

Peer Supervision

CDANZ training in Peer Supervision

August 2015

The day

- Me
- The day
- You
- The venue
- Ground rules

Acknowledging others who have gone before

- Tisha Wilson in 2003
- Jane Stella
- Sue Mortlock and Fran Parkin
- Staff at Careers NZ

Learning outcomes

You will learn...

Session 1

- The definitions & characteristics of peer supervision
- The benefits of peer supervision
- Why peer supervision is effective, ethical, and needed - especially in a tough economy

Session 2

- Structure and techniques of Peer Group Supervision
- Skills of facilitating group discussions: to listen actively, explorative questioning
- Basic knowledge about group dynamics in self-directed groups
- Counselling and supervision techniques
- Team development of the peer group

Session 3

- Form your group
- Make decisions about how your group will operate
- Practice using the peer supervision process

Who are we?

- Name
- Kind of careers work they do
- What brought them to this session

Ground rules

Part One

About peer supervision

- What is your experience of peer supervision?

Part One

About peer supervision

- What is your experience of peer supervision?
- What is your experience of supervision?
- What does the term supervision mean to you?

What is supervision?

Supervision is a formalised, regular, reflective review of yourself and work, undertaken within a structured, contractual, supervisory relationship.

Let's unpack these

Supervision is:

- formalised
- regular
- reflective
- a review of yourself and your work
- structured
- contractual
- relationship

What is peer supervision?

- Reciprocal mentoring supervision is a structured, reciprocal learning relationship between peers ... who wish to work together, where trust, support, and challenge encourage honesty, in-depth reflection and constructive analysis on practice and related issues and contextual issues, enhancing self-confidence, personal and professional learning, and promoting best practice.

Hawken and Worrall (2004, p.48)

What is peer supervision?

- A reciprocal arrangement in which peers work together for mutual benefit where developmental feedback is emphasised and self-directed learning and evaluation is encouraged

Benshof (1992)

What is peer supervision?

- reciprocal
- structured
- learning relationship
- peers
- wish to work together
- trust, support and challenge
- honesty
- in-depth reflection and constructive analysis
- enhancing self-confidence, personal and professional learning
- promoting best practice

Peer supervision

- Professionals who meet regularly to discuss:
 - Professional challenges
 - Self-exploration
 - Diversity and culture
 - New interventions & solutions
 - Ethical dilemmas or situations
 - Difficult cases
- No defined leader



What do these definitions have in common?

Thinking about your previous experience

In pairs or 3s

- Is supervision something you have to do rather than a process you have chosen to engage with?
- What has been your **experience** of supervision to date, as a supervisee, if you have already had supervision before?

or

- If you have not had supervision before, what thoughts a feelings immediately come to your mind when you think of the term?

On Being A Supervisee: Creating Learning Partnerships
Michael Carroll & Maria C. Gilbert, 2005, 2005

Thinking about your previous experience

- What have been your most positive experiences?
- What made it valuable?
- What made for a negative experience?
- What are your fears about doing (peer) supervision?

Self-development vs obligation to our work

Why do it?

Benefits of peer supervision

Benefits of peer group supervision

Supervision allows you to:

- Reflect on the process and content of your work
- Get feedback on the process and content of your work
- Enhance your skills
- Get support as a person and as a worker
- Celebrate your successes
- Deal with problems and issues projected onto you by your clients
- Explore and express distress stimulated by your work
- Plan to use your personal and professional resources better
- Be pro-active rather than reactive

Benefits of group supervision

- You can hear about the work of the group members which may be different from your own and you can gain knowledge by proxy
- Sometimes another group member will present an issue very similar to one you are dealing with and this will be of direct help to you
- You will get a sense of what your peers are struggling with and this provides a sense of twinship with others that can be very reassuring
- Interacting with others in a professional group like this where open communication is fostered provides a good model to draw on in similar work contexts
- Other group members may well have knowledge and experience that the rest of the group members do not
- In a well-functioning group there is the benefit of learning 'in vivo' from the process in the group about those factors that contribute to a healthy learning environment for you and others

Other benefits

Enables meaningful networking

Helps develop a professional identity

Provides an opportunity for shared reflection and learning

Draws on the wisdom of many

Enables a sense of community

Allows for practicing skills

- ❑ Including role playing, challenging assumptions, learning multiple interventions and solutions

Develops cohesion & support in the profession

- ❑ Counteracts against social isolation in the profession

Stimulates peer interaction

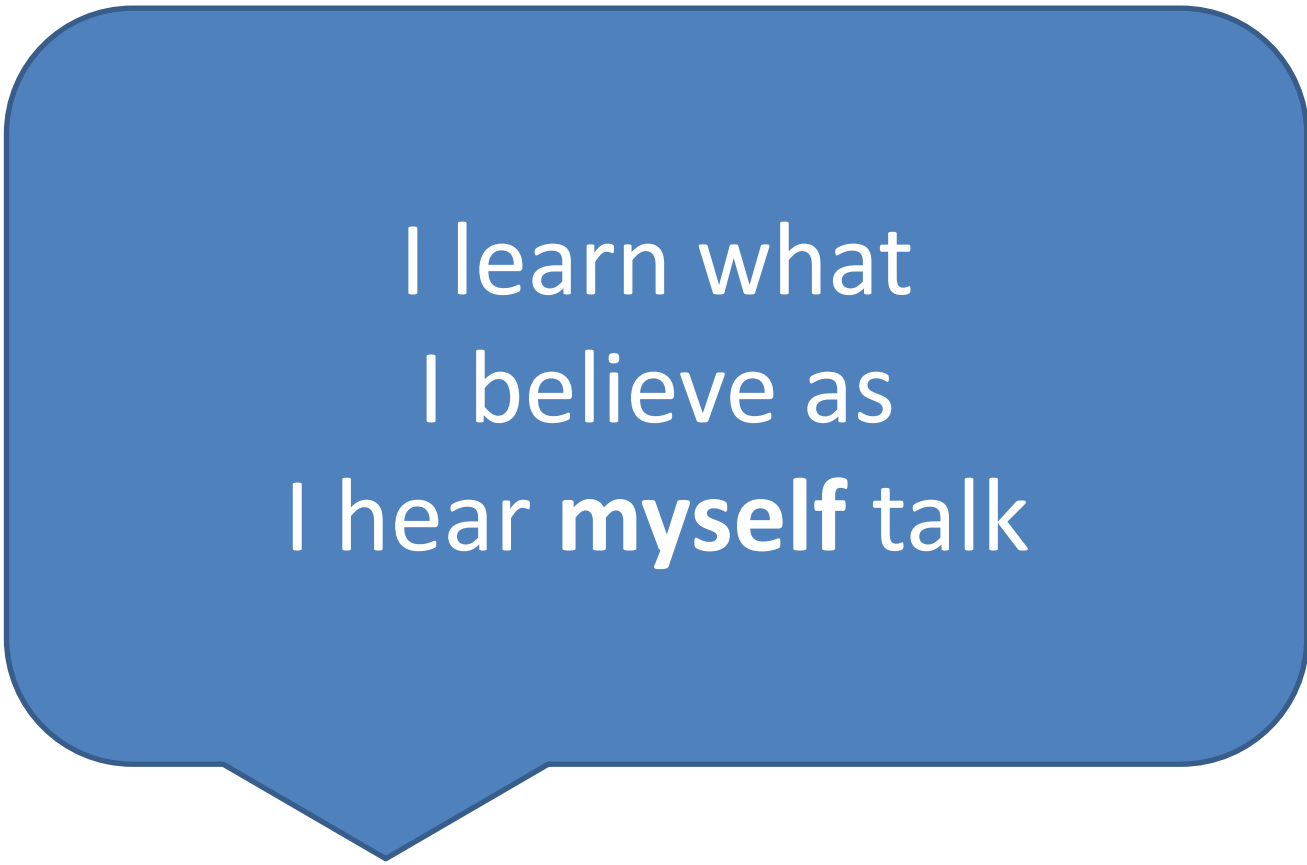
Egalitarian

Develops self-efficacy, trust, & self-esteem

Counteracts burnout

Helps build a stronger sense of self, sense of identity

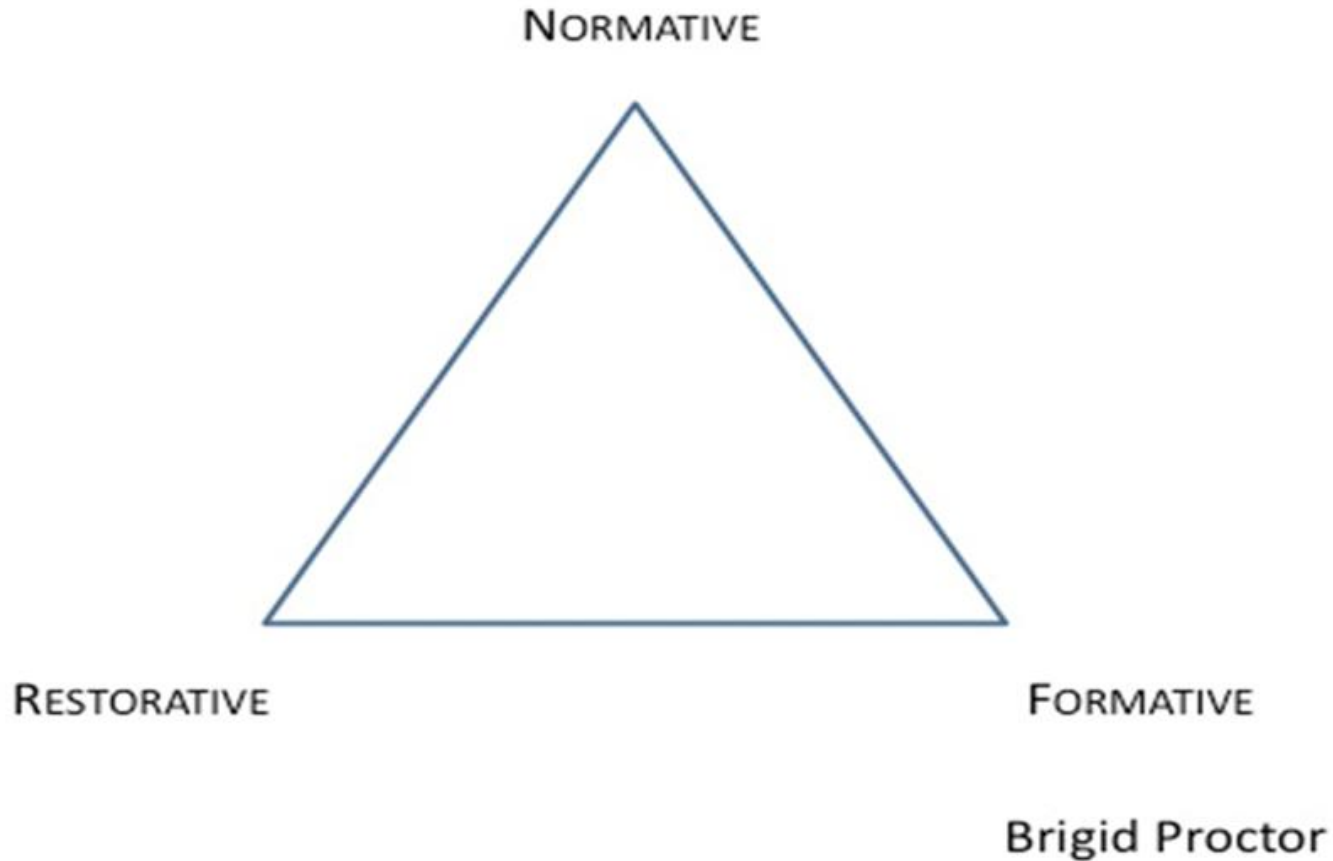
Drawbacks of peer supervision



I learn what
I believe as
I hear **myself** talk

Motivational Interviewing (Miller, 1983)

It has 3 main functions



The Supervision Triangle

It has 3 main functions

Formative - Learning and development

- to help you develop your skills, understandings and abilities as you reflect on your work with clients

Restorative – Resourcing and sustaining

- to help you understand and deal with your reactions to your clients' stories
- to support you as you are affected by the distress, pain and fragmentation of your clients
- To acknowledge the emotional aspects of your work with clients

Normative – Quality and development, service provision

- to encourage you to recognise the importance of professional and organisational standards
- to encourage you to be competent and accountable
- to assist you to reach beyond your inevitable human failings, blind spots and areas of vulnerability that arise from your own woundedness and prejudices

(adapted from *Skills of Clinical Supervision for Nurses* by M. Bond and S. Holland, p17 where they quote B. Proctor (1998) and with thanks to John McAlpine)

