



SUPERVISE WISE!
New and not-so-new ideas about
supervision...
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Fiona Howard
University of Auckland

Overview

- **Just what is competent supervision?**
- **Join:** How do we best work the relationship in supervision and why?
- **Support:** Building resilience – strengths based supervision
- **Grow:** Developing our competence
- **Flex:** Practicing across professions

Supervision as a professional growth strategy

- A 'dynamic and generative collaboration'
 - Emphasis on learning, stimulation and creativity
 - An invitation or opportunity to experience new insights, personal and professional development.
 - Alerts practitioners to ethical and professional issues in their work and creates ethical watchfulness;

Supervision (Carroll, 2006)

- Provides a forum to consider and hold the tensions that emerge from the needs of various stakeholders in supervisee's work (the organisation, the client/s the profession);
- Offers a 'third-person' perspective (feedback) from the supervisor who is not part of the client system
- Allows practitioners to measure the impact of their work on their lives and identify their personal reactions to their professional work;

Join: How do we best work the relationship in supervision and why?

- S'ees who report experiencing empathic supervision who feel safe in expressing themselves, regard their clinical work as more effective.
- Highly significant correlations between perceived clinical effectiveness and gaining skills and confidence through supervision
- (Kavanagh et al, 2003)

Importance of the supervisory alliance

Ladany et al, (1996)

- 90% s'ees omitted to disclose mistakes
- Main reasons cited:
 - Material too personal (73%)
 - Material unimportant (62%)
 - Poor alliance with supervisor (50%)

Relationship Building (Milne, 2007)

❖ Collaborate:

- Supervisors should work closely with their supervisees to establish the 'a learning alliance';

❖ Provide support:

- Be trustworthy and responsive to the trainee's learning needs. Supervisee will feel valued, respected and safe;

❖ Create a clear and consistent structure:

- And show appropriate interest in supervision

❖ Model:

- Supervisors should take every opportunity to demonstrate the skills and respectful relationships that are expected;

❖ Facilitate reflection:

- Through questioning and other developmentally appropriate methods, so as to facilitate learning;

❖ Give feedback:

- Constructive, regular and open feedback contributes to the supervisee's development and clinical effectiveness.

❖ Be sensitive:

To the spoken and unspoken anxieties



Support:

Managing stress and building resilience in supervision?

