



AHPRA APPROVED SUPERVISOR TRAINING

Clinical Supervision Services

Supervision Reference Guide

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Table of Contents

Supervisor Readiness and Awareness Scale	3
Working Alliance Template: The Supervisor-Supervisee first meeting	4
Strengths / Needs Exercise	5
Contract Example.....	6
Reflective Supervision: Some guiding questions	7
Self-Supervision Guidelines.....	8
Case Presentation Form.....	9
Organisational Supervision Template	11
Standard Symbols for Genograms.....	11
Kagan’s Interpersonal Process Recall	12
Supervision Triangle.....	13
Steps to Giving Feedback and Evaluation in Supervision.....	14



Supervisor Readiness and Awareness Scale

How would I rate my confidence at this time to supervise individuals?

0	1	2	3	4	5	6	7	8	9	10
Little confidence									Very Confident	

How would I rate my confidence at this time to supervise groups?

0	1	2	3	4	5	6	7	8	9	10
Little confidence									Very Confident	

For questions 1 – 6 list up to 5 answers for each

1. What are the practical issues that I need to consider in supervision?
2. What are my expectations in supervision?
3. What is my structural/organisational approach to supervision?
4. Define how you see my role as a clinical supervisor?
5. What are my strengths as a supervisor?
6. What are my restraints (areas for development) as a supervisor?
7. What is my theoretical orientation? How do I communicate this – has it changed over time?
8. What do I feel confident/ comfortable to offer in supervision?
9. If I was being supervised by me would I be happy with the supervision I am receiving?



Working Alliance Template: The Supervisor-Supervisee first meeting

Use these questions as a guide to your discussion at the pre/first meeting

1. Purpose of supervision – what are your aims
2. What have you done so far in your training – (e.g. experiences in placement, clients)
3. What style of supervision have you had to date - what has worked/not worked
4. Training goals for this placement/contract – by the end of this period I would like....
5. Set up of organisation – past experiences and supervisor to discuss current placement
6. What are the expectations of the supervisor (and supervisee)
7. Practical issues – timing, venue, case review etc.,
8. Use of reflective practice
9. Record keeping and report writing
10. Recognize strengths and areas of need for goals and contract setting
11. Discuss the use of a diary – formalised note keeping of placement/supervision
12. Discuss any specific requirements - extra information that needs to be discussed
13. Discuss evaluation processes – be clear about processes
14. Discuss ways to monitor progress (how issues, cases will be presented)
15. Establishing learning goals, the contract
16. Determine possible review dates and evaluation processes
17. Other questions



Strengths / Needs Exercise

Step 1		Step 2
Strengths	Needs	Goals for contract
<i>Identify aspects of your clinical / professional practice that you feel you are good at; (strength). Usually a strength is something you feel very confident about in your practice</i>	<i>Identify aspects of your clinical / professional practice you feel could be a focus for supervision. May include specific skill deficits / weaknesses / areas that you feel 'let you down' sometimes</i>	<i>Include specific targets that can be addressed in supervision (theory, practice skills / techniques)</i>
Identify specific areas/skills (1 – 10)		

1. Once identified specific strengths and needs, see if there is any overlap between the strengths and needs (e.g. 'being open' as a strength might also be a need as one finds him/herself overloaded by other colleagues requests because they are so obliging.

2. On the basis of these attributes we can review specific goals to work on during the supervision contract (step 2 can be done in session)

Trouble Shooting:

What would your colleagues say were your strengths? What do they come to you for? If I were in the room with you when you were in a meeting or seeing a client, what would I notice about the way you work/what you are good at.....?



Contract Example

This is a supervision contract between _____ and
_____ from / / until its review on / / .