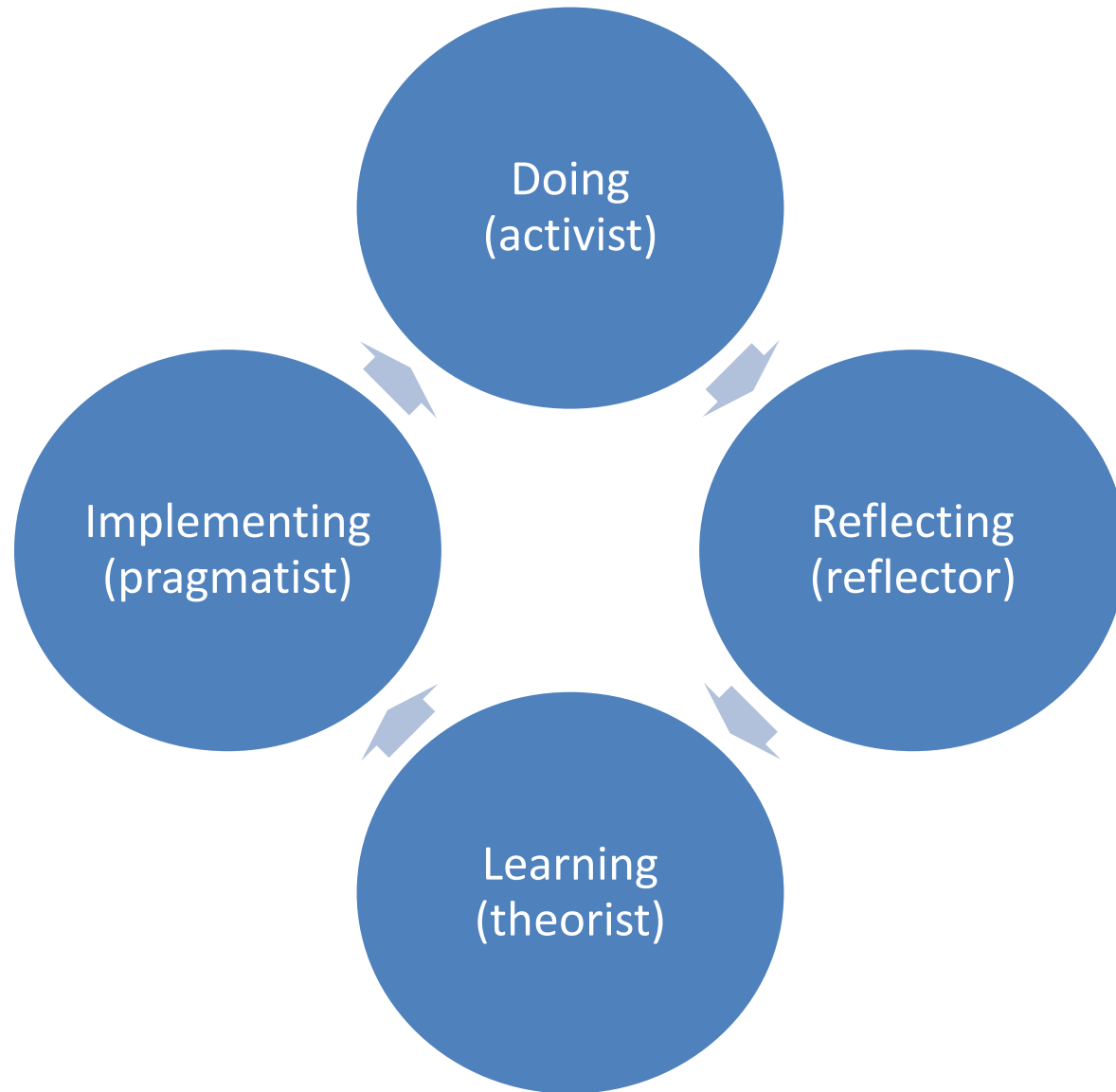
Supervision as learning

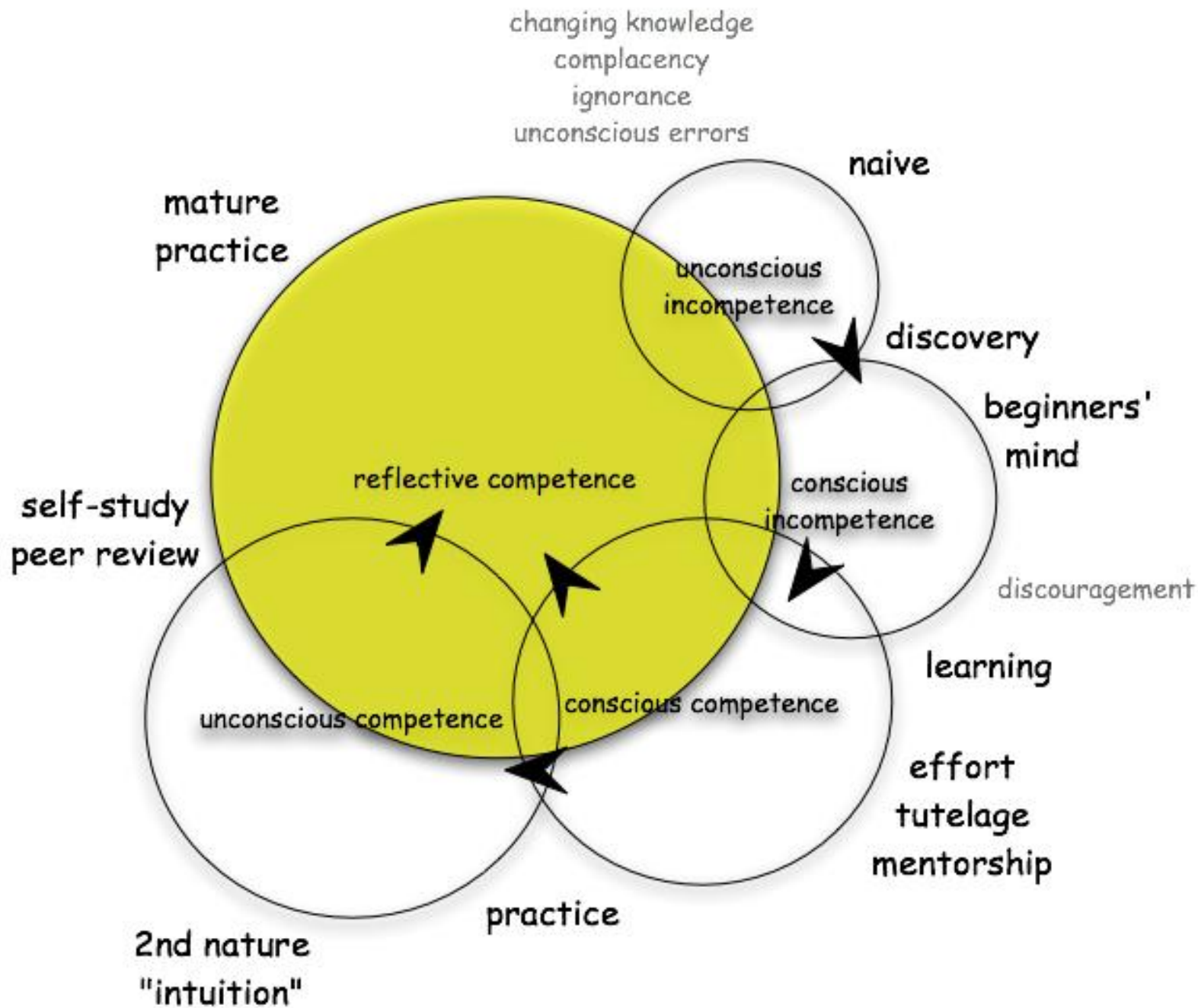
- Supervision is a reflective practice forum
- It is not supervision if you are not learning
- Have you considered how you learn and what learning style is best suited to you?
- Discuss with a partner how you learn best

On Being A Supervisee: Creating Learning Partnerships
Michael Carroll & Maria C. Gilbert, 2005, 2005

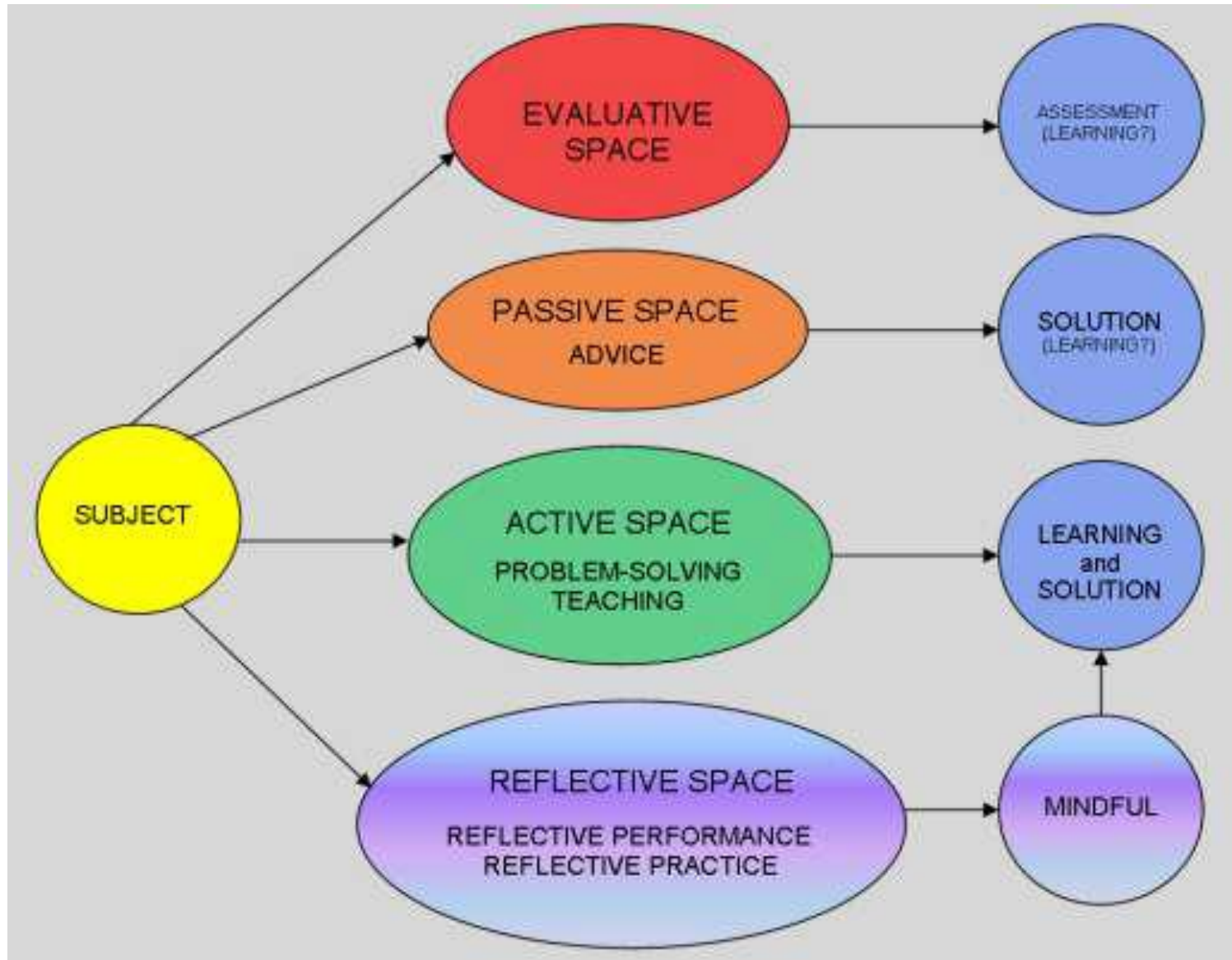
Supervision is a form of experiential learning

(Kolb, 1984)





SUPERVISION SPACES



Supervision/Consultation Spaces

ACTIVE SPACE

- Collaborative problem solving
- Didactic teaching
- Experiential teaching (e.g. role play)
- Reflective teaching (e.g. scaffolding; James et al., 2008)
- Discussion (concepts, learning from workshop attendance, literature review, etc.)
- Debriefing/support

REFLECTIVE SPACE

- Reflective performance
- NOTE: monitoring of client care occurs in all spaces

What does effective supervision look like?

In groups create a list of what makes supervision:

- Effective
- Ineffective

- Blutac to walls

**Therefore...what is important in
helping supervision work well?**

What kinds of problems might a supervision group encounter?

Peer Supervision Groups

What can go wrong?

- Groups could lack structure and degenerate into gossip sessions, gripe sessions, chat sessions or discussion groups
- Other demands on people's time could impact on attendance
- They may be more threatening than one to one supervision processes - people may not feel safe enough to expose their practice in a group setting
- An over abundance of advice giving and other less than helpful responses
- The clinical skills within the group may not be sufficient to handle the issues
- The process could become diluted, collusion could be rife and the sessions could lack rigour
- People could feel criticised or demoralised
- Boundaries may be harder to maintain - confidentiality leaks, using information from peer supervision in other processes (performance appraisal)...
- Individuals may dominate and others become passive
- Ensuring there is sufficient time to meet the supervision needs of the group may be a challenge.

