



These flashcards offer guidance to you as a supervisee and/or supervisor undertaking structured supervision and cover the four components of supervision. They summarise the general principles contained within Scotland's Position Statement on Supervision for Allied Health Professions (AHPs). Practical support to help you facilitate supervision is included.

The statement takes the position that, regardless of where you work, **ALL AHP practitioners, irrespective of their level of practice, experience or job title, should have access to and be prepared to make constructive use of supervision.**



i Scotland's Position Statement
Scan with your phone camera
or QR code reader app

The purpose of supervision is to:



promote
wellbeing



develop knowledge,
skills, and values



support
personal and
professional
development



promote competent
practice, safe and
effective person
centred practice

Scotland's Position Statement recommends:

- all AHP staff have access to supervision
- formal supervision should be available at least 4–6 times a year
- all four components of supervision should be covered in one year
- approximately 1 hour duration

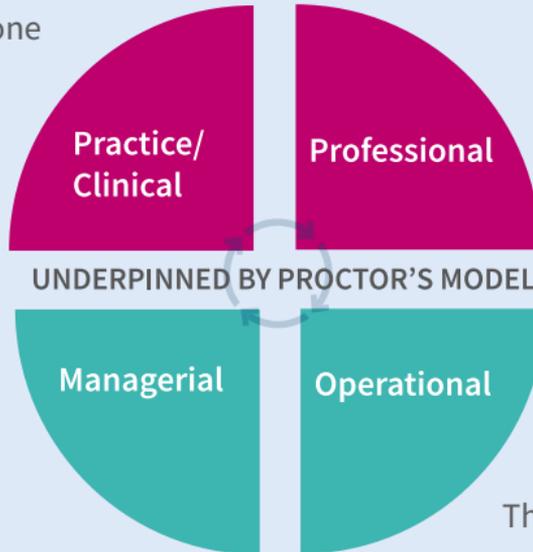
To ensure sessions are as effective as possible, you should have a knowledge of:

- Scotland's Position Statement
- local processes — templates, guidance, etc
- local and national resources to support your practice
- your own learning needs

i For further information please refer to the online **Support and Supervision for AHPs learning resource on TURAS**. Supervisees and supervisors should complete Unit 1. Supervisors should also complete Units 2-4.

The national statement highlights the following four components which, in everyday practice, frequently cross over.

Provided by someone from the **same** profession or clinical specialism



These components may be provided by someone **who is not** of the same profession

Practice/Clinical

Care and support provided to people who use our services

Assessment, decision making, interventions and other clinical activities

Relationships and interactions we have with people who use our services, professionals and colleagues

Professional

Developing professional competence

Meeting regulatory requirements around continuing professional development (CPD)

Supporting knowledge, and policy, into practice

i What could be covered in the different components of supervision.

Managerial*

Organisation's policies
and procedures

Appraisal and objective setting

Case note and caseload review

Operational*

The organisational function
and how it relates to practice

Awareness of organisational
changes, initiatives, and policy



***Often combined and described as Line management supervision.**

Please note that different supervisory arrangements may be required to suit individual needs.

The supervisory relationship is based on trust and respect and is a supportive one formed between equals — irrespective of job title, role or band. This should enable the supervisor to facilitate and ‘challenge’ the supervisee to explore, and consider, alternative perspectives.



Practical considerations:

- Who will be your supervisor?
- How often will you meet?
- Where will you meet?
- How long will your session be?
- What happens when a session has to be cancelled?
- Do you have a supervision agreement* in place?

i *A supervision agreement is a document highlighting the roles and responsibilities of both parties and should cover most of the above. It will also cover things like confidentiality and the supervision record. The supervision agreement should be signed, stored and reviewed, at least annually, by both the supervisor and supervisee.

PREPARING FOR SUPERVISION

Consider learning and development needs
Agreement in place
Clarify component of supervision being addressed

Review can occur at any time

BEFORE

Prepare for the session
Create safe environment
Ensure adequate time and no interruptions
Review of previous actions
Check in

Structure of supervision

AFTER

Record reflection
Record supervision session
Evaluate/review session
Arrange next session
Undertake actions

DURING

Focus on topics raised
Facilitate active reflection
Support/challenge
Start identifying actions

Before attending a supervision session it may be helpful for the supervisee and supervisor to consider the following questions:

- How have things been since the last session?
- What progress has been made with the actions from the last session?
- What should be the focus of today?
- What would be a good outcome from the session?

Consider what a supervisee may bring to supervision.

