment options when the person suddenly stood up and said, 'I can't speak with you about my problem. You can't help me.' As the client started to walk away their phone rang and the supervisee heard them speaking in a language that wasn't English. The supervisee is confused and concerned about why the client left so abruptly. The supervisee explains that they followed normal procedure.

Function	**If you were this supervisee, what topics might you bring to supervision for each of the functions?**
Support and self-care **(Restorative)**	
Education **(Formative)**	
Ethics and safety **(Normative)**	

The Gibbs Reflective Learning Cycle – Directing your own learning



(Gibbs, 1988)

Activity instructions

1. Choose a recent experience or the one you wrote on page 6.
2. Keep it a simple experience that you can explain quickly.
3. Decide who will go first to share.
4. Reflect on it with your partner by going through each phase in Gibbs' cycle starting with 'Experience'.
5. After 10 minutes, swap roles and repeat.

Follow this QR Code to learn more about Gibbs Reflective Learning Cycle

Notes for the activity

1. When you are in the 'listener' seat, support your partner to reflect on their experience by being curious and asking questions (but don't interrogate). Help your partner explore their experience and reach their own ah-ha moments (do not give advice or solutions).
2. Offer confirmatory and observational feedback when it's natural to do so but don't offer unsolicited corrective feedback.
3. Prompt your partner to move through the cycle by asking the questions at each phase when it seems natural for them to move on. *Keep your eye on the time.*
4. Sharer if you choose to invite feedback, you may use WHAM before responding to it.

W - welcome

H - hear

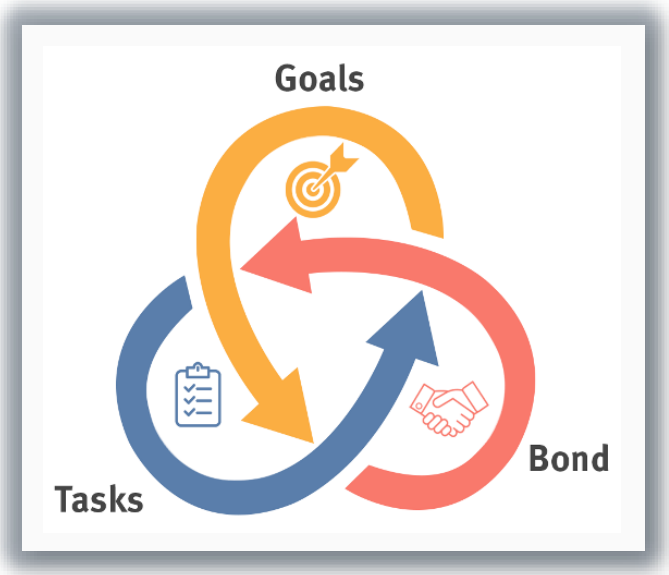
A - ~~accept~~ *acknowledge*

M - mindfully consider

(Hewson, Daphne & Carroll, 2016)

Evaluation – Using tools to evaluate the supervisory working alliance

Evaluation is a stop and check that helps the supervisee and supervisor gauge if their alliance is on track or if it's going in the wrong direction! Evaluation also helps with ending the relationship when goals have been reached and new goals need to be uncovered.



Follow this QR Code to learn more about the supervisory working alliance

(Bordin, 1983)

In this workshop, we discussed two formal tools to evaluate the supervisory working alliance.

1. The Leeds Alliance Supervision Scale (LASS)

The supervision session was not focused.	(Approach)	The supervision session was focused.
My supervisor and I did not understand each other in this session.	(Relationship)	My supervisor and I understood each other in this session.
This supervision session was not helpful to me.	(Meeting my needs)	This supervision session was helpful to me.

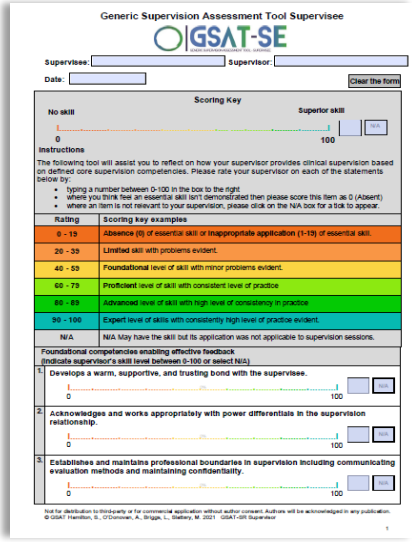
(Wainwright, 2010)

2. **The Generic Supervision Assessment Tool (GSAT-SE)** – by Hamilton, O'Donovan, Briggs and Slattery (2021)

The GSAT has versions for the supervisee (SE) and supervisor (SR) that evaluate the competencies of the supervisor. They can be used to check the health of the working alliance, identify if goals are being achieved and to signal when the supervisor needs to adjust their approach to more effectively support the supervisee to reflect and develop professionally in their role.

For instance, the GSAT scales can help identify whether their supervisor is suggesting appropriate tasks to complete, monitoring topics in a growth focussed way or supporting role development in working with cultural diversity, safety issues for clients and addressing ethical or legal considerations appropriately.

The evaluation process may be initiated by either the supervisee or supervisor at any point during the supervisory relationship.