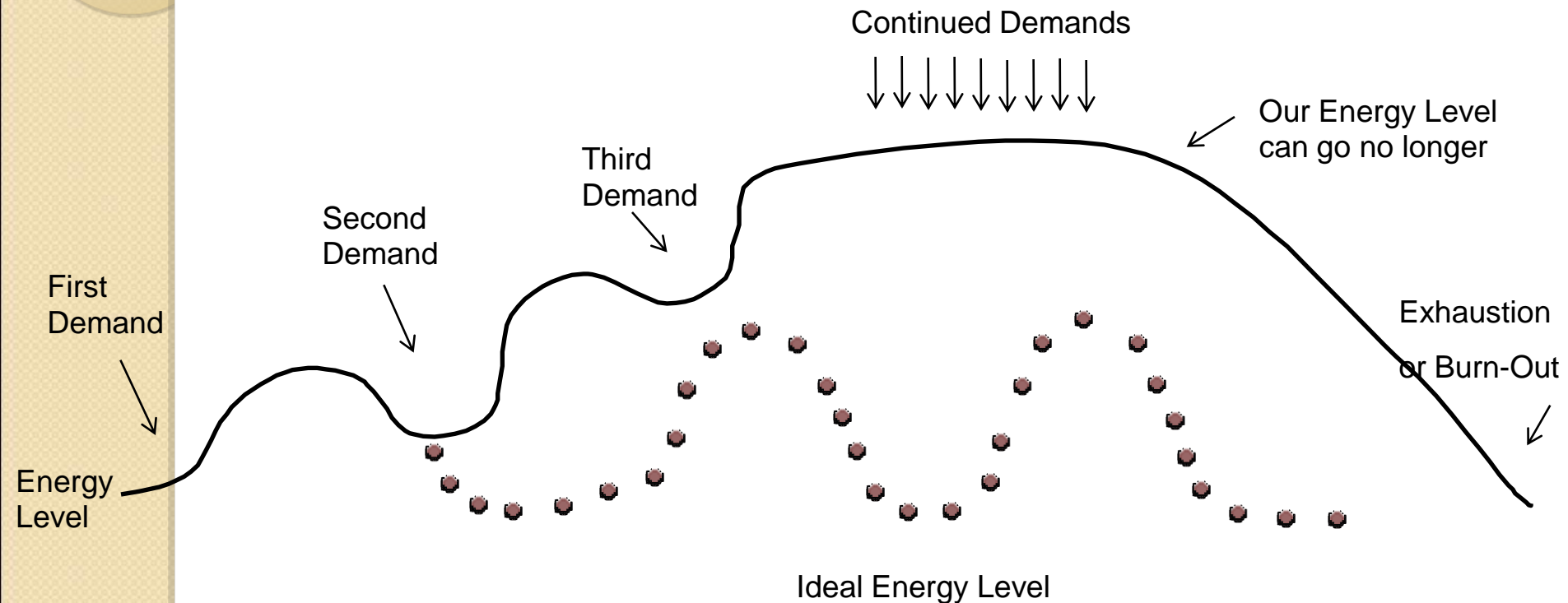
- Employer responsibilities, Health and workplace Amendment Act (2003)
- Inherently difficult work
- The ethical mandate of self-care
- Health professionals poor track record of help seeking...
- Restorative function of supervision

The benefits of supervision

(Meta-analysis by Mor Barak et al, 2009)

- Supervisory dimensions of task assistance, social and emotional support and supervisory interpersonal interaction are found to be significantly and negatively related to detrimental outcomes for workers.
- In other words effective supervision can 'buffer' the negative effects of working in social and human service organisations.
- Job satisfaction, organisational commitment, and worker retention.

Effects of Stress on the Body





Building Blocks of Resilience

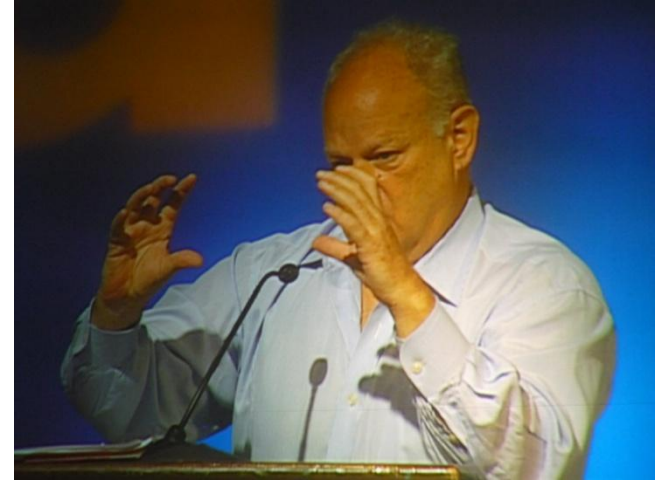
Physical activity: well documented for physical health and psychological well-being e.g. Dishman et al, 2004.

Social Support – relationships with others.

Optimism.

Positive emotions.

Positive Emotions



- Opens our minds
- Broadens our outlook, widens array of thoughts and actions
- Increases creativity, problem solving
- Increases sense of connection to others
- Inspires a sense of doing what's right for others
- Has an 'undo' effect on negative emotions, speeding recovery (heart rate, blood pressure)
- Enable us to cope with adversity
- Makes future positive emotion more likely, creates an open spiral

Positive Emotions



- PE can be outcome of resilient coping, but some evidence that resilient people use PE to achieve effective coping e.g. humour, hope.
- One way in which people experience positive emotions in the face of adversity is by finding positive meaning in ordinary events or within the adversity (Folkman & Moskowitz, 2000, Fredrickson, 2000).