Common Problems

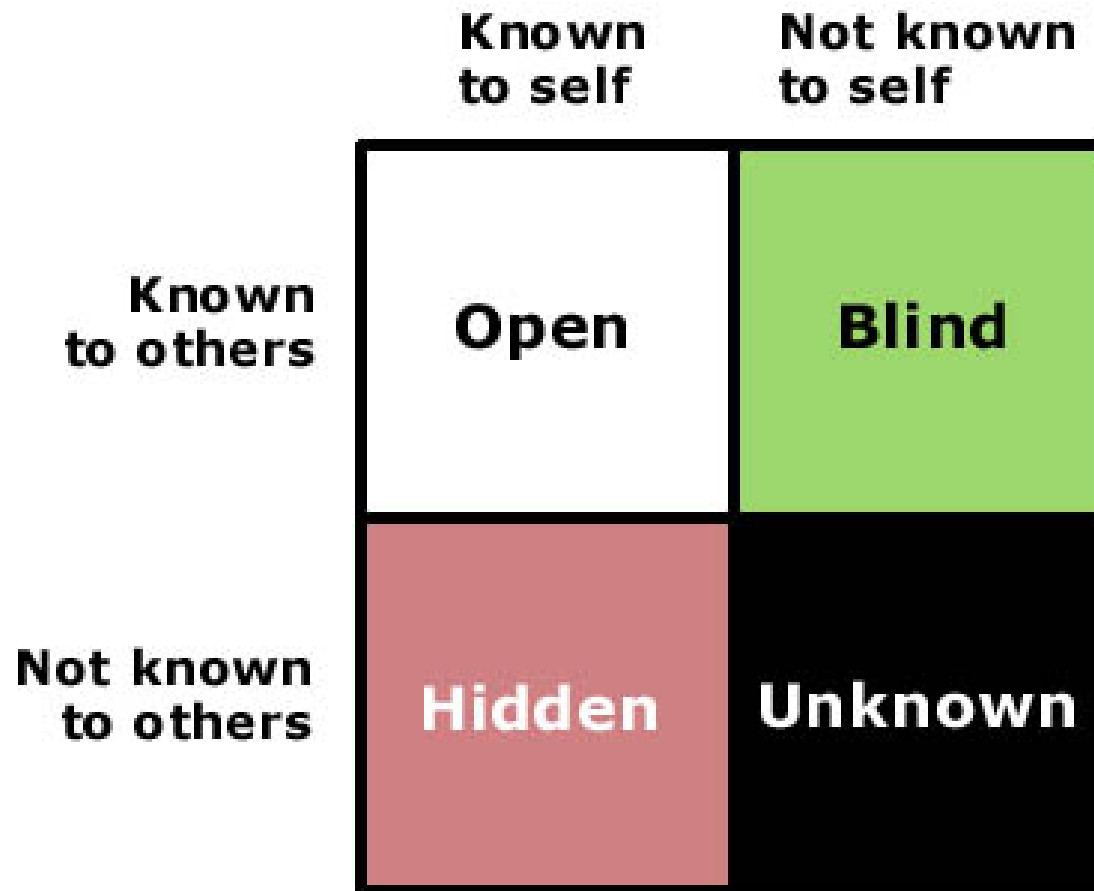
- Group member interactions (paradigm clashes, personality clashes, problems with communication, competition, dominating group member, group dynamics)
- Staying on task
- Inappropriate or unclear contracting
 - Lateness, attendance, time to speak, etc.
 - Inappropriate evaluation
 - Unclear contracts about time and sharing time, whose turn it is to present in supervision, case presentation formats and the general parameters of the group can lead to problems.
- Logistical restraints/poor group time management
- Anxiety (lack of group cohesion and safety, breach of confidentiality)
- Shame or guilt
- The group may become too unstructured for effective learning to take place and may end up being a pleasant 'tea party'.
- What else?

The group process and safety are limited to the lowest common denominator

Potential hazards of group supervision

- Group members may not voice their expectations clearly or deal openly with conflicts and disagreement so that the group 'gets stuck' in a murky process.
- If one or more members is regularly absent the life of the group will be affected
- The task may take predominance over time to reflect, to discuss and to play with new ideas.
- Finally, a group is a likely place for us to play out our familiar 'games', so it will be important to include in the contract a willingness to explore this process.

The Johari Window



Main principles

1. Free choice of partners
2. Non-hierarchical relationship
3. Reciprocity and mutuality
4. Trust, honesty and transparency
5. Equal commitment to time and process
6. Contracted formal relationships
7. Structured sessions
8. Reflective learning
9. Non-evaluative aspect to the relationship

Hawken and Worral (2004, p.48)

Ps photocopy p.48

Two sets of complex skills:

- Supervision skills
- Group leadership skills

What can be brought to peer supervision

- Has anyone ever talked to you or have you thought about what and how you present in supervision?

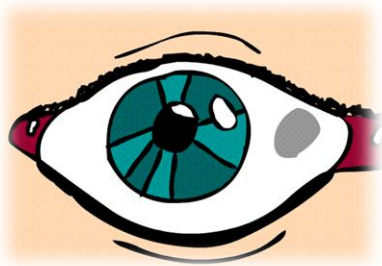
What can be brought to peer supervision

7 eyed supervision

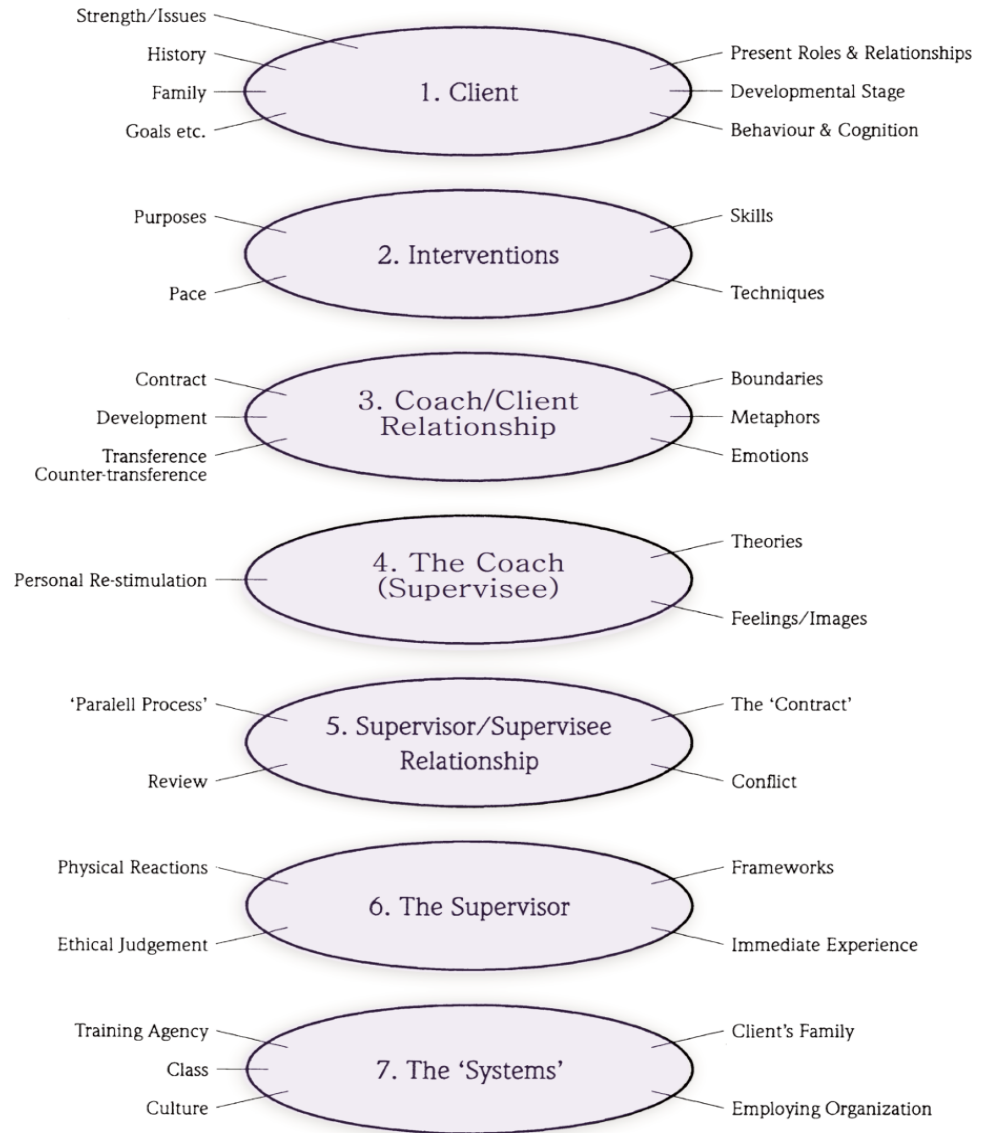
1. The client(s)
2. Interventions being used
3. The relationship
4. Supervisee reactions
5. Relationship of supervisee with supervisor(s)
6. The supervisor's reactions, intuition
7. Various systems involved

Hawkins and Shohet, 2001)

Extended “7 Eyed” Diagram

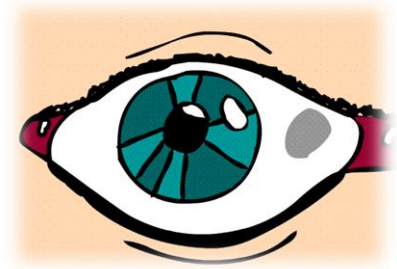


Suggested Headline For Each Focus:



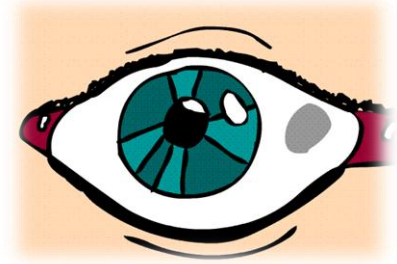
Thanks to Francesca Inskipp and Brigid Proctor for permission to reproduce this from, “The Art, Craft and Tasks of Counselling Supervision”, Part 2, Becoming a Supervisor, Second Edition, 2001, page 62. Originally in Hawkins and Shohet, 1989.

Eye 1



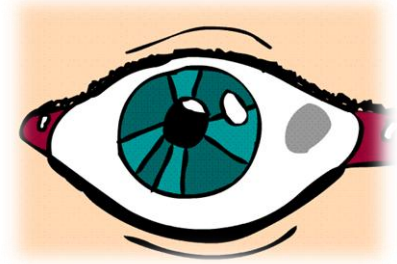
- **The client's system**
- Who is your client?
- Where is your client at?
- What is actually going on?
- What did you notice about the client?
- What do you notice now that you didn't notice them?

Eye 2



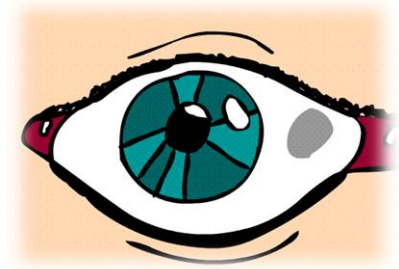
- **The interventions being used**
- What did you do with your client?
- What would you definitely do/not do again?
- Think of a career practitioner you admire, what would they have done?
- Why did you use that specific method?

Eye 3



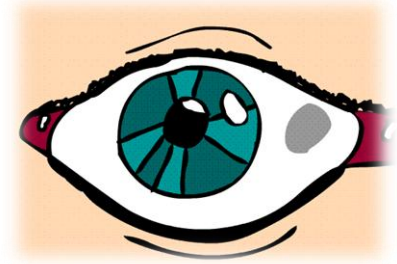
- **The career counselling relationship**
- Contract?
- Transference / counter transference?
- How does the client think you did your job?
- What would a fly on the wall see?
- What other relationship in your life does this relationship remind you of?

Eye 4



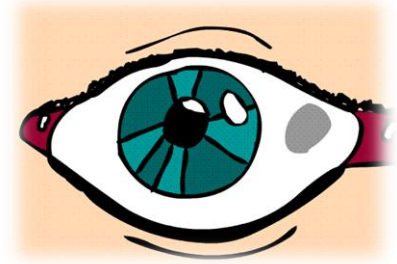
- **Practitioner reactions**
- What theories informed your action?
- How are you going?
- What of your own issues impacted on the session?
- Have you felt similar before?
- What do you really think?

Eye 5



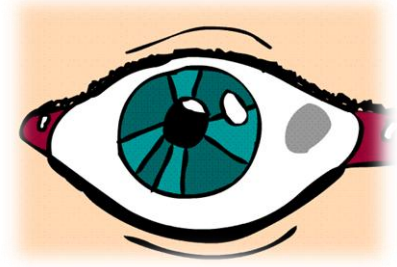
- **Parallel process**
- How does this session (in peer supervision) relate to your session with the client?
- What do you notice between us? Is there any relation to your client?
- How are things different?

