

SUPERVISION: PRECEPTORSHIP COURSE

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AIMS AND OBJECTIVES

- ◉ Aim:
- ◉ To give an overview the skills and process involved in giving and receiving supervision
- ◉ Objectives: By the end of the session the participant will have a working understanding of: purpose, types, process, skills in managing conflict, prioritising work

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PLAN

- ◉ Introductions
- ◉ **Supervision:**
- ◉ Definitions
- ◉ Purpose
- ◉ Types
- ◉ Process
- ◉ Skills
- ◉ Managing conflict and prioritising work

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INTRODUCTIONS



- ◉ Tell the group about your experience of receiving supervision
- ◉ How do you feel about providing supervision?

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DEFINITIONS



- Supervision is an intensive, interpersonally focussed one to one relationship in which one person is designated to facilitate the development of therapeutic competence in the other person.

Scaife 2009.

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DEFINITIONS

- ◉ The purpose of clinical supervision is to provide a safe and confidential environment for staff to reflect on and discuss their work and their personal and professional responses to their work. The focus is on supporting staff in their personal and professional development and in reflecting on their practice

CQC 2022

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PURPOSE

The purpose of supervision:

- ◉ Ensuring the welfare of clients/patient.
- ◉ Enhancing supervisee development.

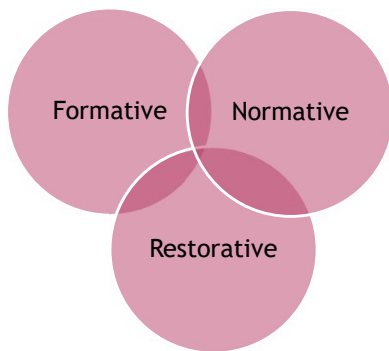
The functions of supervision:

- ◉ Education.
- ◉ Support.
- ◉ Evaluation against the norms and standards of the profession and of society.

Carroll 1996 in Scaife 2014.

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PURPOSE



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TYPES OF SUPERVISION

- ◉ Practitioner
- ◉ Managerial / organisational
- ◉ Developmental
- ◉ Supportive
- ◉ Professional

Oxleas Supervision Policy 2022

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PROCESS

- ◉ *If you were giving supervision what would you expect the supervisee to take responsibility for?* (Scaife 2009)

Prepare for supervision.

Use the time effectively.

Being open and communicating thought and feelings.

Commit to self awareness.

Give supervisor feedback.

Be prepared to have your work examined.

Appropriate expression of emotion.

Generalise learning

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PROCESS

- ◉ What would you expect of yourself as a supervisor? (Scaif 2009)

The needs of the client and the needs of the supervisee.

Engage in productive professional dialogue

Commit to the process.

Be receptive to the supervisee

Give honest, timely feedback

Recognise and report serious concerns and safety issues

Give feedback to help development - actions for this

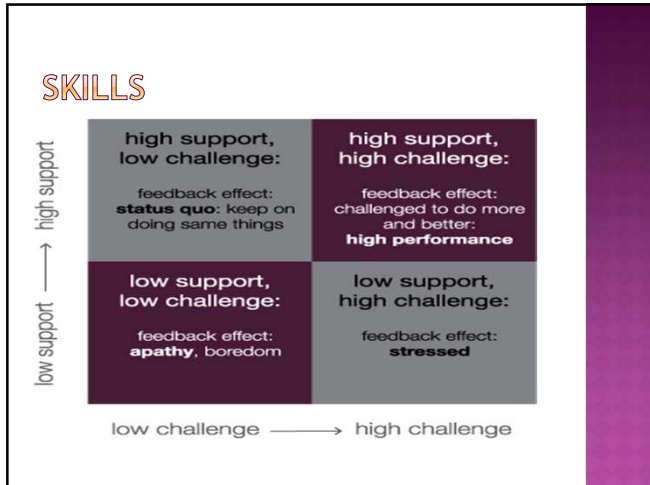
Recognise concerns that go beyond supervision e.g. capability

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PROCESS.