Upward spiral from PE

- So a reciprocal relationship – finding positive meaning triggers positive emotions but also positive emotions (because they broaden thinking) increase the likelihood of finding positive meaning in subsequent events.
- Then improved coping predicts future experiences of positive emotions. As this cycle continues, people build their psychological resilience and can enhance their emotional well-being. (Fredricson & Joiner, 2002).
- Resilient people cultivate PE in themselves and are skilled at eliciting PE in others which creates supportive social networks – another resilience booster

The positivity ratio (Fredrickson)

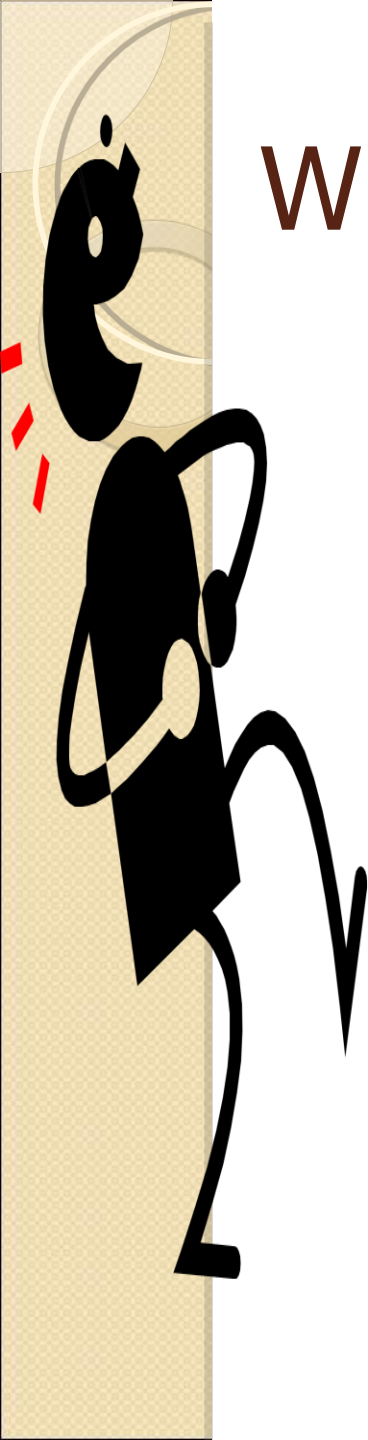
- We need a ratio of 3:1 to flourish
- The experience of positive emotions over any given time span divided by the frequency of negative emotions over that same time span.



What is Happiness?

- a) Positive emotion and pleasure (the pleasant life)
- b) Engagement (the engaged life)
- c) Meaning (the meaningful life)

People reliably differ according to the type of life they pursue and the most satisfied people are those who orient their pursuits to all 3, the greatest weight carried by engagement and meaning. (Peterson, Park and Seligman, 2005b)




Strengths based approaches

(Edwards and Chen, 1999)

- The strengths-based approach has been referred to by a variety of names such as solution-focused, solution-oriented, narrative, and among others, competency based.
- Reflect a post-modern view of human-systems interaction.
- Strong links to 'constructivist' approaches
- There is a focus on discourse that acknowledges the political and social contexts, and emphasizes the creation of meaning and construction of reality

Strengths based supervisors...