It is agreed that:

1. Supervision sessions be held _____ (e.g., weekly, fortnightly, monthly) on _____ at _____ (optional) for _____ hour/s.
2. That the purpose of supervision and aims of supervision are _____
3. There is clear definition of supervision: (collaborative definition of supervision for the purpose of this contract). Supervision is defined as _____
4. The supervisee is aware of and discuss ethical codes and standards of practice and the PBA's requirements regarding supervision relevant to the supervisee
5. It is agreed that the supervisee will (present cases, read material provided in supervision, complete supervisory tasks, keep correct logbooks)

6. The goals of supervision are _____
7. The methods to be used are _____
8. A review date is set for _____

Signed:

Supervisor

Date: _____

Signed:

Supervisee

Date: _____



Reflective Supervision: Some guiding questions

The following headings and related reflective questions provide a guide for the supervisor to encourage supervisee critical self-reflection. These questions help the supervisee explore their understanding of the clinical situation. The supervisee takes the lead in their self-exploration of critical issues relating to the problem/issue presented in supervision.

1. Choose a clinical encounter (e.g. session or part of session or situation) where you experienced some discomfort or were unsure of your responses. Typically supervisees pick examples of a situation that did not go as well as they hoped.
2. Encourage the supervisee to think about the situation.
 - What were you trying to achieve?
 - Why did you intervene in the way you did?
 - How did you feel about the experience?
 - What do you think the client/other person was feeling/thinking/or wanting from you?
3. Develop critical assessment of the supervisees's assumptive world view.
 - How do you make sense of this situation?
 - Think about what guides your understanding of the problem (theoretical framework).
 - What are your hypotheses?
4. Encourage critical self-reflection.
 - How do you compare this encounter to other situations you have experienced?
 - What sources of knowledge or experience did you draw from to help you to deal with the situation?
 - What is the lens/framework you use to consider this clinical encounter?
 - Could there be another explanation that you might not have considered in this instance to help in your understanding?
 - Where else might you draw your ideas from (other theories or practical framework)?
 - What new information do you need to help?
 - How might you get this new information and how might you use it?
5. Apply new learning.
 - Think about how you would like to do things differently next time. What are your choices?
 - What steps would you take?
 - How has this experience changed your ways of knowing?
 - How can you use reflectivity between supervision sessions to help you?
 - What new knowledge/skills do you need?
6. Reviewing
 - What worked? What didn't?
 - How has your awareness altered in light of the discussion?
 - How might you integrate any new learning in future practice?



Self-Supervision Guidelines

The following questions provide a guide for self-reflection for use in between supervision sessions or for preparation for supervision. You may choose to answer all or only some of the questions that you feel might be helpful.

1. Describe the encounter/situation/session
(e.g. write in a few descriptive lines what occurred, what was my involvement, describe the inter-relatedness of those involved, NB: is it helpful to break down the event)
2. What is my question?
(e.g. what am I stuck on, what do I need help with at this time, if I were to take this to supervision what would I be asking for help with?)
3. What are my thoughts about the encounter/situation/session?
(e.g. how do I make sense of this situation/encounter? What theoretical framework or lens do I use to interpret what occurred?)
4. What was I feeling?
(e.g. what were my feelings at the time; are the same/different now; why the change)?
5. Consider my actions during this portion of the session. What did I want to happen?
(On reflection what theoretical framework guided my intervention at the time; what were my expectations/hopes; consider transference)
6. Consider the interaction/interrelationship between you, the client and wider systems. What were the results of my actions?
(Why do I think what happened, happened? How does the therapeutic relationships impact what occurred)?
7. What was the emotional flavour of the interactions? Was it similar to or different from my usual experience with this client?
(Put cognitions and behaviour aside. What emotions did this evoke? How has it influenced my interaction/s)?
8. To what degree do I understand this interaction as similar to the client's interactions in other relationships? How does this inform my experience?
(As there parallels for the way client presented in session compared to other contexts? What might this tell me about the client and what I need to work on in the future)?
9. What theories do I use to understand what is going on?
(What guided my thinking and therapeutic intervention at time – should I consider alternatives)?
10. What past professional or personal experiences affect my understanding?
(Consider any personal/professional restraints both past and present and how these might impact both on my theoretical knowledge and the application of clinical skills at the time)
11. How else might I interpret this event and interaction in the session?
(If I were to view this situation through a different lens how might I see things differently? How might this influence what I do next)?
12. How might I test out the various alternatives?
(Summarize where to from here; what steps do I need to take; who/what can help me to do this)?
13. How will the clients' responses inform what I do next? *(What do I need to be 'on the lookout' for when I see the client next)*



