

Activating Supervision and Learning

Welcome!

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Field Education Unit

The project

- Partnership between Griffith University and Aged and Community Services Association NSW/ACT
- Funded by Health Workforce Australia (HWA)
- Two strategies undertaken:
 - Training sessions with supervisors and potential supervisors in aged and community care programs
 - Follow up coaching with participants to identify learning and areas for further exploration
- Goals
 - To build the confidence of and strengthen the ability of supervisors to provide learning environments for their teams, both professionals and students
 - To explore ways of integrating other learning opportunities into aged and community care settings, particularly social work and allied health student placements

Learning Outcomes

By the end of the program you will:

- **Increase your confidence in creating a space for learning and reflection**
- **Recognise your strengths as a supervisor and introduce new aspects to your practice**
- **Build the skills and enthusiasm of supervisors in your organisation**
- **Connect with your colleagues and create new networks**
- **Engage in thinking about and acting on strategies to strengthen our workforce into the future**

Course Overview

Day 1:

- Purpose and outcomes of supervision
- Field education and learning in your organisation
- Establishing and building the relationship
- Understanding and supporting learning needs
- Tasks, skills and tools to use in supervision
- Self management for supervisors

Day 2:

- Foundations of supervision: emotional intelligence, experiential learning, transformational learning and critical reflective practice
- Giving and receiving feedback and evaluating
- Working with and overcoming challenges
- Setting the scene for learning and supervision in your organisation

Resources and references

- Throughout the program we will refer to a number of resources, guides, papers and references on which you can draw.
- We encourage you to investigate these resources further at the conclusion of the training back in your agency.
- There are many more resources, kits, ideas and papers available which you can share within your team and within your supervision.
- A full list of resources from this program will be provided at the completion of the program for your information.



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Hopes and Expectations

Introduce yourself

What is your favourite book, song or movie?

What makes it your favourite?

Using the post-it notes and pens, write down your hopes and expectations for this course.

What do you hope to leave with?

Share with others

Our Working Agreement

- Four components to the working agreement
 - » Safety and Confidentiality
 - » Respect
 - » Participation
 - » Constructive Feedback

And anything else you wish to add???

- Each of the components are written on a sheet of paper.
- On completion we will review all responses to create our working agreement.

What is my experience of supervision?

What is your experience as a supervisee?

Write down 3 points from a great relationship and 3 points from a negative relationship

Your strengths

- What are your strengths as a supervisor?
- How do you know when you are doing well as a supervisor?



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What is Supervision?

What words, ideas, feelings, images and thoughts come to mind when you think about supervision?

What is Supervision?

“Supervision is a regular, protected time for facilitated, in-depth reflection on clinical practice” (Bond & Holland, 1998)

“Supervision is a working alliance between two professionals where supervisees offer an account of their work, reflect on it, receive feedback, and receive guidance if appropriate.....to enable the worker to gain in ethical competency, confidence and creativity so as to give the best possible service to clients”. (Inskipp & Proctor, 2001)

“Supervision is a place of trust where a healthy relationship gives me a safe place to acknowledge my clinical concerns, stresses, fears and joys”. (Johnson, 2003)

“Attention to the needs of staff themselves: to their workloads, their professional practice and concerns and anxieties about it: to their feeling state and health state: to their capacity for creative work, and its encouragement, and to establishing a place of safety where disappointment or failure in practice can be examined honestly; prejudices challenged constructively, and success and good work owned and applauded”. (Swain, 1995)



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Field education and supervision

In field education, the focus of supervision is on the learning of the students. You are a manager of their learning, facilitating access to learning experiences and providing opportunities for critical reflection to ensure the student is an active collaborator in the process.

A Guide to Supervision in Social Work Field Education (2010) has identified five functions of supervision with students:

1. Education
2. Socialisation for professional identity
3. Support
4. Negotiation
5. Administration/management

These functions apply to supervision of professional staff as well.



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Exploring the components of Supervision

1. Education (doing, thinking, reflecting)
1. Socialisation for professional identity (being)
1. Support (thriving)
1. Negotiation (mediating/advocating systems and relationships)
1. Administration/management (knowing the workplace)



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Goals and outcomes of supervision

- For the consumer
- For the supervisee
- For the supervisor
- For the organisation

The value of supervision

- In many instances supervision sessions (even those that are infrequent and conducted on the run) are the only remaining sites where professionals can explore, lament, review and strategise. It can also provide a much needed site for possible solutions to emerge as the real and pressing issues associated with current practice concerns are brought into discussion and personal and professional reflection. (Irwin and Noble 2009)

In contrast.....