- Sidestep hierarchy in favour of co-constructing ideas with the supervisee
- Supervisor does not assume to have more correct or privileged knowledge of both the supervisee's and clients' goals, intentions, or views
- Focuses on strengths rather than deficits, potentials rather than constraints, future possibilities rather than past problems, and multiple perspectives instead of universal truths
- Typically an attitude of non-expert, transparency, respect, expanding frames, and the tentative offer of ideas



- *“...We engage in conversations that position counsellors as active producers of the theories and ideas out of which they engage with clients in their counselling rooms. This style of supervision supports and encourages counsellors as resourceful, resilient and reflective agents in their own lives” (p27).*

- Crocket and McKenzie (1996)

Self efficacy

- ‘How have you managed in these situations before?’
- ‘What strengths have you drawn on in your past life which might be useful here?’
- ‘What in your experience tells you that you will be able to achieve this?’
- ‘How can you remind yourself of your competence when you are faced with a difficult situation?’

Work engagement

- ‘What sense of purpose first brought you into this work?’
- ‘How has this grown and developed over time?’
- ‘How has this contributed positively to your life and how you see yourself?’
- ‘When you look back at this year’s work what are you most satisfied with?’
- ‘If we look back on your career, what are the achievements that stand out?’

Sense of Coherence - Manageability

- ‘Given this goal, what new skills or resources do you need?’
- ‘How can we plan to develop these?’
- ‘Shall we role-play that?’
- ‘Compared to how you were working within the team 6 months ago, what would you now say about your strengths and abilities?’
- ‘What would others have noticed about your work?’
- ‘What new tasks or roles might you be ready for now?’

Sense of Coherence - Meaning

- ‘How do your personal/professional values relate to your work with this client or project?’
- What is the positive value of a psychological approach for this client?
- ‘What beliefs do you hold onto to keep you going when things get tough?’
- ‘What values do you bring to this team?’
- When you next find yourself doubting the importance of your role, what can you think/say/do?

Sense of Coherence - Comprehensibility

- ‘How could the cultural (or other) values of the agency be contributing to this conflict?’
- ‘How can we plan to work around this next time?’
- ‘Now that we have understood what is happening in the team at present, what is the best strategy?’
- ‘Now that you now know more about why this client affects you in these ways what can you try when you are with her next session?’

Appreciative inquiry exercise

- In 3's: one speaker, 2 listeners.
- Speaker recounts a positive/successful work experience, while listeners listen for what the speaker may have contributed to making this successful (8 mins)
- Listeners then feed back what they thought about how the speaker may have contributed to the success (3 mins).
- Finally speaker states what he/she learned about themselves from this (3mins).

Grow: Developing our competence



Conscious competence

- what I know I know and can do
- clear transferable skills
- can be explained to others

Firm ground zone

Conscious incompetence

- areas of openly acknowledged gaps or weaknesses

Challenge zone

Unconscious competence

- what I know I know and can do without being conscious of how I know it
- hard to explain to others
- may be lost in conditions of turbulence or disruption