Eye 6



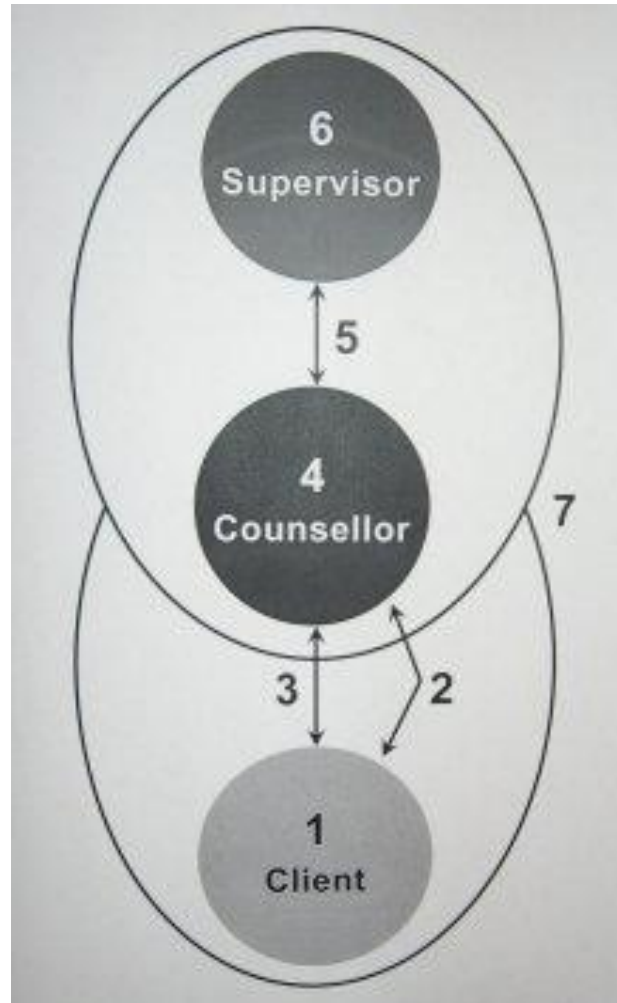
- **The supervisor(s)**
- Reactions – I was wondering if...
- Intuitions – I sense...
- Observations – Tell me more about...

Eye 7

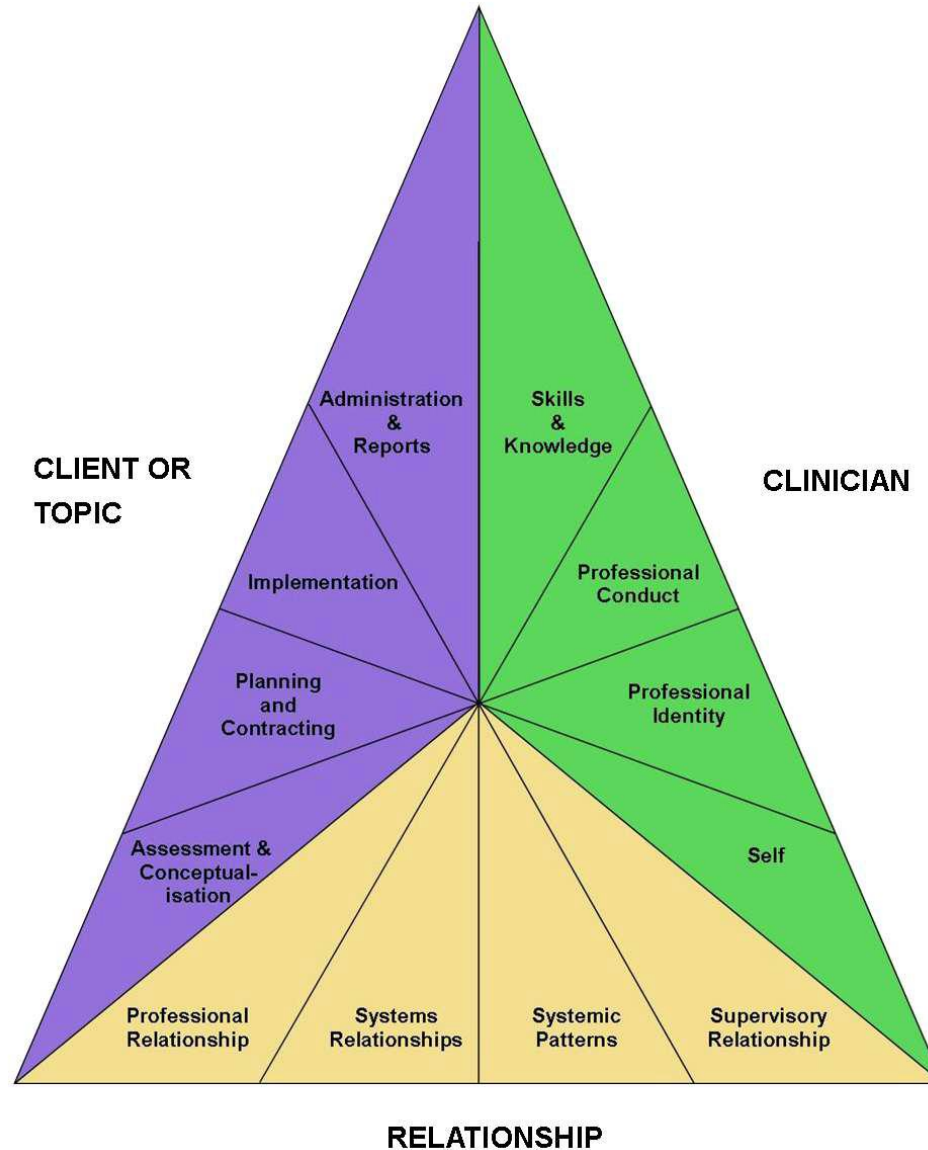


- **The wider context**
- Who else is having an impact on the process?
- What other information do you or your client need?
- If you were to draw a picture of everyone involved, what would it look like?

What can be brought to peer supervision



Hewson's Supervision Triangle



Ethics of supervision

- What ethical issues are important in peer supervision?

Ethics of supervision

- What ethical issues are important in peer supervision?
- Confidentiality
- Rights and responsibilities

Ethical Values of Supervision

- **Treaty of Waitangi** – both the professional supervision relationship, and the relationship between the service user and supervisee, should reflect the treaty's principles of partnership, protection and participation.
- **Confidentiality** – is critical to the success of professional supervision. All parties (supervisor, supervisee, professional leader, all levels of management, and service users) must understand that the content of professional supervision sessions is confidential, to ensure that the supervisee is open in his or her discussion.
- **Integrity of relationships** – the relationship between the supervisor and supervisee must reflect the core values of respect, honesty, trust and compassion. This means that issues of power imbalance should be specifically addressed, as should any dual relationship. The service user is the silent party in the professional supervision relationship and as such must also be accorded the same respect, honesty, trust and compassion.
- **Competence** – both the supervisor and supervisee must demonstrate competence within the supervisory process. While a supervisor's competence is not clearly spelt out in the literature, they must keep up to date with the theoretical, research and professional developments within their field, and in professional supervision itself. It is expected that they will demonstrate the ability to engage with a supervisee and practice appropriate interpersonal skills to facilitate the supervision process. Competence for a supervisee relates to their work with a service user and will be informed by the Nursing Council of New Zealand's competencies (2007) and *Let's get real* (Ministry of Health, 2008).

A great session that stands out

- Share with in pairs a session that stands out in your mind as going particularly well
- What do you think helped it be successful?
- How has that experience impacted on the way you work with clients?

OUT TO LUNCH



Part Two

Peer groups

Please sit somewhere different from this morning



About peer groups: content

- Structure and techniques of Peer Group Supervision
- Skills of facilitating group discussions
 - listen actively
 - explorative questioning
- Basic knowledge about group dynamics in self-directed groups
- Counselling and supervision techniques
- Team development of the peer group

Adapted from <http://www.peer-supervision.com/Ebene1/kblernen.html>

Where are you at right now?

- Energy
- Enthusiasm
- etc

4 conditions for effective group functioning



1. Common purpose, stable membership, clear boundaries
2. Motivating direction, challenging goals and purpose, consequences of success and failure
3. Clear structure
4. Expert facilitator (all of us!)

7 factors for effective peer group supervision

1. Equality

- equal status

2. Supportive Culture

- 'people do the best they can with the resources they have' and 'it's OK to make mistakes'
- non-competitive environment needs to be created , free from judgement

3. Structure

- highly structured
- creates safety and assists members to maintain appropriate boundaries

4. Place a high value on turning up

- commitment

7 factors for effective peer group supervision

5. Super + Vision

- consistently high quality, people consider it time well spent.
- stick to the process, be bold and intuitive in their responses
- balance of positive and challenging feedback
- avoid advice giving, promote useful self reflection and learning

6. Self Directed - 'you are in charge'

- self directed learners, determining their own supervision needs, choosing tools that will meet them and using the group for as a resource for learning
- different perspectives, viewpoints and ideas that emerge enable the supervisee to tap in to hidden resources

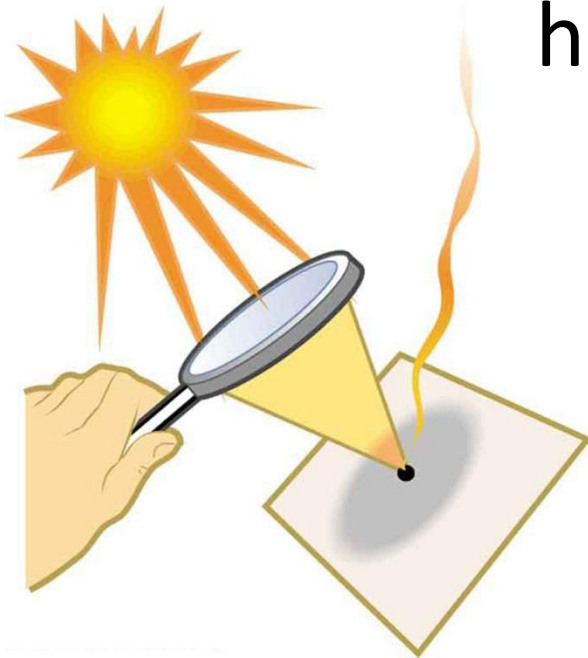
7. No 'post mortems'

- an essential ground rule
- no further discussion of the issue or practice either in the group or beyond
- creates a container around the supervision material and ensures there is no leakage into other places or processes
- contributes to the safety that is essential for individuals to fully engage

Peer supervision needs an equal focus on

content + process

Easy to focus on “what” to the exclusion of
how we are working



Good meetings aren't an accident. They are the result of careful planning and an understanding of how to create the positive, supportive environment that encourages participation from every participant.



Structure and techniques of Peer Group Supervision

- Multiple models
- Some work better for specific issues

Examples include

- | | |
|------------------------------|--|
| • Good news analysis | reviewing +ve outcomes |
| • Veridical report | sharing best practice |
| • Practice review | reviewing work that could have gone better |
| • Critical incident review | providing support & assistance |
| • Professional issues review | bringing a professional or ethical issue or dilemma or topic of interest |
| • Technical mentoring | how to |
| • Dress rehearsal | prepare and practice for the new |
| • Peer review | feedback on each other's work |

The process we will use

- Allocate roles
- Check in
- Decide the focus for the session
- Share time equally
- Listen well
- Discuss
- Summarise
- End the session (no post-mortems)



The process we will use

Allocate Roles

3 roles

- Someone to host or facilitate the session
- Someone who will keep time
- Someone who ensures respectful and uninterrupted space



The process we will use

Allocating time

- Decide how long you will have together
- One hour is probably too short
- Start on time
- Allow 10 minutes for check-in and 10 minutes to summarise and debrief at the end
- Divide the remaining time by the number of people in the group to calculate how long each member has the focus for



The process we will use

Check-in

- A round where each person gets uninterrupted time to share both a highlight and a challenge since the last meeting...or whatever the group decides
- An opportunity to express any concerns or possible issues that might be relevant to the group
- Timekeeper needs to keep strict time
eg 2 minutes per person



The process we will use

Decide the Focus for the Session

- It may be that each person has something specific to bring
- Or the group might decide to focus on one particular issue
- Reiterate how much time will be allocated to each person



The process we will use

Share Time Equally

- unless the group decides it is appropriate to focus on the issues of one or two people
- It is OK to pass (although peer supervision works best when all are equally involved)
- Time keeper keeps time



The process we will use

Listen Well

- Listen without interrupting
- Using clarifying questions to check for understanding is OK



The process we will use

Discuss

- Ask questions
- Avoid giving advice
- Seek to support the person to clarify their thinking
- Ask before offering ideas and your own experience
- Focus on the future
- Identify strengths, resources, exception
- Identify constraints, obstacles, barriers
- Offer feedback
- Encourage the person to consider what they will do now



The process we will use

Alternatives to discussion

The supervisee might request:

- Feedback
- Acknowledgement only
- Coaching
- Brainstorming
- Others' experience in similar situations
- Suggestions/professional opinions
- Role plays
- Constructive criticism

Hunter, Bailey & Taylor, 1997



or you may want to try these alternatives to discussion

- **Good news analysis** reviewing +ve outcomes
- **Verdical report** sharing best practice
- **Practice review** reviewing work that could have gone better
- **Critical incident review** providing support & assistance
- **Professional issues review** bringing a professional or ethical issue or dilemma or topic of interest
- **Technical mentoring** how to
- **Dress rehearsal** prepare and practice for the new
- **Peer review** feedback on each others work

The process we will use

Summarise

- Thank the group for their input/support
- Summarise what you have taken/learnt from the discussion



The process we will use

Ending a session

- Do a round identifying learning from the session
- Agree on where and when next time
- No post-mortems



Role: Facilitating group discussions



What is facilitation



Facilitation is the art of guiding a group process towards the agreed objectives



What is facilitation



facilitation

vs

teaching

counseling

vs

advising

Skills required of the facilitator

- What skills are required of the facilitator?