- With the ascendancy of performance management has come performance supervision. The long-established triadic structure of supervision which provided management, education and support (Kadushin, 1985) appears to be increasingly difficult to find, as accountability and managerial approaches take priority over the supportive and educative functions of supervision (Irwin and Noble 2009).



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The Supervisory Relationship

Cousins (2004) identifies that a strong supervision relationship is created through:

1. Providing a supportive atmosphere
2. Permitting mistakes
3. Encouraging open expression of concerns
4. Supporting workers in discussing taboo subjects
5. Sharing your own thoughts and feelings

Anything else that you would add to this?

What is Field Education

- Field Education is an opportunity for students to learn about themselves and how they generate and use information as a human services practitioner.
- Field Education is an opportunity for students to understand the nature of their future professional field and role
- Field Education placements engage students in a range of tasks that extend their professional skills and knowledge, and tests out their real interest in and suitability for a career in human services
- An opportunity to practise, extend and solidify content from classroom learning with practical experience and to develop competence in a range of skills
- Field education offers an opportunity for students to understand the complexities of everyday practice: the social and political contexts that create competing demands and ethical dilemmas.

(Cleak & Wilson, 2013; Giles, Irwin, Lynch & Waugh, 2010)

What is your experience of Field Education?

Contextual Issues in Field Education

Students

Contemporary students are:

- Culturally diverse
- Increase in international and mature age students
- Come from wider socio-economic backgrounds (Gursansky & le Suer, 2011).
- Manage a greater number of responsibilities outside of their studies, including maintaining part-time or full-time work commitments and managing families.

This impacts on the field education experience, as students bring with them a range of stressors and skills that previous generations of students may not have had to manage.

This manifests in a number of ways on field placement:

- Competing responsibilities in the home (managing children etc)
- Continuing need to maintain paid work during field placement
- Arriving at field placement with considerable skills in the workforce



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Contextual Issues in Field Education

Social, Political and economic context of practice

- Globalisation
 - » Events in one part of the world can have significant impact on people in other parts
 - » World peace, social justice, human rights, environmental protection, education, mutual understanding and cultural exchange can be excluded by the economic priorities of globalisation

- Neo-liberalism and economic rationalism
 - » Focus on the 'market' as the major determinant of service provision, delivery and resource distribution
 - » Focus on individual responsibility and choice, outcomes and eligibility
 - » Privatisation, outsourcing, competition and reduced funding
 - » Increase in uncertainty and fragmentation in the human services sector
 - » Cost to the relationship aspect of services

Contextual issues cont.

- Interdisciplinary practice
 - » It is now common for social workers, youth workers, community welfare workers, human services workers, counsellors, psychologists and community health workers to work across traditional disciplinary boundaries.
 - » Staff are required to take on new and extended responsibilities
 - » Employers and staff need to be able to manage change, new roles and meeting professional standards of practice

Giles, Irwin, Lynch & Waugh, 2010

Outcomes for Field Education

- Increased reluctance of organisations to accept students for placements due to pressures to increase productivity, demonstrate outcomes against targets and to operate with less resources.
- Paradoxically – increased recognition that positive field placements can improve recruitment and retention rates.

A guide to supervision in social work field education, 2010



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The Value of Field Placements

Share your experiences of student placements

What are the benefits to your organisations, your teams, the students and yourselves as supervisors?

Areas to consider:

Fresh perspectives

Projects and ideas come to fruition

Shared learning

New theories and practice ideas introduced

Stretching your practice

Contributing to the profession

More???????

The Supervisory Relationship

Central to the supervision and learning experience is a healthy and strong supervisory relationship.

We will focus on a few Building Blocks in greater depth.

The Building Blocks:

- Setting Boundaries
- Your Confidence
- Your History
- Your Supports
- The organisation's Learning Culture

Building Blocks cont.