Patient/client focussed

- patient/client — what and how they present
- formulation of care plan
- discuss intervention/rehabilitation
- patient/client — therapist relationship

Practitioner focussed

- response to a work situation
- relationship with a colleague
- evidence based practice/new evidence
- their development needs



Remember it can be a discussion about things that are going well!

Key skills required to facilitate effective supervision to ensure there is a balance of support and challenge.



Active listening and being present

Withholding judgement and suspending assumptions

Think about your body language and non-verbal cues

Not interrupting

Notice when you are thinking about what you are going to say next

Being able to pause and leave space for reflection is a useful skill

Fully attending to the needs of the supervisee

Paraphrasing or echoing

Effective feedback

Focus on the behaviour, outcome and actions

There are many models of providing feedback. You may find the following helpful:

- BOOST (Balanced, Observed, Objective, Specific, Timely)
- What worked well (WWW)
Even Better if... (EBI)
- 3 levels of seeing used in Values Based Reflective Practice (VBRP) — I notice...
I wonder...I realise...

Curious questioning

Be curious with your questions

Open questions invite a more full response

Avoid closed questions or those which may have a 'yes' or 'no' response — these close down conversation

Use 'what', 'when' and 'how' questions during the sessions. A word of caution with 'why' questions as these may be perceived as accusatory

Curious questions your supervisor may ask:

The situation:

- What do you want from the situation?
- What don't you want from the situation?
- Help me understand what was going on for you?
- Describe.... or, tell me about....

Emotions:

- How were you feeling?
- How do you think he/she was feeling?
- When did you first notice your emotions change?



These types of questions help get to the 'heart of the matter' and may encourage the supervisee to open up and explore issues more thoroughly.

Making sense of the situation:

- What makes you think that?
- What was going through your mind at that time?
- What's your own responsibility for what's been happening?

Possibilities:

- What's standing in the way of an ideal outcome?
- Imagine the issue is solved. What do you see/hear/feel?
- What's stopping you?
- If you knew you could not possibly fail, what would you do next?
- If you could change one thing what would it be?
- How would you like things to be?

The supervisor may ask questions to help focus on the actions. This will help the supervisee identify what the next steps might be.

- What's your new thinking in relation to this question?
- What opportunities exist that you might not have been seeing until now?
- What choice/s do you need to make to move forward?
- What do you know now that you were not aware of before?
- What are your options for action?
- What is your intention until your next supervision session? (in relation to this issue)

Facilitation of reflection

Reflection is a powerful tool to:

Provide new understanding
and meaning to situations

Enable deeper learning

Support and challenge people
to respond differently

Three commonly used models*
of reflection:

- Gibbs
- Kolb's
- Driscoll's

 *You may want to try one of the three models discussed in the online learning.

It is important to record* your reflections to enable learning from the experiences you have had.

Remember you can choose to share your reflections as evidence for the Health Care Professions Council (HCPC) audit or for your appraisal.



i *The AHP Professional Portfolio has a number of different reflective models and templates you may want to consider. You may choose to use the portfolio from your professional body or have a paper-based copy. Scan with your phone camera or QR code app.



Recording your session and keeping records* is a joint responsibility, shared between you and the supervisee.

A discussion about how this will be done, by whom, how it will be stored and used should form part of your supervision agreement. This should adhere to local policies and procedures.

This would be referred to as the **organisational record**. As a minimum this should include:

- date of the session
- who was involved
- key discussions
- any actions agreed

i *Supervisees are encouraged to have their own record which should include their reflections. This record is personal and private.

It is important to review and evaluate the process. This offers an opportunity to explore the supervision session, the outcomes and how to optimise supervision for you.

The following questions have been included on the supervision recording template found on the AHP professional portfolio page:

- What worked well about the session?
- What could have made the session better?
- What might we still have to look at in the next session?

BEFORE

Relevant knowledge and skills/training undertaken, including online learning resource

Agreement in place

Supervisee and supervisor prepared for the sessions

Identify topics for discussion

Clarify which components of supervision will be covered during the session

DURING

Creation of safe space (telephones off/silent, session prioritised)

Review of the previous session's actions occurs at the beginning of a session

Reflective and open questioning

Identification of actions from the discussion

AFTER

Evaluation of session. Agree date and time of next session

Supervisee should record the outputs from the session. You may wish to use the online AHP professional portfolio

Supervisor should record the date of the session, attendees, topics discussed and any other actions

Supervisor and supervisee should jointly agree and record any key themes, discussions or actions

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