Development zone

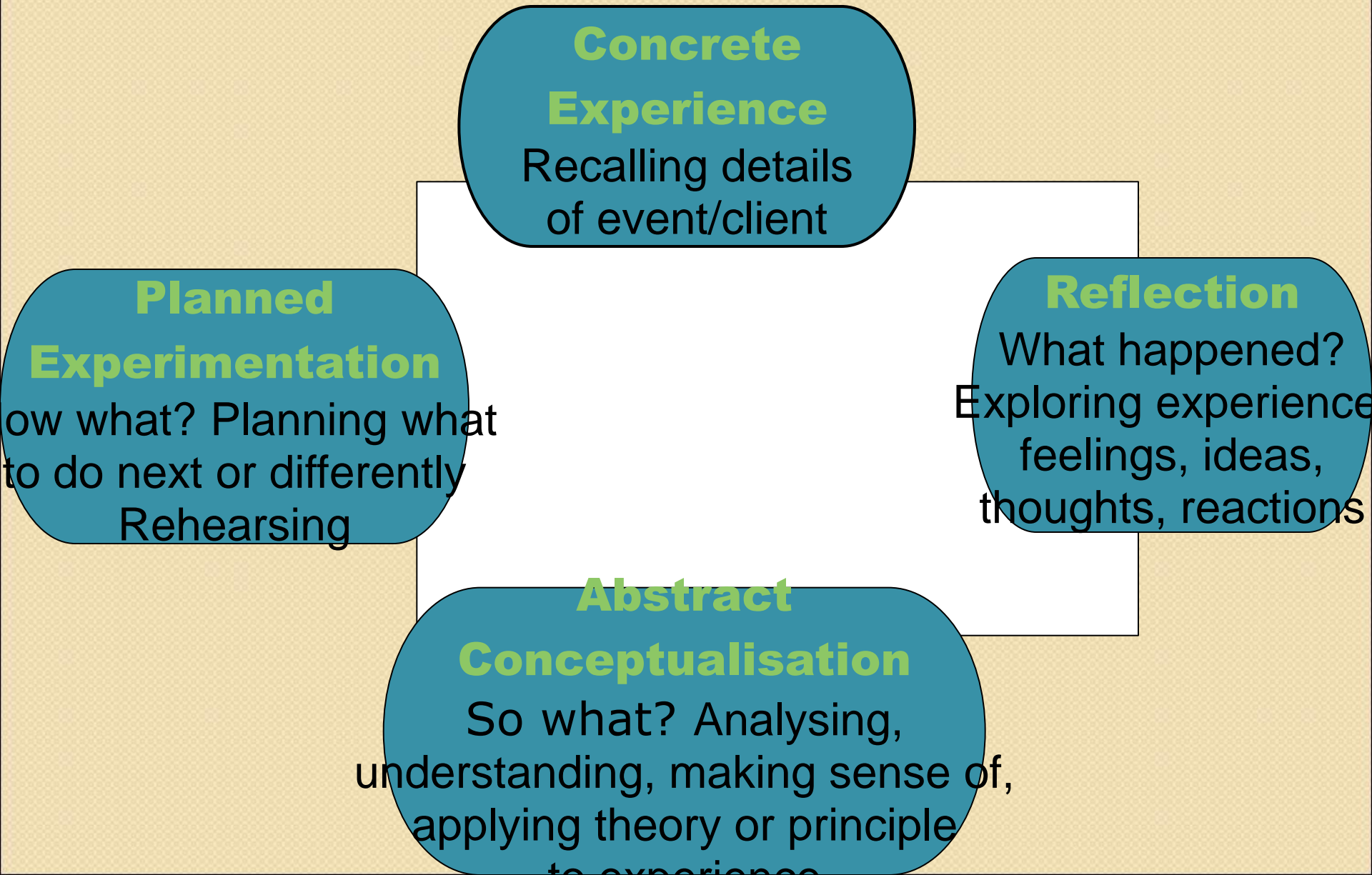
Unconscious incompetence

- things which I am unaware I don't know
- others may see these gaps or weaknesses but I do not
- roots of performance problems

Danger zone

Morrison, T. (2001). Staff supervision in social care: Making a real difference for staff and service users. Brighton, UK: Pavillion


Kolb's Experiential Learning Cycle (Kolb 1984, Bond and Holland 1998)