- Delegation skills
- Your style of supervision
- Working with diversity and difference
- Time management
- Setting expectations of work and performance indicators
- Distinguishing between supervision and performance management
- Knowing about stages in the life cycle of supervision

Boundaries

Transgressions:

- The supervisor using the supervisee as a support person
- The supervisor misusing the relationship for personal gain
- Unfair allocations of workload
- The supervisor as therapist
- The inability to maintain a collegial relationship
- Not maintaining confidentiality and trust

Interpersonal boundaries both within and outside supervision reflect the culture of the organisation, including:

- The way we treat each other.
- The capacity to work with others regardless of your personal feelings.
- The ability to effectively set limits with others.
- Clearly defining the consequences when a boundary is not respected.

Dewane (2007)

The Learning Culture

Learning organisations exist where:

- Reflection and learning are valued
- People are encouraged to think and feel, as well as do
- Openness is promoted
- Creativity and experimentation are enabled
- Innovation is nurtured
- Difficult questions can be asked

Reflection Point:

Assess your organisation and your team against these criteria:

- *Where are there areas of strength?*
- *Where could improvements be made?*

Delegation

- Establishing your priorities
- Setting clear expectations
- Giving yourself permission
- Measuring and assessing outcomes
- Following up
- Reflecting on your expectations and experiences

Reflection point:

- *How well do you delegate?*
- *What are your barriers to delegation?*
- *What would you need to do or think differently to delegate more often?*



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□ Styles of supervision — Wonnacott 2011

Authoritative or Active-intrusive

- Prescriptive
- Confrontational
- Informative
- Assesses tasks and outputs

Facilitative or Active-reflective

- Cathartic
- Reflective
- Supportive
- Collaborative
- Challenges supervisee

Passive

- Directed by supervisee
- Avoidant
- Informal
- No assessment

Diversity and Difference

Locating yourself in the picture:

Spend some time considering your perspective by answering the following questions:

What values, assumptions and power do you hold in relation to three of the following:

race, ethnicity, national origin, colour, gender, sexual orientation, age, marital status, political belief, religion or spiritual beliefs, family structure, mental illness or physical disability.

How does this or could this impact on your role as a supervisor?

Diversity and Difference

Culturally competent practice concepts:

- Valuing diversity
- Cultural self-awareness,
- knowledge acquisition,
- Understanding about the dynamics of cultural interaction
- and continuous learning and adaptation of strategies to reflect an understanding of the needs of a diverse client base

Which are applied across all elements of individual, organisational and interprofessional practice (Cross et al 1989)

Time Management

Reflection Point

What are your capabilities in managing your time?

What are your difficulties with time management?

Some areas to consider:

- Maintaining and prioritising a To-Do list
- Setting Personal Goals and a Vision
- Manage and reduce distractions
- Deal with Procrastination
- Learn to say no and empower others
- Delegate
- Focus on one task or element at a time
- Take regular breaks and practice self care

The Supervisory Relationship

Beddoe (2000) identifies 3 developmental stages of the supervisory relationship

- **Beginning phase**

Construction. Planning, building rapport, clarifying expectations, establishing boundaries

- **Middle phase**

Consolidation. Deepening trust, reviewing expectations, testing boundaries, managing conflicts.

- **Termination phase**

Evaluation. Evaluating the relationship, managing the emotional impact of assessment and termination and critically reviewing learning.

Tools

Building the platform and maintaining it

- Contracts/agreements
 - Expectations – what supervision is and is not
 - Boundaries – explicit and understood
 - An agenda
 - Setting outcomes
 - Policies
 - Space
 - Time
-
- *Consider these elements – which are present in your supervisory relationships? Which need to be enhanced?*



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Tools continued

Your toolkit:

- Effective Questioning
- Deep Listening
- Seeking feedback
- Resolving conflict
- Understanding power and authority
- Learning styles and preferences
- A Strengths-Based philosophy

Approaches and models to consider:

- Individual
- Co-supervision
- Group supervision
- External supervision
- Communities of Practice

Effective Questioning

Effective Questions are:

- Open Ended eg. Tell me about..... What do you think about.....
- Invitational eg. It would be great to hear about.....
- Specific eg. How often do you....
- Evocative eg What might this mean.....
- Positively or neutrally biased eg. What could you learn from this.....
- Able to challenge eg. What evidence do you have.....