Skills required of the facilitator



- You encourage all to be involved
- You acknowledge and/or give positive reinforcement for contributions
- You give everyone an opportunity for uninterrupted contribution
- You reinforce agreed ground rules
- You manage dominating or inappropriate behaviour
- You keep discussion on track
- You respond to the emotional needs of the participants (for example, allowing time for tears, taking a break, allowing time for reflection)
- You exhibit good communication skills

Communication skills for the group

What might these look like?



- **Active listening skills**
- **Using open questions**
- **Reflecting and summarizing**
- **Non-verbal communication**

Communication skills for the group

Active listening



Mining for gold

- Get into pairs
- Spend 2 minutes each talking about any topic
- Listen for
 - The concerns of the speaker
 - The commitments of the speaker
 - The contribution of the speaker
 - The magnificence of the speaker
- Reflect back for 1 minute what you have heard

Communication skills for the group

Open questions



- What is the difference between an open and a closed question?
- When are open questions useful?
- When are closed questions useful?

Communication skills for the group

Open questions



Useful 'openers' are

- **Could you tell me more about.....**
- **Could you clarify for me....**
- **Could you give me an example of ...**

Closed questions are useful to:

- Check your own understanding (of fact, opinion, feelings)
- Check agreement or commitment.

In peer supervision the group will ask predominantly open questions, especially when finding out about facts and impacts and exploring possible outcomes.



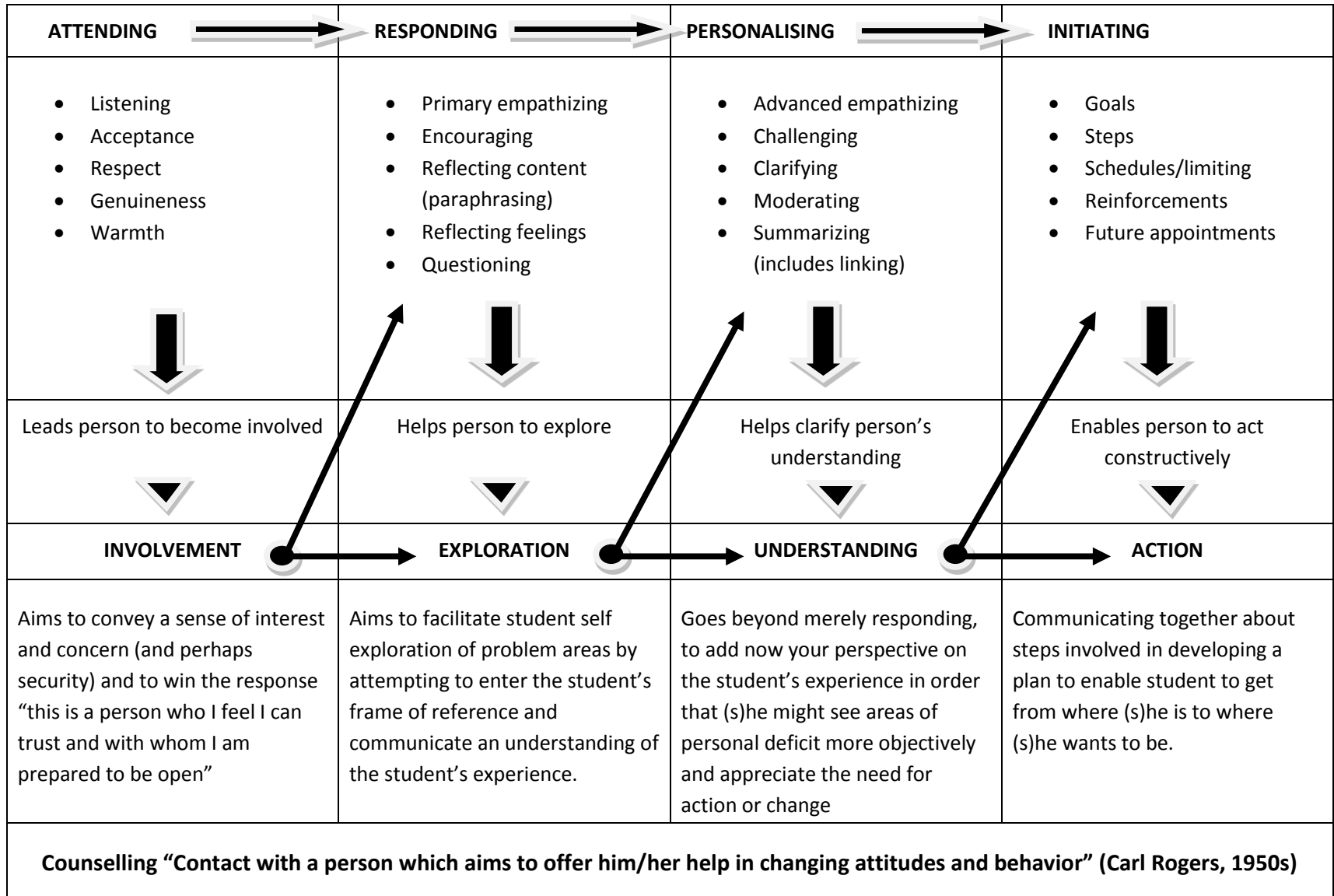
Communication skills for the group

Reflecting



- A reflection is taking the **essence** of what the speaker has said/or is feeling and putting it into your own words
- It is normally worded as a short statement or a closed question
- You can reflect your understanding (of facts or opinions) or reflect the feeling expressed.

A model of the helping process: ARPI



Communication skills for the group

Reflecting & summarizing



Correlates with the RESPONDING stage of the ARPI process

- **Primary empathizing**
- **Encouraging**
- **Reflecting content (paraphrasing)**
- **Reflecting feelings**
- **Questioning**

Helps the person to explore

Aims to facilitate the supervisee's self exploration of problem areas by attempting to enter the supervisee's frame of reference and communicate an understanding of the student's experience.

Communication skills for the group

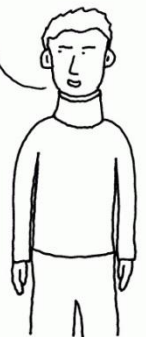
Empathic responding



- A volunteer supervisee
- 5 peer supervisors in a circle
- 5 coaches sitting behind

EMPATHY

WE KNOW EXACTLY
HOW YOU FEEL



Communication skills for the group

Non-verbal communication



- Attend to the meta-language of the supervisee
- Verbal is 10% of communication, the rest is body language and tone of voice
- Watch for congruence
- Remember your own body language...SOLER

Communication skills for the group

Non-verbal communication



SOLER

- Sit squarely
- Open posture
- Lean towards the client
- Eye contact
- Relax

The next 10 slides can be a resource

- Behaviours that stop things from getting done in the group
- Keeping the discussion on track
- Managing the group
- Techniques for managing strong emotions

Other skills for those who are the facilitator

Behaviours that stop things from getting done in the group

How could you work with these? In 3s choose 3 of the issues below and develop a response that deals with the issue and gets things back on track

- Aggressor
- Negator
- Blocker
- Withdrawer
- Recognition-seeker
- Topic-jumper
- Joker
- Devil's advocate

Other skills for those who are the facilitator

Keeping the discussion on track

Techniques	Example
Refer people back to the purpose of the meeting.	‘The purpose of the meeting is’
Point out what’s happening and ask why the meeting is going off the agenda.	‘We have got off on a bit of a tangent here. Can we get back to....now?’
Remind group what the topic is that is being discussed.	‘I realise that there’s a question also of....., however, we are here to talk about’
Let it go – sometimes the off-track discussion can be helpful to participants.	Let it go

Other skills for those who are the facilitator

Keeping the discussion on track

Techniques	Example
When there are conversations on the side Ask about the side conversation. Stop, wait, remind of the ground rules.	‘Is what you are saying important for all of us to hear?’ ‘Remember our ground rule to be really listening to each other....’
Ask if ready to move on. Allow time for emotion. Allow silence Take a break/get a cup of tea and carry on.	‘Are you ready to move on now?’ ‘How about we each get a cup of tea and while we are doing that we can reflect on what has been said so far.’

Other skills for those who are the facilitator

Managing the group


Pre-empt the problem and set up the group to speak in turn.	'Could we hear from each of us in turn. Hone would you like to go first?'
Ask for the behaviour you want – using 'I' language.	Harriet, could we give the others a turn to have their say now.
Reinforce the ground rules and put them on the wall if need be.	Sina, we have an agreement that we will let everyone contribute.
Reflect what they are saying (to show they have been heard) and then change course	'I can see that you're concerned about.....however we decided our focus today is to.... If this is urgent we can allocate x minutes to it otherwise shall we put it on our next agenda?

Other skills for those who are the facilitator

Managing the group

Reflect what they are saying (to show they have been heard) and then invite someone else to speak.	I've heard you say several times that.....and I can tell that this is very important to you. We need to hear now from Jo and Chris about how they feel.'
Ask them to 'park' the issue until later.	'Can you hold that thought Jo, it's important, and we'll come back to you...'
Describe the behaviour and ask about it.	'Jo, you are punching your fist into your hand. How are you feeling?'
Reflect the feeling and then change course.	'Sarah, I can see that you are very angry. Could you tell us a bit about that?'
Call an immediate stop.	'Stop right there Wayne, our group doesn't use that sort of language here....'

Techniques for managing strong emotions


Emotion	Technique	Examples
<p>Anger</p> 	<ul style="list-style-type: none">• Just acknowledging the emotion then waiting usually allows the person to reveal and talk more.• Usually people apologise for not being able to control themselves.• They need reassurance that it's normal.• Empathy, acknowledging, normalising...not coming in too much, not trying to 'control' the emotion (unless unsafe or disrespectful), leaving silence/space for it to be fully expressed.	<p>Example:</p> <p>'Anne, you seem pretty angry and that is totally understandable.</p> <p>Would you like to tell us how it is for you?'</p>

Techniques for managing strong emotions


Emotion	Technique	Example:
Fear / wanting to leave	<ul style="list-style-type: none">• Reflect, to acknowledge the feeling.• Acknowledge their right to leave – ask for a few words in private to check out how they are – why they're wanting to go.	<p>It seems like you are feeling really anxious.</p> <p>‘You say you’ve had a guts full of this....Being here and taking part is a voluntary and so you have a right to leave if you wish....</p> <p>Before you make your decision though, could we talk about it?</p>



Techniques for managing strong emotions

Emotion	Technique	Example
<p>Sadness/ tears</p> 	<ul style="list-style-type: none">• There are usually tears – there needs to be.• Acknowledge the sadness, then just wait quietly, or continue, whichever seems appropriate. Check first for readiness.• Provide tissues quietly.• Let them stay with the tears.• Only take a break as a last resort.	<p>Soft voice – ‘Steve, it’s OK to be sad.....’</p> <p>Allow time and then ask: ‘Do you feel ready now to continue?’</p>