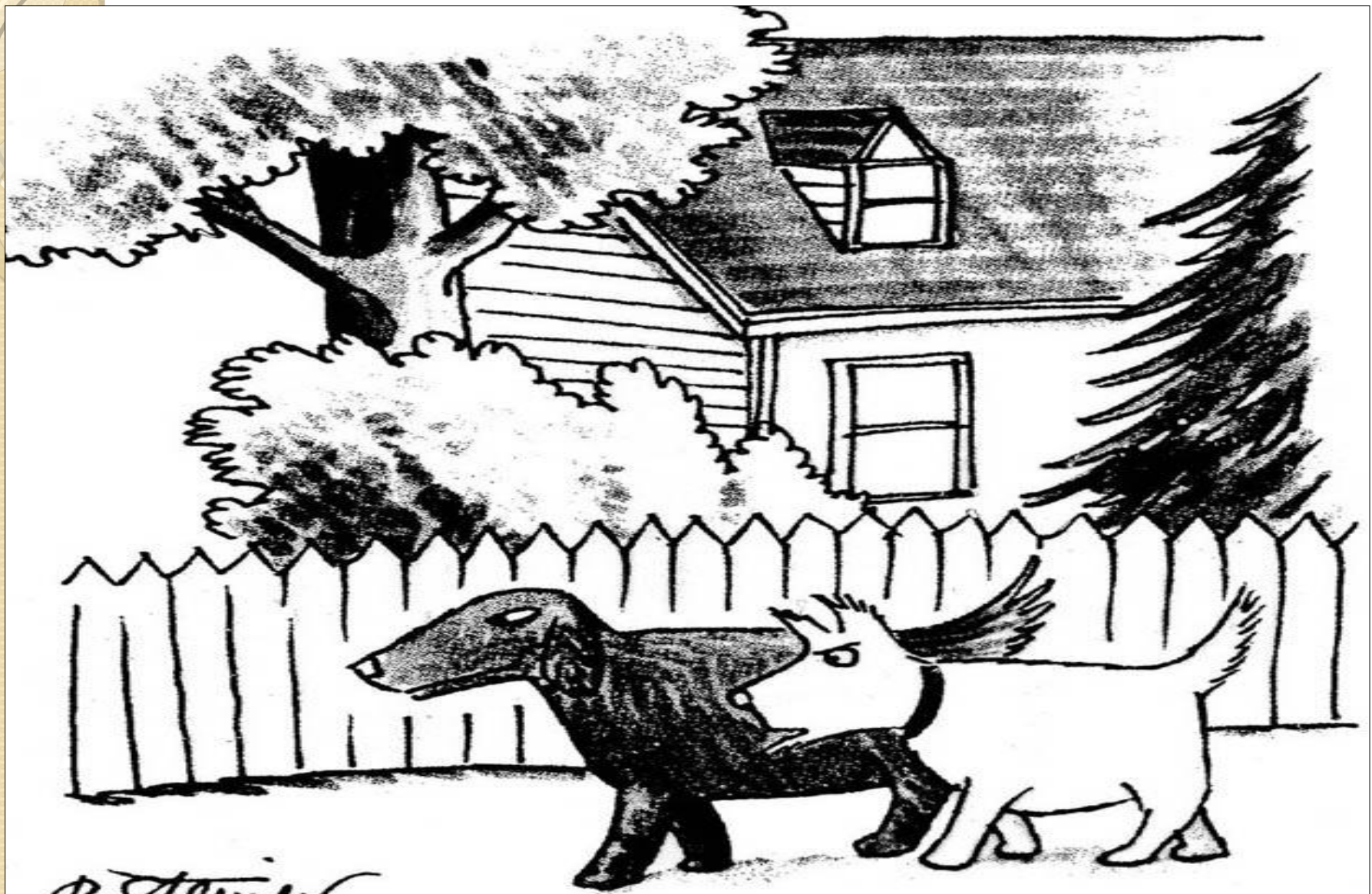


Extending your supervisee



- The CCP process for goal setting
 - Orient goal setting toward activities which create flow, absorption, meaning
 - Review achievements and developed strengths across the time period
 - Ask s'ee to articulate what these achievements mean in terms of their strengths/skills/talents
 - Create a future vision: “What are you ready for now?”

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- Tell me about what values and beliefs first brought you to this work? What personal talents made you suited to this?
 - Looking back, what achievements and successes stand out? Given your strengths, what challenges do you now need or seek to give you that same sense of satisfaction and meaning? How does this fit with your personal and professional life at the moment?
 - What values have become more/less important to you in the past few years? How does your work/life need to shift to match this? How could you develop this more? How do you feel about going forward?