(Ontario Ministry of Education 2009)

Expectations and Agreements in supervision

Morrison (2005) suggests that an effective supervision agreement or contract is:

- based on agency policy
 - clarifies purposes and tasks of supervision
 - includes the frequency, location and recording of supervision
 - Agrees how feedback will be given
 - clarifies the boundary of confidentiality
 - sets down how the contract will be reviewed
 - is written and signed by both parties
-
- *What are your expectations and responsibilities:*
 - *As a supervisee*
 - *As a supervisor*
 - *Do you have these in writing?*

Deep listening

Listening is one part of the communication dynamic.

- *Can you reflect on what gets in the way of deep listening for you?*
- *How can you filter out what is less important to get to the true message?*
- *How well can you sense the cues that people are offering you?*
- *How often do you check your understanding of a message with others?*

When you are listening deeply, you hear the song beneath the words.

Learning styles – University of South Carolina USC School of Social Work

C. LEARNING PATTERNS AND ROLE OF THE SUPERVISOR

Learning Style	Characteristics	Supervisor Role	Activities
Experiential-empathic	Self focused, intuitive, reflective, early feelings reactivated, fearful of confrontation, authority issues, slow start due to early anxiety	Supportive, reflective, allow ventilation of feelings in case situations, explore basis of client reaction	Learns from reflection on repetitive experiences over time
Doer	Conformer, action-oriented, early dependence upon supervisor's directives, seeks help with procedure, steady progress	Supportive, directive active teaching, provide positive relationship, reinforce feelings of adequacy through accomplishment, encourage identification	Learns from well-planned opportunities, repetitive experiences, careful case selection, concrete services reinforce sense of adequacy
Intellectual-empathic	Initiative, self-critical, self-mobilizing, conceptualizes, imaginative, readily integrates theory and practice, anticipates	Provide opportunity to test theory before accepting it, reading assignments, explore issues, encourage motivation through client need	Learns from range of activities and levels of involvement, learns from exploring issues and theories with supervisor, testing and self-evaluation

Adults as learners

- Whichever style a person prefers, these principles are important in appreciating adults as learners in a supervision relationship.
- Adults are:

Internally motivated

Goal oriented

Full of life experience and knowledge

Practical

Seeking respect

Prefer relevance and areas of work that appeal to their interests

Able to deal with the emotional aspects of tasks, along with the practical

(Qld Occupational Fieldwork Collaborative, 2007)

Learning tools

Cleak and Wilson (2013) describe three types of tools useful for learning:

- Discussion and Reflection Tools
- Observation Tools
- Activities

- We will explore many of these in our second session, including:
 - Mapping
 - Reflection
 - Journals
 - Recordings eg Process Recordings
 - Johari Window
 - Role playing
 - Strengths cards

Authority

- It is important that supervisors and supervisees share their understandings about what authority means to them.
- The transition from team member to supervisor is particularly difficult and may create concerns about power that are difficult to navigate.
- ‘We are kidding ourselves if we pretend that power differences either do not matter or have been overcome. People learn in childhood that there are certain risks involved in being honest with people in authority – especially when negative feedback is possible.’ (Cousins, 2004)
- Supervisors need to model professional and personal authority in their role.

Strengths based supervision

- This approach builds on the resilience of individuals and focuses on their potential, strengths, interests, abilities, knowledge and capacities, rather than their limits (Grant & Cadell, 2009).

When faced with a problem in supervision, the supervisor might adopt these steps, which is consistent with a reflective practice approach, but consciously focuses on strengths.

- Issues are clarified and described in concrete terms.
- A picture of the future is developed and goals are set.
- Strengths and exceptions are identified.
- Additional resources are identified as necessary.
- A plan of action is developed.

Cohen, 1999

Self management

- Mindfulness
- Compassion
- Resilience

PLUS

- Your own supervision and reflection space

PLUS

- Checking your own self care strategies and Plan:

Physical, Emotional, Spiritual and Professional Aspects

Self care

What is your vision of self care?

What words/pictures illustrate the self care goal to which you aspire?

Write/draw/create

How will you arrive at your goal?



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Day 1 Reflections

What new knowledge did you acquire today?

What surprised you about the day?

Where did you struggle today?

What have you learned about yourself as a supervisor today?

How will you integrate your learning from today into your practice?