Techniques for managing strong emotions

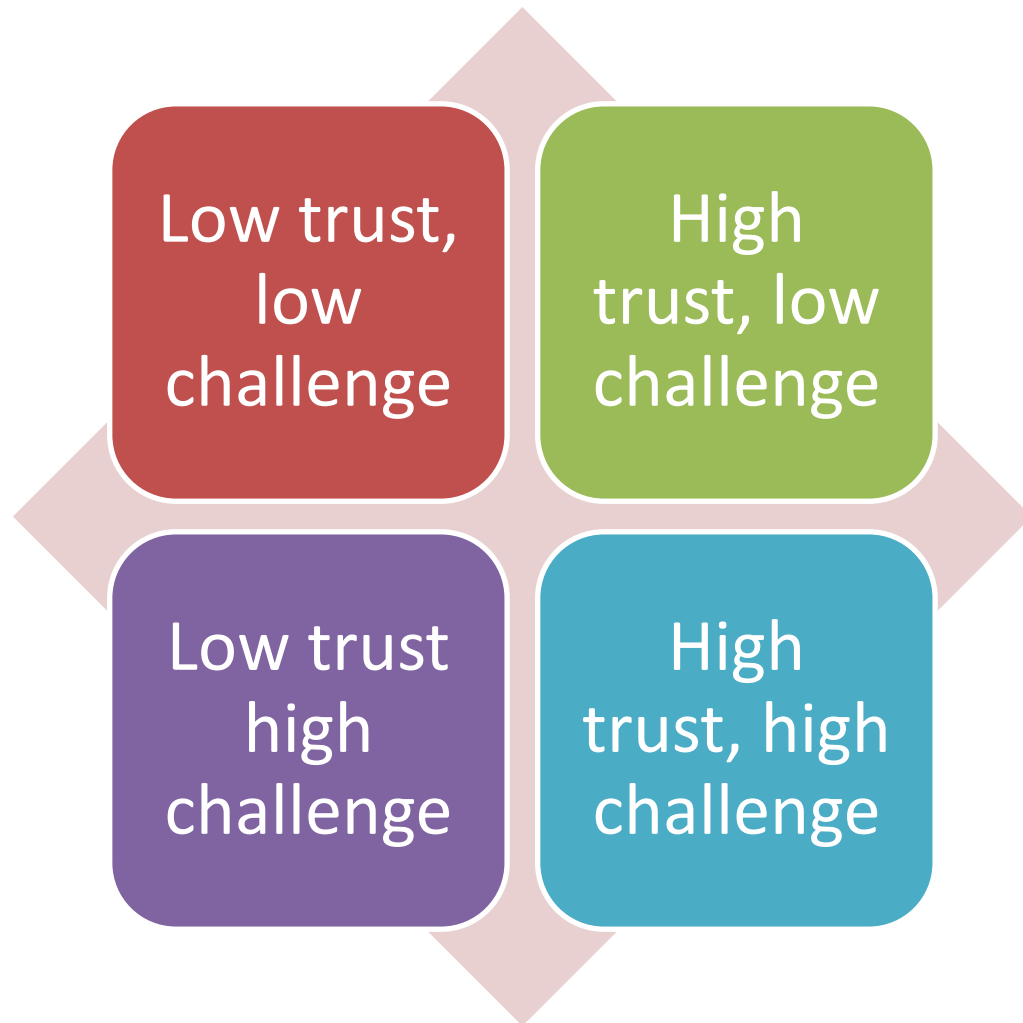
Emotion	Technique	Example
<p>Tension/ nervousness</p> 	<ul style="list-style-type: none">• Ask about the emotion	<p>‘Sonny, is there something you would like to say?’</p>

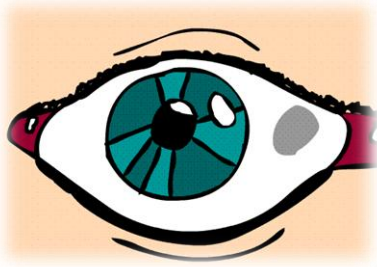
Techniques for managing strong emotions

Emotion	Technique	Example
Feeling of frustration/ not being heard	<ul style="list-style-type: none">At this stage the facilitator can stay in the background and let people make their own responses to the emotion. If there is absolutely no response then ask what has been heard.	<p>Sally has a raised voice ‘Sally has told us how she feels about her loss. What have we heard Sally say?</p> <p>Then What is our response to that?’</p>



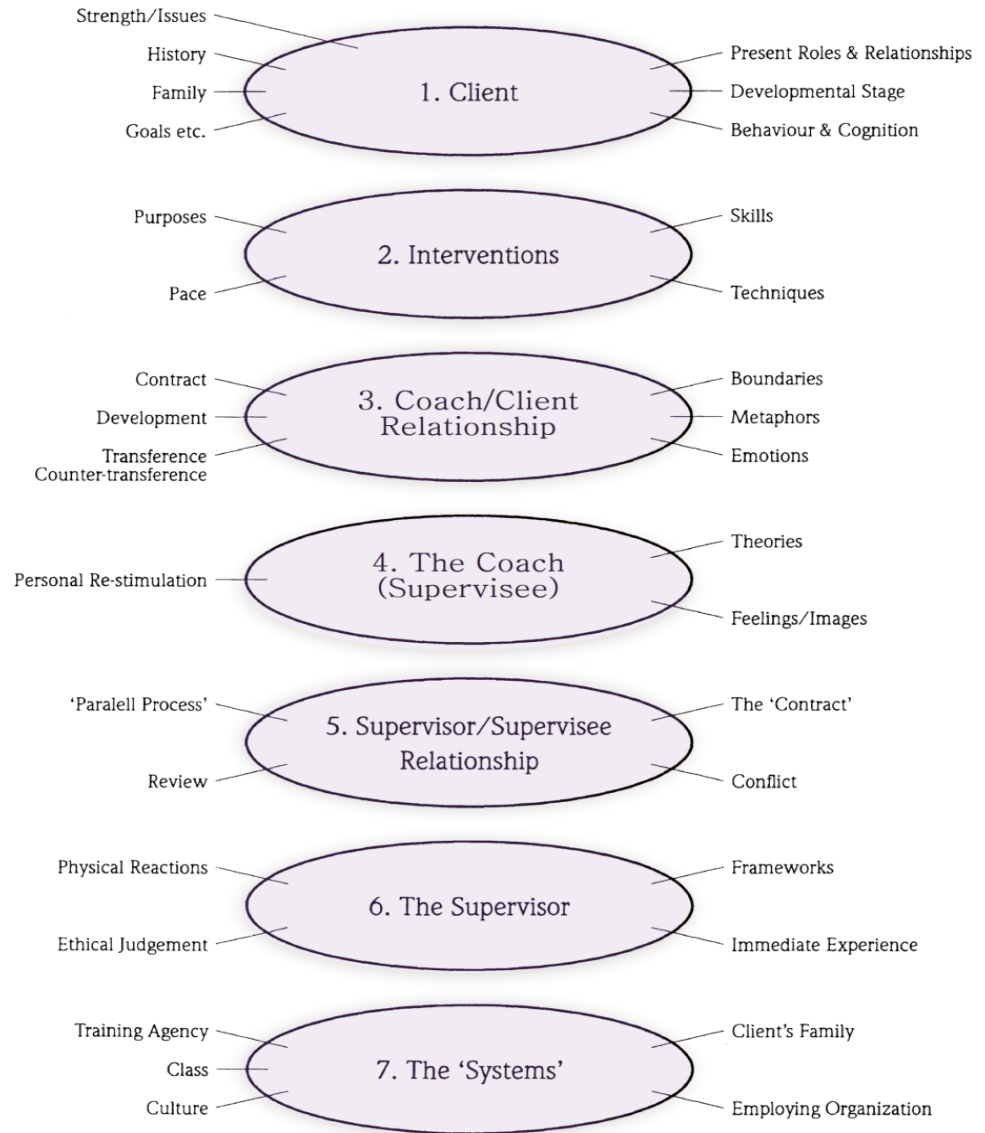
Trust and challenge





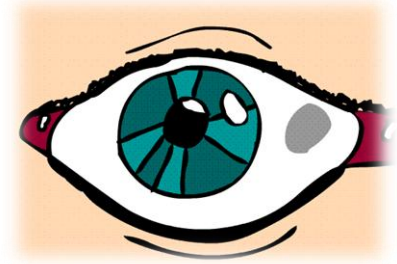
Places the discussion might go: “7 Eyed” Diagram

Suggested Headline For Each Focus:



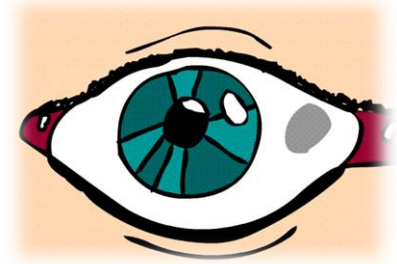
Thanks to Francesca Inskipp and Brigid Proctor for permission to reproduce this from, “The Art, Craft and Tasks of Counselling Supervision”, Part 2, Becoming a Supervisor, Second Edition, 2001, page 62. Originally in Hawkins and Shohet, 1989.

Eye 1



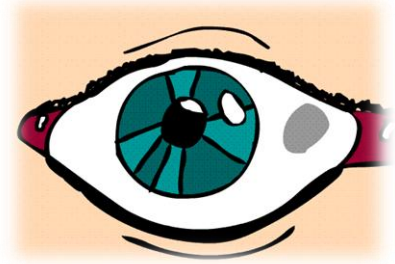
- **The client's system**
- Who is your client?
- Where is your client at?
- What is actually going on?
- What did you notice about the client?
- What do you notice now that you didn't notice them?

Eye 2



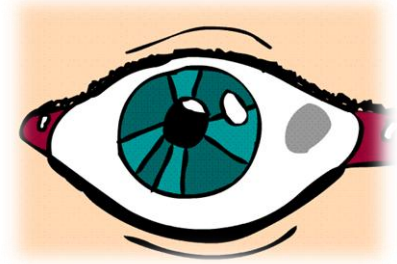
- **The interventions being used**
- What did you do with your client?
- What would you definitely do/not do again?
- Think of a career practitioner you admire, what would they have done?
- Why did you use that specific method?

Eye 3



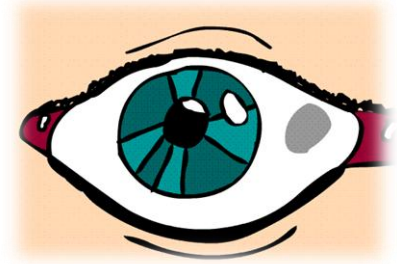
- **The career counselling relationship**
- Contract?
- Transference / counter transference?
- How does the client think you did your job?
- What would a fly on the wall see?
- What other relationship in your life does this relationship remind you of?

Eye 4



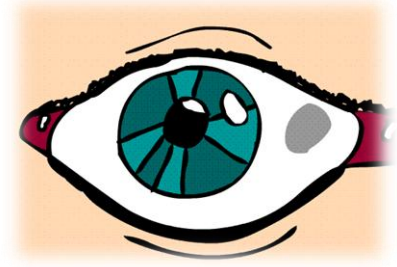
- **Practitioner reactions**
- What theories informed your action?
- How are you going?
- What of your own issues impacted on the session?
- Have you felt similar before?
- What do you really think?

Eye 5



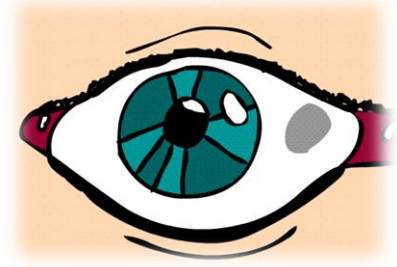
- **Parallel process**
- How does this session (in peer supervision) relate to your session with the client?
- What do you notice between us? Is there any relation to your client?
- How are things different?

Eye 6



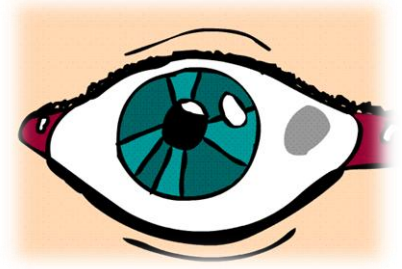
- **The supervisor(s)**
- Reactions – I was wondering if...
- Intuitions – I sense...
- Observations – Tell me more about...

Eye 7



- **The wider context**
- Who else is having an impact on the process?
- What other information do you or your client need?
- If you were to draw a picture of everyone involved, what would it look like?