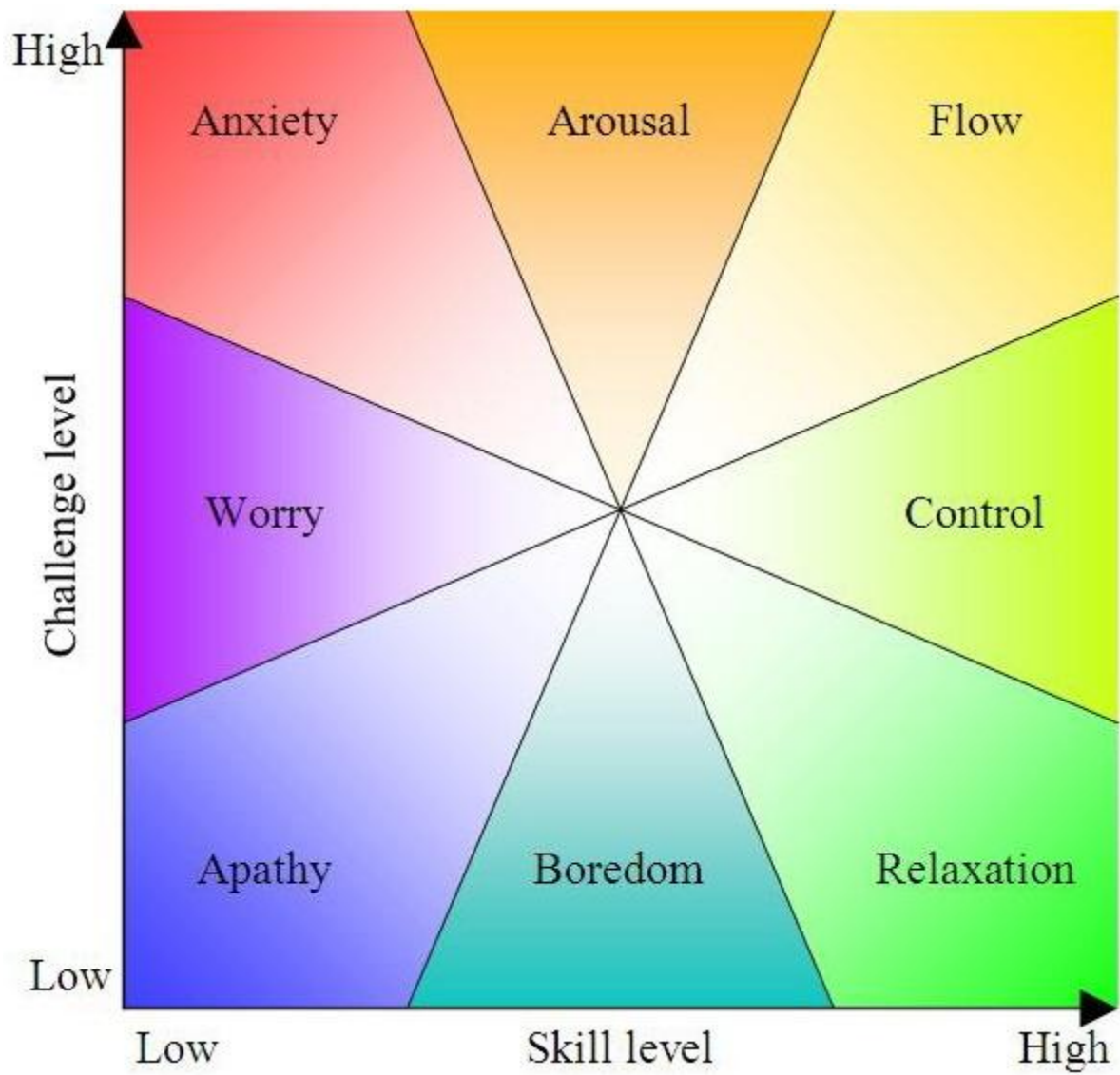


P. Steiner

*It's always "Sit!", "Stay!", "Heel!" ...
never "Think!", "Innovate!", "Be Yourself!"...*