Case Presentation Form

Name of presenter

Date

Reason for presenting case for supervision *(What do you want assistance with in supervision)? I want help with.....*

Presenting problem/s issue to be addressed in therapy *(on referral)*

Your understanding/conceptualisation of the presenting concerns *Note any co-morbidity; level of functioning; significant other factors; resources of individual/family and system*

Progress of Assessment/Therapy *(e.g. How have you worked with your client to date; what have been the main issues addressed; model/s of therapy; your personal reactions to the client)*



Clinical Hypotheses

What are your hypotheses about the presenting problem (individual factors, interactional, inter-generational; co-morbidity). Describe the key issues or dynamics for this case (and your treatment goals); (tentative DSM V diagnosis to help with treatment planning)

Genogram/Sociogram *(Identify major family influences/social networks/other agencies involved in care)*

Feedback from supervision/issues to consider/follow up



Organisational Supervision Template

Client/Organisation:

Supervisee:

Date:

Reason for presenting issue for supervision: be specific - focus for discussion (*is there a specific question you need answered to complete this brief?*)

Organisational Map: (*Identify relevant major stakeholders. Include where 'you' are situated/aligned*) (*Attach separate sheet if needed*)

Presenting issues: (What is the problem/issue that needs to be addressed?)

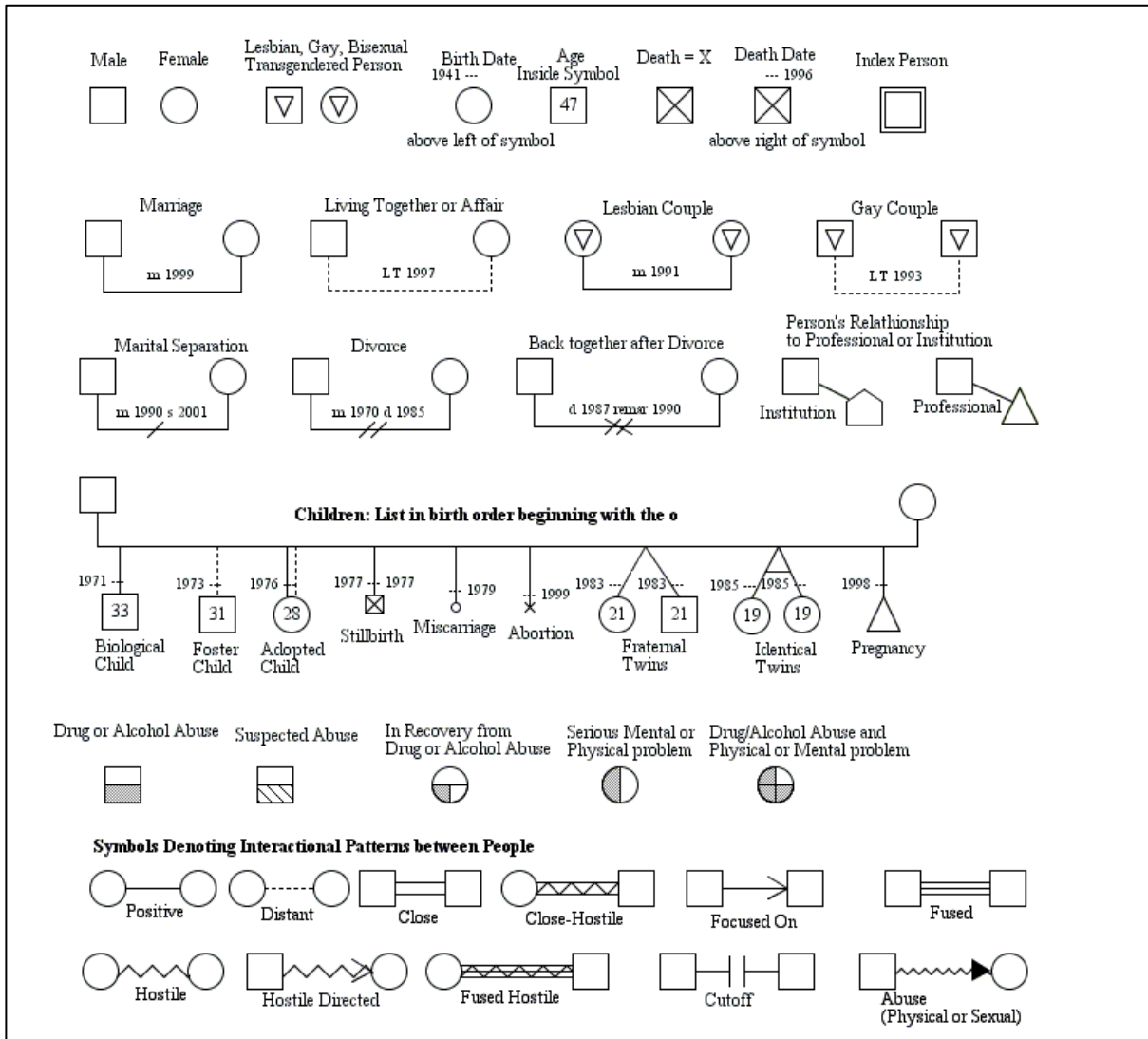
Formulation/Hypotheses (how do you make sense of the presenting issues): Provide systemic/conceptual understanding. Consider possible factors (e.g. project management, job analysis, work behaviour, performance management, stress, leadership, organisational processes)