- ▶ Starting the process:
- ▶ establishing mutual expectations
- ▶ formulating a contract
- ▶ Agreeing ground rules
- ▶ <https://www.youtube.com/watch?v=saCn4nmLuKo>

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SKILLS IN SUPERVISION.

Problem solving.

1. Defining the problem.
2. Pinpointing contributing factors.
3. Establishing priorities/goals.
4. Establish a range of options.
5. Deciding on one option.
6. Making a plan of action
7. Evaluating the outcomes.

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SKILLS OF SUPERVISION.

- **Reflection.**
 “An important element in reflective supervision is enabling staff to question their practice, critically analyse and evaluate experiences, and debrief after challenging or stressful encounters. This will lead to a better understanding of the cognitive and emotional elements of practice.”
<https://www.scie.org.uk/publications/guides/guide50/foundationsofeffectivesupervision/reflectionandcriticalthinking.asp>
- *How can you encourage your supervisees to use reflection?*

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GETTING THE MOST OUT OF SUPERVISION

Unhelpful Supervision styles

- Unbalanced: supervisor is hung up on detail and focusses on minor aspects to the detriment
- Developmentally inappropriate: supervisor is fixed and cannot adapt to the supervisors developing needs
- Intolerant of difference: supervisor tries to shape the supervisee into being a replica of them

Scaif 2014

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GETTING THE MOST OUT OF SUPERVISION

Unhelpful Supervision styles

- Poor role model of professional and personal attributes
- Untrained: Supervisors enact the role without adequate professional maturity or preparation
- Professionally apathetic: not engaged or motivated

Scaif 2014

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GETTING THE MOST OUT OF SUPERVISION

Unhelpful Supervision styles

- What supervision shouldn't be
- <https://www.youtube.com/watch?v=c02mv3pW-nQ>

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GETTING THE MOST OUT OF SUPERVISION

Impasses

- Resistance
- Personal characteristics
- Anxiety about how the supervisees work is perceived
- Lack of Trust
- Lack of self awareness

Scaif 2014

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USING SUPERVISION TO MANAGE CONFLICT

Possible causes

- Values differ from colleagues and managers.
- Limited resources resulting in pressure and stress.
- Organisational changes and values which are at odds with individual/professional values.
- Power struggles and competition.
- Contradictory views on professional issues.

Vivar 2006

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USING SUPERVISION TO MANAGE CONFLICT

- Conflict is inevitable in any work environment due to inherent differences in goals, needs, desires, responsibilities, perceptions and ideas.
- Persistent conflict is detrimental to the work climate and negatively affects individuals physical and psychological wellbeing.
- It can result in increased staff turnover, absenteeism, reduced coordination, collaboration and lower efficiency.

Almost 2005.

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USING SUPERVISION TO MANAGE CONFLICT

Role play the scenario provided.



- ◉ *Imagine you are Sarah.*
- ◉ *How would you use supervision to address this situation?*
- ◉ *What response would you expect from Adam?*
- ◉ *What issues need to be taken forward with their ward manager for managerial supervision?*

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USING SUPERVISION TO PRIORITISE CLINICAL WORK

- Professional helping often takes place in settings which are influenced by wider: social, political and economic context
- Political changes can reverberate throughout organisations and lead staff to experience dislocation and alienation upon which the employing organisation becomes based



Scaife 2014

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USING SUPERVISION TO PRIORITISE CLINICAL WORK

- ◉ *Role play the supervision scenario*
- ◉ *Imagine you are Julie.*
- ◉ *How would you use supervision to address this situation?*
- ◉ *What response would you expect from your supervisor?*
- ◉ *What else would you find helpful?*



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READING

- Almost J. (2005) *Conflict within Nursing Work Environments: Concept Analysis*. *Journal of Advanced Nursing*. 53(4), 444-453.
- Care Quality Commission (2013) *Supporting information and guidance: Supporting effective clinical supervision* CQC
- Norman I. and Ryrie I (2004) *The Art and Science of Mental Health Nursing*. A Textbook of Principles and Practice. Open University Press. Berkshire.
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- Vivar C.G (2006) Putting Conflict Management into Practice: A Nursing Case Study. *Journal of Nursing Management*. Vol 14. Issue 3 pp: 201-206
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