Flow (Csikszentmihalyi)

- People are contentedly absorbed when engaged in an activity that offers *some challenge but is achievable*
- Activities often have a physical component e.g. gardening, dancing, playing with children
- Involving body as well as mind
- Time stops, complete immersion and concentration on the task
- Devoid of thought and feeling, but evaluated as fun or engaging afterward



Flex: Practicing across professions

Changes in regulatory context

Growth of supervision:

- More health professions engaging in s'ion
- Potential for resource limits within certain professions, e.g. nurses.
- Educational programmes in supervision

Diverse approaches to supervision:

- Specific therapeutic programmes being delivered by more diverse professional groups
- Peer, group, cultural and team supervision – these are often IP in nature

Potential advantages of IPS

- Delivering expert resources to diverse groups
- Promoting collaboration and cooperation between professions - potential to improve teamwork (Mullarkey, 2005)
- Enhanced learning that occurs between professionals - greater understanding of the specific contributions of different professional groups

Potential advantages...

- **Promoting different perspectives, increased creativity, wider knowledge, and prevention of becoming complacent and critical thinking (Townend, 2005)**
- **IPS participants more able to think broadly, became more familiar with the problems of colleagues, both subordinate and superior and better able to take into account alternative arguments when making professional decisions (Zorga, 2002).**
- **More challenging as opposed to the 'high support/low challenge' type of peer review – greater stimulation, job satisfaction.**

Potential Disadvantages

- 'Turf sensitivities'
- Disempowerment of supervisee

Townend, 2005:

- Misunderstandings due to professional role and training differences
- Absence of shared theories and language, absence of empathy for organizational issues,
- Anxiety and fear of revealing weaknesses.
- Limitation on potential content
- Loss of autonomy/potency of professional groups

Our findings

- More experienced, senior members of the profession engaging in IPS
- Most were sought out for specialist expertise but also because there was no-one appropriate within work context. Understanding work context and previous positive relationship also important.

<i>Advantages of IPS for s'ee</i>	<i>S'ee</i>	<i>S'or</i>
Usefulness different approach	76	90
Increases my knowledge	65	78
Facilitates creative thinking	61	65
More creative outcomes	45	60
Enhances understanding other prof. groups	44	61
Enhances own discipline skills	41	47
Helps me question my institutional approach	34	43
Positive effect on teamwork	25	60

Advantages of IPS for s'or

<i>Advantages</i>	%
Provided greater challenge to my disciplinary knowledge	81
Increased learning about process of sup	72
Learning about alternative work contexts	72
Other	22

Recommendations for IPS s'ors

- Clarify purpose or goals of supervision. Detailed learning contract.
- Clarify competencies, technical skills, knowledge, values, language and areas of mismatch
- Discuss the limits of this and where else s'ee will satisfy un-matched needs
- Draw up a clear contract that clearly defines parameters of supervision including who else is involved in the supervision
- Plan and carry out regular evaluation of the supervision relationship especially attending to areas of no-go, discomfort, what's not being talked about...

Continued...

- Education about IPS, reading, attend workshop, supervision or consultation.
- Familiarise self with everyday work, codes of ethics, practice standards, agency requirements and so forth
- Clarify process for dealing with unsafe practice, or problems in the relationship.
- Clearly define what s'ee wants out of each topic on agenda (to avoid diffuse focus)
- An agreement to develop an open honest relationship where both parties benefit
- Specify confidentiality clearly.

CC plans for you as supervisor

1. Consider the strengths you have as a supervisor (or yourself as a professional that you can carry with you into supervision).

How could you further develop this strength?

2. Rate your current competence in supervision 1-10 scale.

Imagine yourself 1-3 steps ahead

What will you be doing differently?

How can you plan to get to this?