Summary Feedback from supervision/issues to consider/follow up

Actions

- 1.
- 2.
- 3.

Standard Symbols for Genograms



Kagan's Interpersonal Process Recall

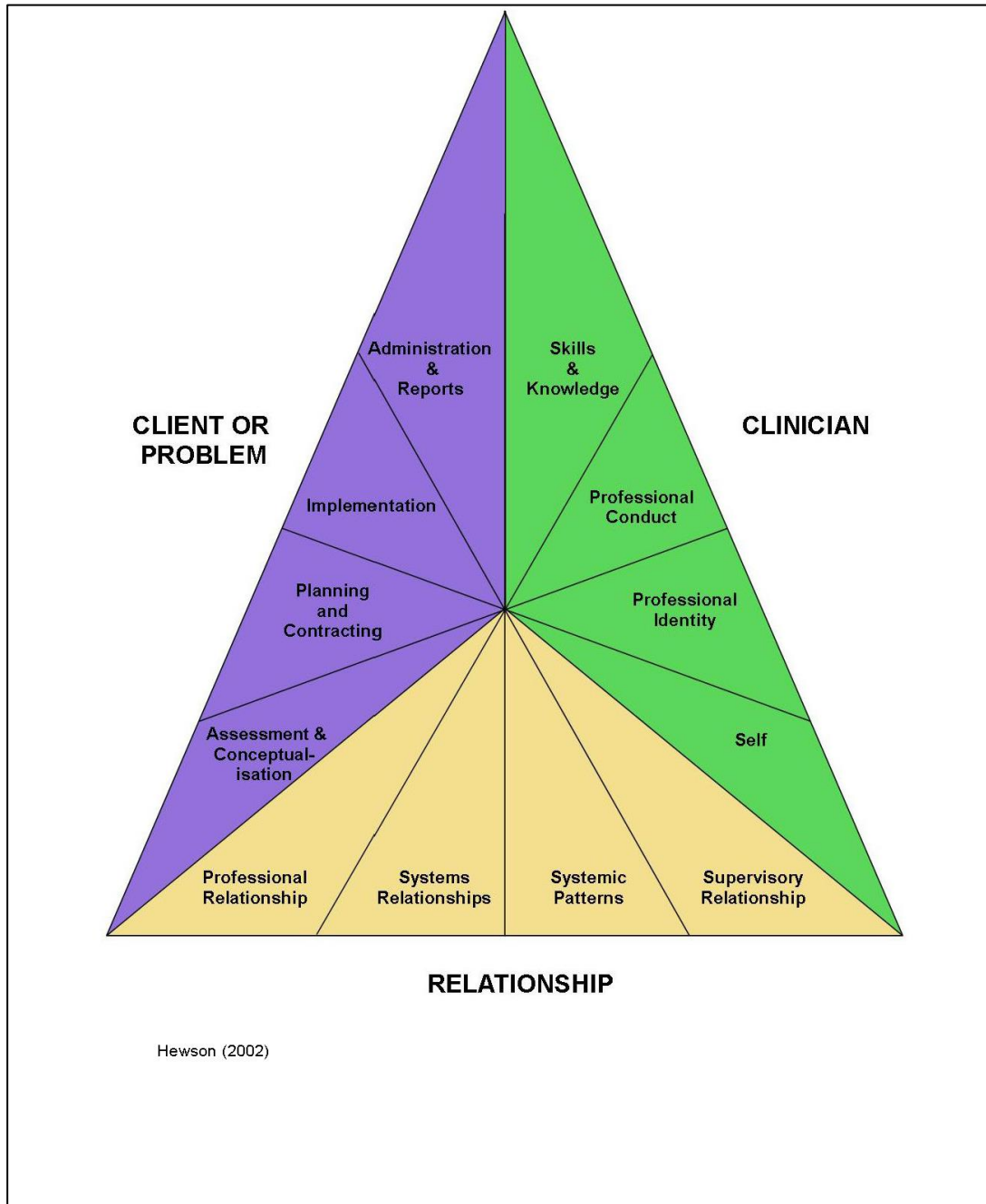


1. Record session
2. Create a non-threatening learning space. Set the context for reflective practice
3. Listen to and pick a place in the tape to listen (pick an interpersonally relevant part of the tape to review)
4. Reflect on thoughts and feelings of the supervisee and client
5. Either supervisor or supervisee can stop the tape. If supervisee they must speak first ABOUT THE THOUGHTS/FEELINGS that were occurring at the time of the session
6. The supervisor facilitates reflection by asking open ended questions that open up discussion.
7. Attend to non-verbal responses and processes and look for any incongruence between verbal and non-verbal responses.

- What do you wish you had said to him/her?
- How do you think he/she would have reacted if you had said that?
- What would have been the risk in saying what you wanted to say?
- If you had the chance now, how might you tell him/her what you are thinking and feeling?
- Were there any other thoughts going through your mind?
- How did you want the other person to perceive you?
- Were those feelings located physically in some part of your body?
- Were you aware of any feelings? Does that feeling have any special meaning for you?
- What did you want him/her to tell you?
- What do you think he/she wanted from you?
- Did he/she remind you of anyone in your life?

www.counseling.org/resources/library/ERIC%20Digests/94-10.pdf
<https://ejournals.library.ualberta.ca/index.php/IJQM/article/viewFile/1617/1155>

Supervision Triangle



