**Preparing for Supervision**

One of the biggest challenges for supervisees is knowing how to prepare for supervision and identifying what to bring. The following are some guidelines that may be helpful.

There is a supervisee eLearning module on Ko Awatea Learn – it takes approximately 45 minutes to complete. On completion you will be issued a certificate which gives you 45 minutes of Professional Development time. The module is a basic introduction to supervision and is geared towards individual supervision, however is may be helpful as a starting point.

As a supervisee it is a good idea to give some thought to what you would like to bring to the supervision session.

Session Preparation –The following are ideas/starting points for thinking about what you may want to bring to supervision

Consider your care of a client which may include all or some of the following:

* 1. Establishing the relationship
	2. Assessment and planning of care
	3. Communication
	4. Emotional support
	5. Finishing the relationship
1. Other responsibilities you may have apart from direct client care such as:
	1. Time management
	2. Overseeing students
	3. Liaison with other professionals/teachers
	4. Stress of work or affecting work
2. Your development both personal and/or professional

Some questions to think about

1. What went well?
2. What has left me feeling uncomfortable?
3. Is there a situation/client that I have difficulty leaving behind at work/ that I worry about after leaving work?
4. What have I struggled with?

Further ideas about what you can bring to supervision:

* A situation which you feel you could have managed more effectively
* An incident that went unusually well or had a successful outcome
* An incident or issue that you kept thinking about or has caused you to feel upset
* An incident or issue that is in process and could go one way or the other
* People management issues (staff, clients, colleagues, managers...)
* A situation which is coming up and may be challenging
* Decisions, ethical dilemmas or career choices
* A theme or issue that is apparent in your work
* Personal/ professional interface issues- stress management, balancing work and home life, assertiveness issues...

**Many nurses get stuck on the idea that they need to prepare a big case for review at supervision – the piece of work that you bring to supervision may only be a small part of a case.**

In preparing for supervision think about **what** you are bringing to supervision and **why** you are bringing it – also what you **want to get from supervision.** As part of preparing for supervision have a look at the different supervision processes in the Supervision booklet, have a think about which process will best fit with what you are bringing and what you would like to get from the session.

It is not beneficial to bring something to supervision which you have already resolved.

It may be helpful to keep a notebook which you can note down events on the day they occur to help with recall.

The following documents are attached which may be helpful for you to prepare for supervision:

1. A template to use to note down what to bring to supervision
2. A notable incident guide, another way of thinking about what to bring to supervision
3. An exercise to help you reflect on your work/self-care grid.

Things to be mindful of when participating in group supervision

* The client is at the centre of supervision
* Be prepared to listen actively and share openly
* Avoid taking the conversation off in directions that are not useful
* Show respect towards others
* Avoid dominating the discussion
* Be mindful of our duties regarding confidentiality

***Supervision is a way of looking with new eyes and perceptions – a way of seeing things differently – when we stop doing, we start thinking and reflecting.***

***In doing this we learn how to do our work differently and better.***

 ***We do this through reflection – this becomes the way we learn***

***Reflection is the discipline of wondering about …. what if….***

***(Carroll, 2010)***

**Template for noting down what to bring supervision**

|  |  |  |  |
| --- | --- | --- | --- |
| **Presentation**  | What happened: when what, who, how, where. | Related thoughts actions and feelings | Comments |
| 1. Present an incident, situation or dilemma that you would like to manage more effectively including your actions, thoughts and feelings about what you did or didn’t do.
 |  |  |  |
| 1. Present a piece of your professional practice that went especially well. Describe what happened and identify what factors contributed to the success.
 |  |  |  |
| 1. Present an incident from your professional practice that you would like to know how to deal with more effectively.
 |  |  |  |

(Template produced by Karlynne Earp for the ASNG 2015)

**Notable Incidents**

Purpose:

To provide a format/framework for preparing for supervision.

Instructions

1. Choose a notable incident to discuss in supervision. A notable incident is any experience that you regard as noteworthy.
2. It can be something that went well, or something that didn’t go well, or something that you aren’t sure about.
3. It is not necessarily a major event or crisis. Experiences that could be described as typical, normal, mundane or trivial can provide rich material for reflection because many taken-for-granted theories and values are embedded in our routine practices.

Break the incident into three parts.

1. Background to the incident (very brief)
2. Incident – a raw and concrete description of the incident, focus on one or more moments, not everything that happened.
3. Significance – why the incident is notable or significant – why you have brought it to supervision.

It may be helpful to make some notes

Try not to analyse the incident before bringing it to supervision.

 *(Carroll & Hewson, 2016)*

**Self-Care Grid**

**Purpose:** To help review your self-care practices

It is an ethical obligation, not just a personal need, to attend to self-care so that we can remain physically and psychologically healthy and meet the demands of our jobs

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Physically** | **Emotionally** | **Mentally** | **Spiritually** |
| **What currently energises me in my work?** |  |  |  |  |
| **What saps my energy in my work?** |  |  |  |  |
| **What would help to energise me more in my work?** |  |  |  |  |
| **What holds me back from doing what would energise me more?** |  |  |  |  |

Some examples of what you might enter in each column:

|  |  |  |  |
| --- | --- | --- | --- |
| Physical | Emotional | Mental | Spiritual |
| EatingDrinkingSleepingExerciseBreaksRelaxation | RelationshipsIntimacyEmpathyProcessing emotionsBalanceSafety | Time managementCreativityThinking skillsChallengeMental preparationReflection | CommitmentValuesA deeper purposePrayer/mediationGiving to othersNatureStillness |

(Adapted from Loehr & Schwartz, 2003)

 Hewson, D., & Carroll, M. (2016) *Reflective Supervision Toolkit.* Australia: MoshPit.