Other places to look



- The helping relationship
- Awareness of self
- Skills/competence
- Understanding the helping process
- Diagnosis/assessment
- Contextual issues
- Ethics/professionalism
- Theory
- Attitudes, beliefs, values

Carroll and Gilbert (2005)

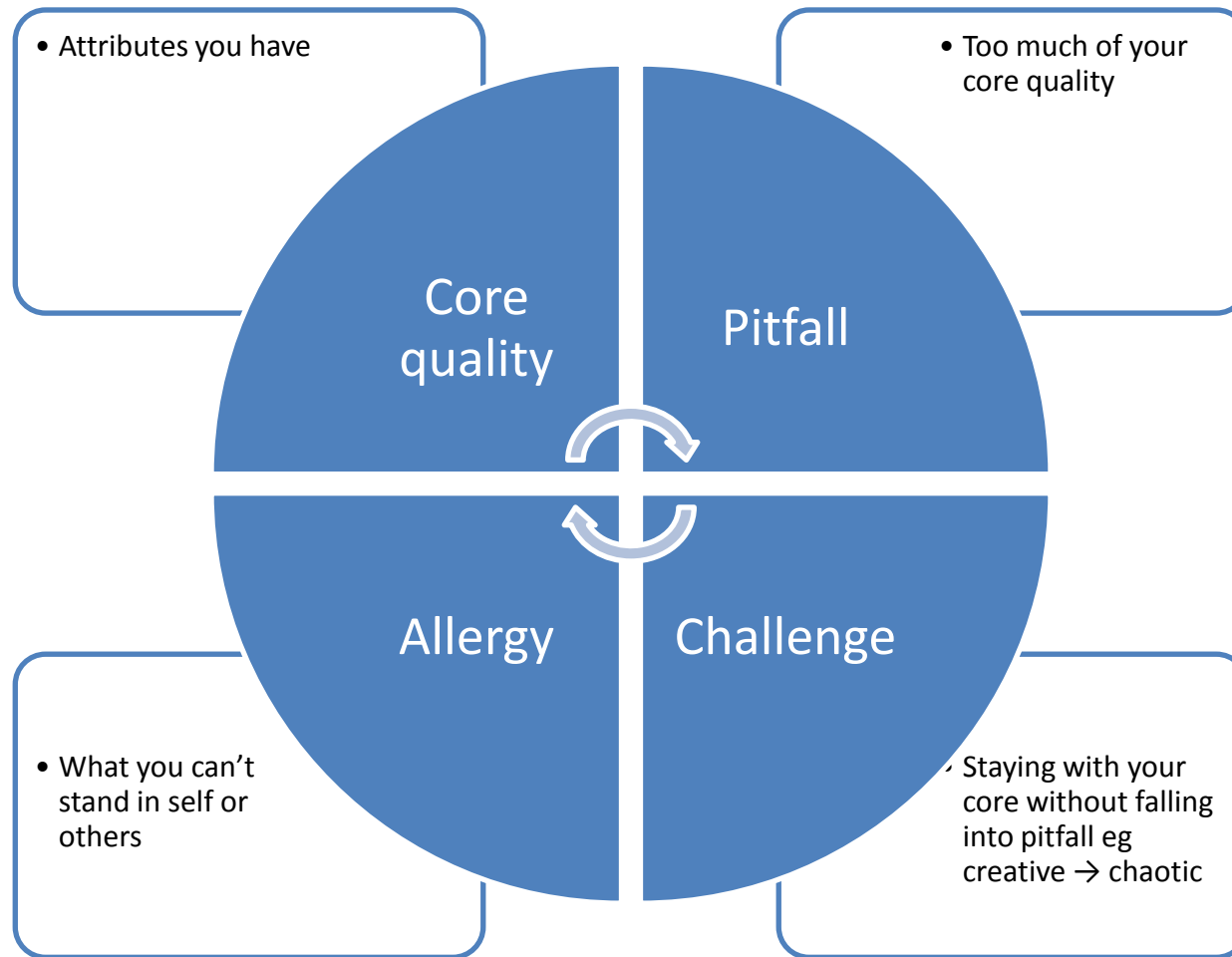
Giving feedback or suggestions

- You might find that...
- What I would suggest is...
- I wonder if....



Giving feedback constructively

Theory of Core Qualities (Ofman, 2001)

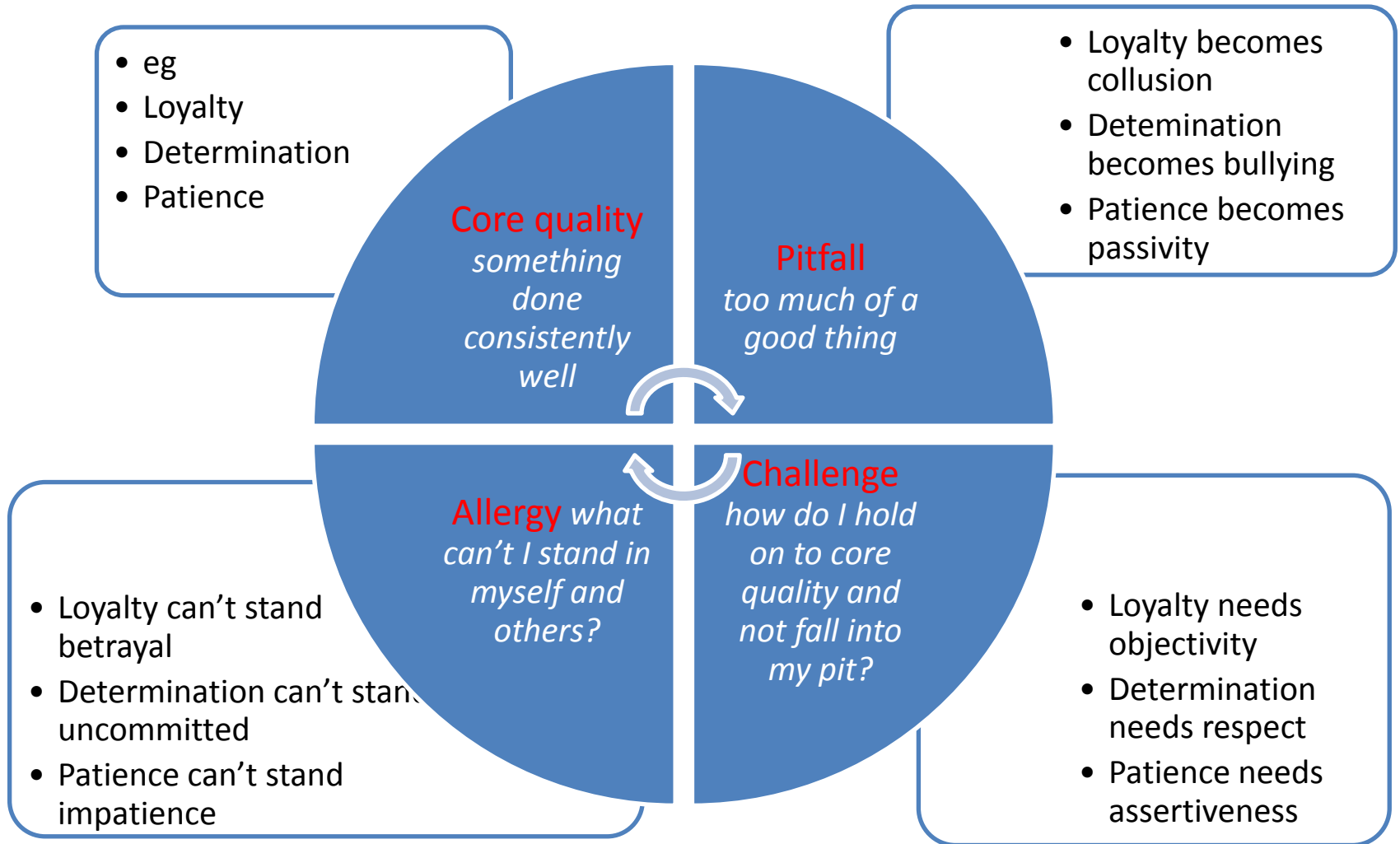


Giving feedback constructively

- When stressed, we end up in Pitfall
- When very stressed, we talk about our Allergies

Giving feedback constructively

Theory of Core Qualities (Ofman, 2001)



Your core qualities

- Handout
- How can I meet the challenge of holding my core quality without falling into being too much of a good or bad thing?

My core qualities	My pitfall	My challenge	My allergy
Action oriented	Neglect feelings	Staying connected with own and others' feelings	Dithering, vagueness
Comfortable with complexity	Impatience with others' pace	Slow down and bring others with me	Thoughtless, mindlessness

Voice of Judgement

- Think of a person with whom you have an intimate relationship or work very closely.
- Take a piece of paper and write at the top “The trouble with is” and list major criticisms you have of that person eg “doesn’t follow through on assignments” or “always expects to be the centre of attention”.
- Next, on the a sheet headed “The trouble with me is “.
- Make a parallel list about yourself.
- Now compare the 2 lists. Do your criticisms of yourself echo your criticisms of the other person?

Goleman, Kaufman and Ray 1992

Voice of Judgement

- Projection means attributing to others qualities that, for various reasons, we are reluctant to recognise in ourselves.
- The lists can help you realise not only how the VOJ works against you but how it intrudes into your relationships with others. Each time you interact with the person on your “trouble list”, make a note of the VOJ criticisms that come to mind. Taking note of these criticisms allows you to get some distance from them and this new perspective eventually enable you to give them up.
- At the same time, bear in mind that progressive insights into how you and this other person can move forward may be embedded in these criticisms. Here’s where you can draw upon your compassion. This evokes a spirit that allows you to rephrase and reformulate the criticism so that it becomes an insight rather than an insult.

The purpose of supervision is learning

Encouraging reflective learning

- In pairs, identify 3 questions that you might ask that would encourage a peer to reflect

Examples of questions you might ask to encourage reflection

- What thoughts or ideas have you had about this?
- What other ways are there of approaching this?
- What exceptions are there to this happening?
- How could theory be helpful here?
- Are there any other perspectives that might be useful?
- What might the consequences be?
- What ethical issues are there to consider?
- Who might be helpful to consult?
- What strengths and resources do you have available to you
- What constraints, obstacles, barriers do you face in making change?

Barriers learning in a group

What are the features of these?

Barriers to experiencing (feeling)	
Barriers to reflection	
Barriers to conceptualising	
Barriers to experimenting	

Barriers to group learning

Barriers to experiencing	preference for distance and detachment
Barriers to reflection	preference for a fast pace –‘lets just get on with it’, present orientation
Barriers to conceptualising	‘theories & thinking are for academics’, need a quick fix, emphasis on results
Barriers to experimenting	fear of failure, I might look stupid, I might get it wrong

- **How could the group address these?**

Self-disclosure:

Feelings/thoughts/experiences that may be hard to talk about
and share

Sharing when I was:

- Hopeful
- Afraid
- Feeling guilty or ashamed
- Feeling appreciated
- Critical/impatient/disliking
- Feeling envious
- Feeling jealous
- Proud
- Feeling ignorant
- Feeling incompetent
- Feeling humiliated
- Feeling competent
- Feeling despair or depressed frustrated/angry

Holloway and Carroll (1997, p.209)

Self-disclosure

Reflect for a moment on which of these is...

Very hard for you? Which is risky? Probably OK? No problem

- Hopeful
- Afraid
- Feeling guilty or ashamed
- Feeling appreciated
- Critical/impatient/disliking
- Feeling envious
- Feeling jealous
- Proud
- Feeling ignorant
- Feeling incompetent
- Feeling humiliated
- Feeling competent
- Feeling despair or depressed frustrated/angry

Self-disclosure

Discuss in 3s

- What are the risks of self-disclosing
- What are the gains of self-disclosing

Self-disclosure

How might you become more comfortable with these?

Very hard for you? Which is risky? Probably OK? No problem

- Hopeful
- Afraid
- Feeling guilty or ashamed
- Feeling appreciated
- Critical/impatient/disliking
- Feeling envious
- Feeling jealous
- Proud
- Feeling ignorant
- Feeling incompetent
- Feeling humiliated
- Feeling competent
- Feeling despair or depressed frustrated/angry

Culture, class, gender, ethnicity

- Interplay between 3 parties
 - Supervisor(s)
 - Supervisee/practitioner
 - Client
- Differences within the peer group
- Differences between supervisees and their clients

Culture, class, gender, ethnicity

- What issues client that might arise in peer supervision?
- What competencies would be required of the group?

Emerging Cultural Framework of supervision

Type of cultural engagement/ cultural positioning	Cultural Insider example	Cultural Outsider example
Indigenous	Kaupapa Maori supervision within an Iwi (tribal) social service where both the supervisee and supervisor are from the same iwi (tribe)	Maori supervision within a Kaupapa Maori setting where either the supervisee and/or supervisor are not from the local iwi (tribe)
Bicultural	Cultural supervision for Maori staff in mainstream or bicultural settings provided by a Maori supervisor.	Non-Maori engaging in cross-cultural supervision/ consultation with a Maori consultant supervisor/ supervisee. Or Non-Maori engaging in cross-cultural supervision/ consultation with a Maori consultant regarding the supervision of their work with Maori clients.
Multicultural	Supervision within same culture group within a multicultural setting.	Cross-cultural supervision relationships and the supervision of cross cultural practice.

Cultural competence

- Consideration of cultural responsiveness should be included in all supervision regardless of whether the supervision is carried out with a cultural consultant and/or another kaiwhakaora ngangahau/occupational therapist and/or other supervisor.