Steps to Giving Feedback and Evaluation in Supervision



- **Ensure you have a safe and trusting working alliance**
 - A good working alliance allows both the supervisor and supervisee to be honest about the process of supervision and in reviewing performance
- **Ask the supervisee to self-asses first**
 - Use the supervisee's self-assessment to start the discussion
- **Comment on what the supervisee did well first**
 - "Let's review what you did well...because when you said X ...' – What I noticed is.....'
- **Incorporate formative (ongoing) and summative (evaluative) formalised feedback which is related to pre-established standards of performance, such as mid-placement, quarterly reviews etc.)**
- **Apply the 'positive-negative-positive' approach**
 - Identify and name what was done well
 - Identify specific problem
 - Finish with a motivating/positive statement
- **Focus on the behaviours – observable first and then move to the interpersonal**
 - Be aware of supervisee's maturity and capacity for self-reflection
 - Foster critical self-reflection
- **Provide a context for your feedback**
 - What and why are you commenting on the supervisee's performance?
- **What do you want him/her to learn from your feedback?**
- **Be specific and concrete**
- **Build in a review**
- **Own what you say**
- **If the supervisee becomes defensive 'unpack and explore' gently**
- **Don't wait until it becomes an issue and harder to address**
- **Recognise that the supervisee may not like the response and it is important to address their reaction**
- **Get 'supervision of supervision' to review your skills as a supervisor in providing effective feedback and evaluation.**