



Steve Page

# Making best use of supervision

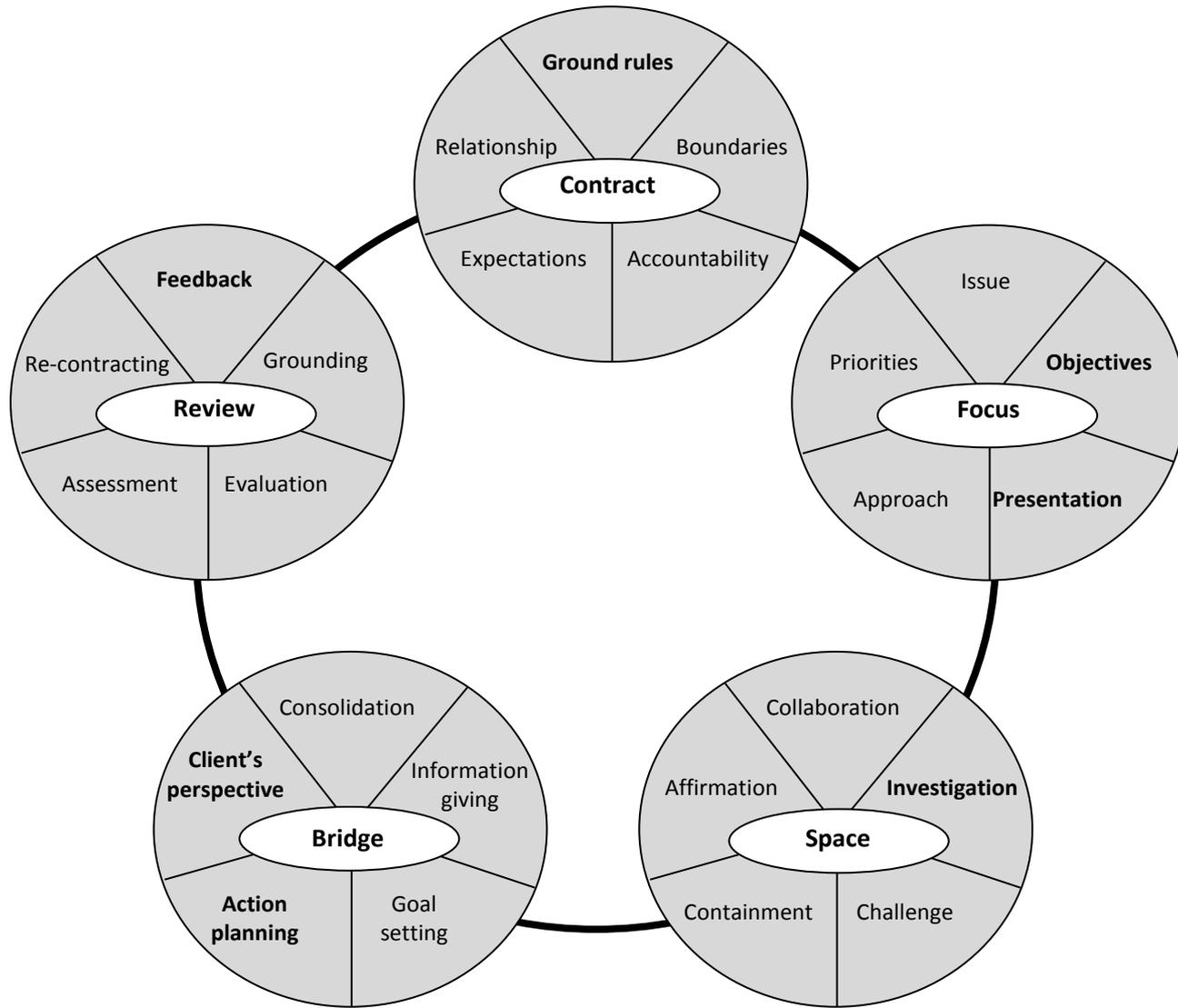
Craven & Bradford Cruse

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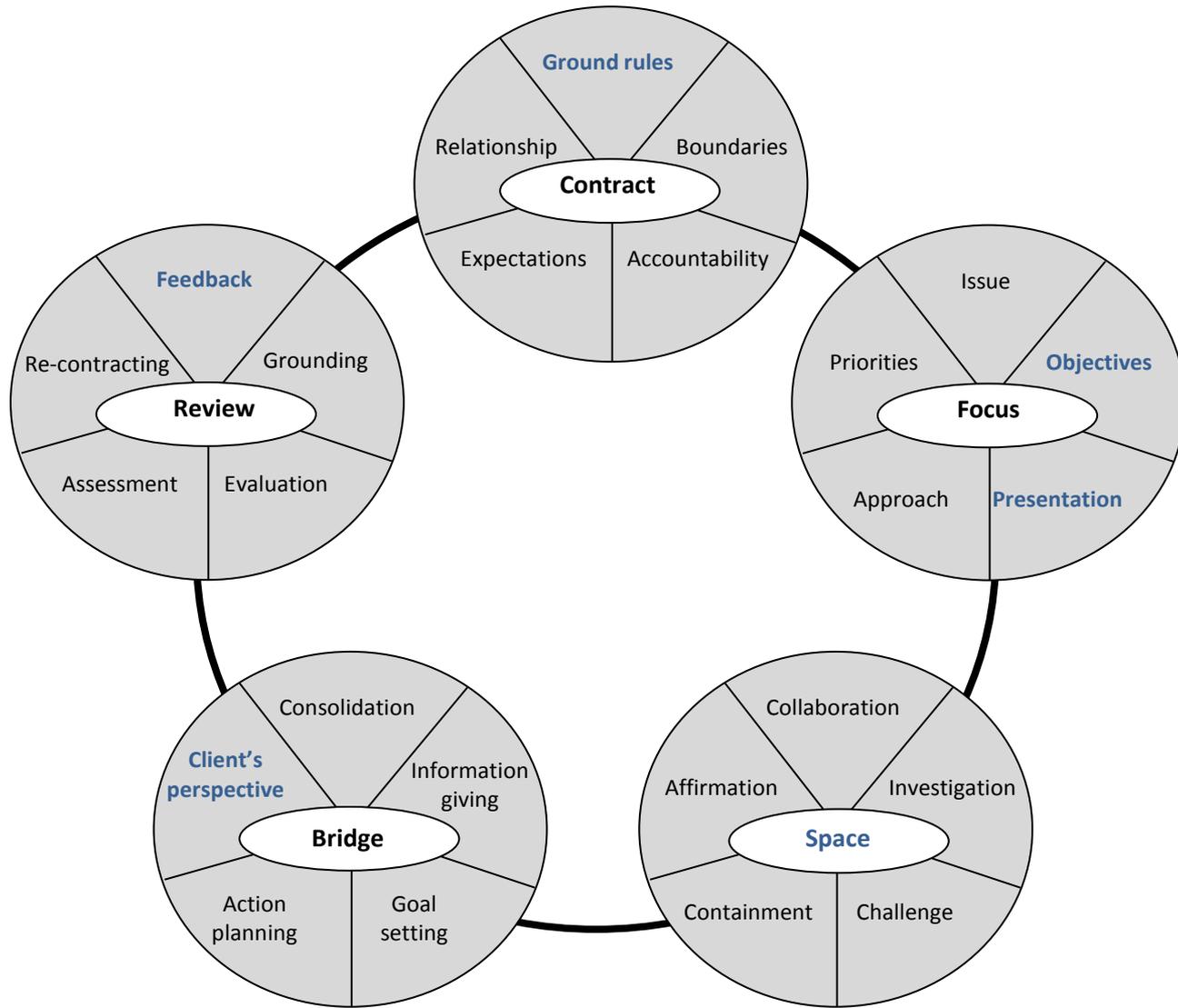


# My aspirations for today

- That you will all define at least one learning objective for yourselves
- That you will have some new ideas to help you prepare work to present in supervision
- That you will experience some different structures that can be used in group supervision
- That you will feel more equipped and encouraged to seek what you want from supervision
- That we will all have an enjoyable and satisfying day



Cyclical Model of supervision – Steve Page & Val Wosket



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# Learning objectives

- There are variations in the use of the terms 'Aims', 'Objectives' and 'Goals'. I am using the term 'learning objective' to describe a specific learning outcome that a practitioner is seeking to achieve.
- Setting learning objectives for ourselves requires us to reflect on our current strengths and areas we want to development
- Whilst all learning can be useful, learning objectives set out our current learning priorities
- Having objectives can create a sense of direction and, when objectives are met, accomplishment.
- It is important to remain open to reviewing and changing objectives if new priorities emerge.



# My Aubergine plant!





# Example learning objective

- **Specific** – I want to grow at least three more edible aubergines before the end of October.
- **Measurable** – criteria: we enjoy eating them and they are each > 3 inches long.
- **Achievable** – the plant is still healthy, there are currently five fruit continuing to grow, warmth, light and feeding are favourable.
- **Relevant** – this helps keep me focussed on the health of plants in the conservatory as we move into Autumn.