A framework of culture-infused counselling competencies

Competency Domain I

- Cultural Awareness

Self

Active awareness of personal assumptions, values, and biases

Competency Domain II

- Cultural Awareness

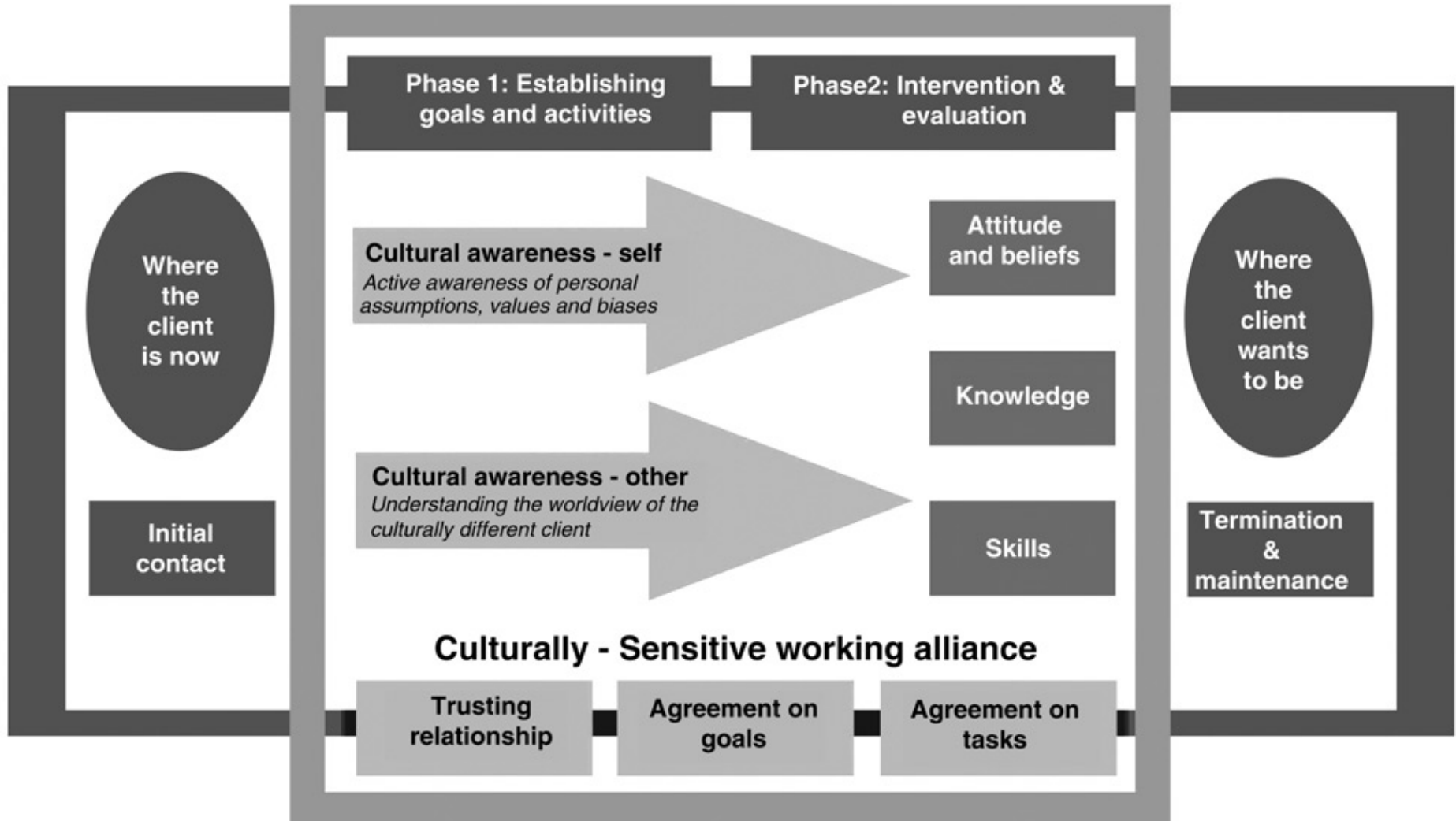
Other

Understanding the worldview of the client

Domain III

- Culturally Sensitive Working Alliance

Counselling process



Awareness and knowledge of other cultural groups

- This may require seeking cultural advice and developing links with relevant community groups
- Reflect on the interaction between your own culture and that of the your client as this will assist with understanding and developing engagement.

Reflect on such questions as,

- What did the client understand?
- Did I really listen and understand their perspective?
- What was I thinking while the client was talking?
- What do I think they have understood?
- Was I aware of the non-verbal cues in the discussion?
- Did I reflect back to the client my understanding?

Ask self and each other

- “What are my own cultural values and practices?
- How have these developed?
- What have been critical influences on the development of these values?
- How might these values and practices influence my work with clients?
- What biases and prejudices might I hold?
- How might clients perceive these values, biases and prejudices?”

Cultural competence and peer supervision

- A journey of understanding that evolves over time
- It is the responsibility of the peer supervisors to ensure that discussions focussing on cultural competence do occur

Te Pou o Te Whakaaro Nui: The National Centre of Mental Health Research, Information and Workforce Development, 2009

Dynamics

- A group is a likely place for us to play out our familiar 'games', so it will be important to include in the contract a willingness to explore this process.
- Power differences

Issues of ethics your peer group may face

- These issues are brought to supervision because they defy a neat and tidy solution
- Therefore they are complex by definition
- What might some issues be?

Issues of ethics your peer group may face

Key risk areas

- client rights
- confidentiality and privacy
- informed consent
- service delivery
- boundary issues and conflicts of interest
- documentation
- defamation of character
- client records
- supervision
- staff development and training
- consultation
- client referral
- fraud
- termination of services and client abandonment
- practitioner impairment
- evaluation and research

Reamer (1994, 1999, 2001, 2004)

Group stages

Pre-group stage		agenda	
Initial stage	Forming	to secure formation of group – orientation and exploration of group, group culture is created (norms about behaviour and thinking), establishment of topic	CLARIFY
Primary stage	Norming	to transition group –find out more about each other, your place in the group	SUMMARISE
Working stage	Storming	to shift to group solutions and working	INTEGRATE
Final stage	Performing	to develop synergy –combined parts exceed individual part, from individual and fragmented learning to pooled learning through sharing ideas and information to synergy	CRYSTALLISE

Group stages

Pre-group stage	Fact finding sector, size, gender/ethnic makeup, agenda	
Initial stage to secure formation of group	<ul style="list-style-type: none">• Orientation and exploration of group• Group culture is created (norms about behaviour and thinking)• Establishment of topic• Highly active role, encourage members to talk and share, acknowledge personal stories but link and connect members too, be flexible• Initiate and promote interaction by structuring group and modelling behaviour• Orientate members to the group process –encourage members to ‘own’ direction of group e.g. by setting ground rules, articulating barriers in an environment and developing an atmosphere of trust which has limits set by group to protect group• Be an active and sensitive listener	CLARIFY

**What are the implications for your
new peer group?**

Why are these attitudes valuable?

- “Critical friend” or “mindful friend” (Heitmeyer-Gauci)
- “Critical acceptance” (Fook & Gardner, 2007)” or “mindful appreciation”
- Bear in mind that the supervisee is trying to do their best (Scaife, 2010)
- “Not knowing” – the attitude that the supervisee does not have access to privileged information and ... is humble about what she or he knows” (Anderson, 2005)
- Tolerate discomfort, anxiety and uncertainty
- Negative Capability – “being in uncertainties, mysteries, doubts, without any irritable reaching after fact and reason” (Keats, 1817, on Shakespeare)
- Safe emotional holding - be aware of vulnerability – risk of self-blame and shame
- No advice, no problem-solving, no fix-it mode (Bond, 2010)

(Hewson, 2013, adapted from Carroll, 2009)

Preparing the reflective space

PREPARE THE ENVIRONMENT

- Private, comfortable, time, refreshed

PREPARE THE RELATIONSHIP(S)

- Good enough supervisory relationship
- Good enough group process (GRAN: Goals, Relationships, Anxiety, Norms)
- SAFETY and trust - safe enough to be willing to take risks

PREPARE THE SUPERVISEE

- Stance – open-mindedness, wholeheartedness, intellectual responsibility (Dewey, 1933)
- Self directed process/personal responsibility – person is responsible for their own work, their use of the reflective space, and drawing their own limits to ensure their own safety
- Informed choice – no-one asked to do anything they don't volunteer for
- OK to make mistakes – welcome them as a learning edge (“A person who never made a mistake never tried anything new” Einstein)
- Brave enough to be vulnerable and take risks
- Ready to “let go” of values and theories that have been held and to “let come”(say what “pops up”) to other values and ideas (Carroll, 2010b)

(Hewson, 2013, adapted from Carroll, 2009)

What am I going to bring???

- Rambling method
 - supervisors “spot” the problem
- Write a list / being prepared
 - in the car, on the way, at the traffic lights

General tips

Hewson 2013

- Trust the process – don't push for insights
- Balance challenge AND support (2 x 2 grid of high and low challenge and high and low support)
- Be curious - wonder at everyday taken-for-granted. "Wonder is the experience of the familiar as suddenly unfamiliar, the encounter with the usual in a way that suddenly makes it shockingly new and fresh (Christenson, 2001) "Exoticise the domestic" (White, 1988)
- Attend to meta-language (verbal is 10% of communication, 90% body language and tone of voice)
- Be conversational – avoid jargon or interrogating manner (Brookfield, 1988)
- Suspend judgment (Carroll & Gilbert, 2006)
- Don't collude – avoid the "tyranny of niceness" (Ghaye & Lillyman, 2010)

General tips

- Sit patiently with silence – people need time to think and to feel!
- Focus on **their** reflections, not your reflections – don't do their reflecting/thinking for them, it deprives them of acquiring knowledge through their own efforts (Neenan, 2009)
- Notice agency – personal choices – sphere of influence
- Notice language – images/metaphors/words - ask for definitions (Socrates – you do not fully comprehend the essence of a concept until you are able to provide an adequate definition)
- Ask newsworthy questions (White, 1988) – questions that elicit “news” to the person as they hear themselves speak, not “news” to the questioner
- Avoid “case conference” mode (the goal is not case management) – the “case” is the consultee, not one or more people in the story (Fook & Gardner, 2007)
- Try to keep question/reflection ratio at least 1:2 (preferably 1:3)

Supervisee rights and responsibilities

- Handout

Afternoon tea



Choosing and working with your group



Main principles

1. Free choice of partners
2. Non-hierarchical relationship
3. Reciprocity and mutuality
4. Trust, honesty and transparency
5. Equal commitment to time and process
6. Contracted formal relationships
7. Structured sessions
8. Reflective learning
9. Non-evaluative aspect to the relationship

Hawken and Worral (2004, p.48)

Your task at this stage of your group

Pre-group stage

Fact finding

Initial stage

to secure
formation of
group

- Orientation and exploration of group
- Group culture is created (norms about behaviour and thinking)
- Highly active role, encourage members to talk and share, acknowledge personal stories but link and connect members too, be flexible
- Setting ground rules, articulate barriers in an environment and atmosphere of trust which has limits set by group to protect group
- Be an active and sensitive listener

CLARIFY

Who are we as a group?

Share in rounds

- Something that I am committed to in my life right now
- What about that makes me committed
- How that makes me feel
- ❖ Something I am grateful for in my life right now
- ❖ What about that makes me grateful
- ❖ How that makes me feel

Contracting

☐ **Values**

- ☐ What values will be important to your group?
- ☐ How do you want to work together?
- ☐ What will help you all feel safe?
- ☐ What ground rules will you operate by?

☐ **Meeting regularly**

- ☐ When
 - ☐ Time of day
 - ☐ Day of the week
- ☐ Where
 - ☐ In someone's home
 - ☐ Rotating homes
 - ☐ In a cafe
 - ☐ In a workplace
 - ☐ By Skype
- ☐ How often
- ☐ First meeting
- ☐ Refreshments

☐ **Parameters of your group**

- ☐ What will you do about lateness?
- ☐ Attendance
- ☐ Monopolizing
- ☐ Silence, etc

☐ **“Treading gently”**

☐ **Safety**

Activity

Reflection Activity:

- You want to include another individual in your peer supervision group. You and another member, with the permission of the group, decide to meet with a few individuals in the office who may want to join. What kinds of things might you ask a possible new group member?
- You just started a peer supervision group and it has been going well. You are exploring your caseloads, finding out more about yourself, and connecting with others. In the tenth supervision group, one of the members who always has good input, always validates others, promotes self-exploration, and upholds the contract suddenly leaves. You and the other members in the group decide to continue on with the group but you feel that it isn't the same and the group seems to be falling off track. What would you do?

Recall the process we are using

- **Allocate roles**
 - Facilitator
 - Timekeeper
 - Respectful of rules and uninterrupted space
- **Allocate the time**
- **Check-in**
- **Decide the focus for the session**
- **Share time equally**
- **Listen well**
- **Discuss**
 - Identify the issue
 - Focus on the future
 - Identify strengths, resources, exception
 - Constraints, obstacles, barriers
 - Feedback
 - What now
- **Summarise**
- **End the session**



Allocating time

- Decide how long you have together
- Allow 10 minutes for check-in and 10 minutes to summarise and debrief at the end
- Divide the remaining time by the number of people in the group to calculate how long each member has the focus for



A possible activity

- Pick a theory – preferably one that feels a little alien to your normal way of thinking.
- Immerse yourself in that theory and – for a time – pretend that it is the only truth.
- Now examine a client. This could be by listening to a particular discussion you have recorded or just thinking about commonly occurring client types.
- Try as hard as you can to squeeze the client into the theory you have chosen.
 - What information becomes significant? What is peripheral?
 - What alternative interpretations of particular phrases or behaviours spring to mind?
 - What avenues could you have explored that you didn't?
 - What alternative approaches could you have taken?

Feedback on the process

Feedback on the day

- Benefits
- Concerns
- I wish I had known
- Final round



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