Generic Supervision Assessment Tool Supervisee

GSAT-SE

Supervisee: Supervisor:

Date: Clear the form

Scoring Key

No skill Superior skill

0 100

Instructions

The following tool will assist you to reflect on how your supervisor provides clinical supervision based on defined core supervision competencies. Please rate your supervisor on each of the statements below by:

- typing a number between 0-100 in the box to the right
- where you think fee an essential skill isn't demonstrated then please score this item as 0 (Absent)
- where an item is not relevant to your supervision, please click on the N/A box for a tick to appear.

Rating	Scoring key examples
0 - 19	Absence (0) of essential skill or inappropriate application (1-19) of essential skill.
20 - 39	Limited skill with problems evident.
40 - 59	Foundational level of skill with minor problems evident.
60 - 79	Proficient level of skill with consistent level of practice
80 - 89	Advanced level of skill with high level of consistency in practice
90 - 100	Expert level of skills with consistently high level of practice evident.
N/A	N/A May have the skill but its application was not applicable to supervision sessions.

Foundational competencies enabling effective feedback
(Indicate supervisor's skill level between 0-100 or select N/A)

1. Develops a warm, supportive, and trusting bond with the supervisee. 0 100 N/A
2. Acknowledges and works appropriately with power differentials in the supervision relationship. 0 100 N/A
3. Establishes and maintains professional boundaries in supervision including communicating evaluation methods and maintaining confidentiality. 0 100 N/A

Not for distribution to third-party or for commercial application without author consent. Authors will be acknowledged in any publication.
© GSAT Hamilton, S., O'Donovan, A., Briggs, L., Slattery, M. 2021 GSAT-SR Supervisor

Follow this QR Code to download your own editable GSAT-SE

Consider this reflection from a supervisor

We were having productive fortnightly sessions. However, after three months my supervisee announced that she would be moving interstate to be close to her elderly mother and would hopefully be finding a similar role there. It felt like an ending that neither of us had anticipated - which was challenging.

I suggested to my supervisee that we evaluate how things had gone using the GSAT-SE and SR. I was keen to help her identify what she wanted from her next supervisor, but I also wanted to know how well I had supported her in our supervision. I emailed her the GSAT-SE and I completed the GSAT-SR.

At our last session, we shared how we evaluated my supervision for each line item in the tools. This led to an open and honest discussion about what we had achieved in the three months. The feedback I received was both confirmatory and observational. It showed that I had very effectively safeguarded the relationship and supported its health. It also showed that I sometimes strayed from the agreed goals and tasks of the session. While this was sometimes positive it did mean my supervisee wasn't always getting her needs met or working through the issues that she saw as important. Based on this discussion, I invited corrective feedback from her which she provided in a very thoughtful way drawing on examples to frame her advice. Because we were both wanting to grow from the experience, I found it to be a very positive experience. The GSAT tool offered a way to have a nice closure to our relationship, while identifying some important competencies she wanted in her next supervisor, that would help achieve her next supervision goal.



Evaluation – Using the GSAT-SE

Activity instructions

1. Discuss with your partner how each line item of the GSAT-SE would have helped the supervisee conclude that:
    a. her supervisor did a great job of safeguarding their supervisory relationship
    b. her supervisor went off topic and strayed from the agreed goals and tasks.
2. Look also at the line items that would help the supervisee identify competencies for her next supervisor.

Here are some other times when you might want to evaluate

Source		What would you like to raise with your supervisor?	How and when would you like to raise it?
Periodically check in with yourself.	Have you noticed you're ruminating about conversations that have occurred during supervision? Have you ended a supervision session but didn't feel quite happy with how it went?		
What themes or feedback have emerged during sessions that indicate what to evaluate?	Have you made notes of things that worked well or didn't work well during sessions or any recurring themes or issues? Should you discuss these now to identify what needs to change?		
Have you found yourself discussing what happens in supervision with others outside of the SWA?	Could these conversations be a clue for what isn't working in your supervisory relationship?		

Remember these tools and tips to help you give and receive feedback

What you can say to support yourself to receive feedback.	'I'm open for any suggestions you might offer me to think differently about this situation.' 'I appreciate you probably have some feedback for me but I'm not able to receive it right now.' 'Hey, I want to hear what you're saying, can you tell me in a different way, or can you soften the message for me so I can hear it?'
What's your safety level?	Be gentle ⟷ Challenge me
Do I need to change my mind set to receive feedback?	**W - welcome** **H - hear** **A - ~~accept~~** *acknowledge* **M - mindfully consider** (Hewson, Daphne & Carroll, 2016)
What can I do to feel calm and cope while receiving feedback?	• Sensory tools • Grounding strategies • Nurturing self-talk • Mindful breathing.



Ending - Practice ending by sharing your thanks

Activity instructions

1. In pairs have a 5-minute shared discussion.
2. Reflect your gratitude to the person who has shared this journey with you today.
3. Talk about what you learned from the workshop and from them.
4. Talk about what you will bring, or do, in your next supervision session.
5. Have you changed your goal from the start of the workshop? If so, share why.
6. Say 'thank you'.



Next steps you will take - To support your supervision practice

Having completed this workshop, what will you do next to develop your supervision practice?

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