- **Timed** – before the end of October should be realistic and reminds me that the plant has a limited life.



# Exercise – define a learning objective

- This is a learning objective for you as a bereavement carer and supervisee.
- Write objective as a single sentence.
- Check against SMART
- Find a partner
- Share your objectives and check that they each meet the SMART criteria.



# Preparing to present in supervision

- Identify the client (or issue)
- What do I want from supervision on this?
- Brief context/background
- Most recent interactions with client
- This client evokes in me.....
- Ethical, equality, risk legal or professional issues
- What I am reluctant to say about or to this client....
  
- *Grab a sheet and start writing – please stay within the boxes! Choose something that is real, has some emotional content but not too heavy.*



# Group supervision structure

- Typically group supervision sits along a continuum:

1:1 in a group



supervision by  
the group

- Today I want to work with a structure that sits somewhere around the middle of this range.
- There are two variations on the structure:
  - supervisor directed,
  - supervisee directed.



# Feedback

- Briefly describe the situation where someone behaved in a way that you disliked
- Relax and centre yourself – from that place what feedback would you like to give them about their behaviour
- Check it is:
  - Clear
  - Owned
  - Specific
- Ongoing feedback should also be regular and balanced [CORBS]



# REVIEW

- 4 elements to review:
  1. What is our experience of working in this group?
  2. Having a learning objective - does it make a difference to my approach to supervision?
  3. What did I like and dislike about the presentation structure as a supervisee, as a supervisor, as a member of a supervision group? [and what do I imagine my client would think?]
  4. How well did it work for members of the group to be given specific perspectives from which to listen and contribute?