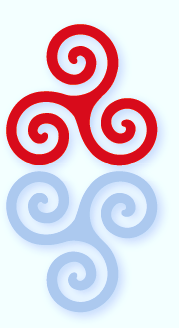
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**Supervision**



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.

(Carroll, 2010)

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Originally developed in partnership with Karlynne Earp and the Auckland School Nurses Group (ASNG).

Reviewed and updated Counties Manukau School Based Health Team 2019

**Supervision for Nurses in Schools**

**Best Practice**

The Nursing Council of New Zealand (2007) in its key competencies requires Registered Nurses to reflect on and monitor the quality of their work to maintain the safety of clients. Registered Nurses also work under the Health Practitioners Competence Assurance Act, 2004 and have a professional responsibility to maintain safe and ethical practice. Supervision is a way in which nurses can fulfil these professional responsibilities

**Definition**

Supervision is a formalised, contracted regular review of your work. It is a place to stop and step back from your work - to be heard, nourished and challenged about your practice.   Professional supervision enables you to grow both as a person and as a practitioner, it helps maintain professional, safe and ethical practice.

**Supervision has three main functions:**

* **Managing service delivery** – ensuring organisational policies, procedures and protocols are followed, ensuring quality of work, facilitating making decisions and setting priorities.
* **Facilitating Professional development** – ongoing professional development of skills, knowledge and resources. Maintaining professional codes and best practice.
* **Focussing on the practitioners’ work** – reflection upon and exploration of the practitioner’s work with clients. To promote learning.

The supervisor has the responsibility of making the connections and managing the tensions between the sometimes-conflicting functions of supervision. Underpinning all the main functions of supervision is **support** – this includes validation, respect, the creation of a safe environment, conflict management and anti-discriminatory practice.

*(Davys and Beddoe, 2010, p 31)*

**Characteristics of Supervision:**

* It is an interpersonal, negotiated relationship in which both/all parties have rights and responsibilities
* It is accountable – to the organisation, the profession and to the client
* It is ethical
* It is confidential
* It is ongoing and regular
* It has boundaries
* It has power dynamics
* It is a forum for reflection, learning and professional growth
* It is educative (but not education)
* It is managerial in that it relates to organisational standards and policies, but it is not management or appraisal
* It is supportive but it is not counselling
* It is a safe place to express and explore emotion

*(Davys and Beddoe, 2010, p 48)*

**Types of supervision**

**Group** supervision, which is facilitated/led by a qualified/experienced supervisor.

**Individual** professionally trained supervision on a one to one basis.

**Peer reciprocal** supervision within each school’s student services team or between school teams.

*Peer supervision differs from other forms of supervision in that it does not rely on the presence of a qualified/experienced supervisor in the process. Peer supervision ensures that people have a greater access to supervision in an organisation and this in turn impacts on the quality of service for the clients and satisfaction of work*

**Contract and Record keeping**

Prior to the start of supervision, a contract needs to be negotiated between supervisee and supervisor. In the case of peer/group supervision this is a contract negotiated and agreed upon amongst all the participants. This contract outlines the aims of supervision, practical arrangements, boundaries, responsibilities and accountabilities, confidentiality, process for complaints, feedback and review (an example of a contract – appendix 1).

It is best practice to keep a record of supervision sessions. The supervisor will keep brief notes of the supervision session. It is recommended that supervisees also keep a record of the session and any learnings and action points (an example of a record sheet - appendix 2).

**Responsibility and Accountability**

**Supervisee –** The supervisee is responsible for the clinical services provided and remains responsible to his/her line manager for administrative and performance matters. The supervisee is also accountable to his/her multidisciplinary team, to his/her professional leader and the Nursing Council for professional standards.

The supervisee is responsible for preparing for supervision by bringing situations or cases to the session. This also includes attending to any follow up that was agreed at the previous session.

**Supervisor –** The supervisor has accountability to the Nursing Council professional code of conduct and to his/her line manager. There may be situations which arise that are identified as having ethical or safety concerns, if these situations are not addressed or have potential for ongoing risk then the supervisor will contact/report to their own or the supervisee’s line manager.

The supervisor will review notes from the previous session so he/she is prepared for the session, this may include any follow up from the previous session.

**Confidentiality**

Supervision occurs in a confidential space however there are exceptions to this:

1. Where there is agreement between both parties.
2. Where client or staff safety may be compromised through action or inaction by either supervisor or supervisee.
3. The supervisor may attend her/his own supervision where he/she may take cases/scenarios from the supervision sessions he/she facilitates. When this occurs, he/she will protect the identity of the supervisee and their clients.
4. When confidentiality needs to be breached, contact would be made with the people/organisations outlined in the accountability section.

**Group/Peer Supervision**

Group/peer supervision is regular, dedicated time for in-depth reflection on professional practice in a group setting. It is an exchange between practising professionals with the main goal being to enable the development of professional skills and competence.

**How does it work?**

Three or more experienced professionals (ideally no more than 6 in a group) form a group/peer supervision group to meet on an ongoing basis to provide regular, professional development and support for each other. The group uses a range of structured processes that tap the resources within the group to enhance their ability to learn from experience. The processes are highly effective and easy to use – the result is an extremely rich learning environment and increased professional effectiveness.

The processes involve

* Sharing challenges/difficult incidents
* Sharing and learning from successes
* Developing new/adequate responses for future situations
* Exploration of professional issues
* Giving feedback to each other
* Supporting each other in their work

*(The New Zealand Coaching & Mentoring Centre Ltd)*

**Benefits of Group Supervision**

* It is a rich source of learning as it can offer multiple perspectives that can aid in solving complex issues.
* Groups can draw upon a huge range of experience across age, gender, ethnic origin and personality.
* Group members may feel they have greater freedom to discuss their views in a group environment i.e. safety in numbers.
* Group supervision allows for critical reflection, discussing difficulties and developing support.
* The functions of supervision can be addressed in different ways and can supplement individual supervision.
* For the employing organisations it assists with accountability, quality decision making following policies that is cost effective.
* From a client point of view, clients are not left to one single assessment by one practitioner who may be unchallenged in their assumptions and assessment gathering.

*(Davys & Rankine, 2016)*

**Setting up a supervision group**

The first session should be designated to establishing common goals, values and the way in which the group wants to function. Ways of doing this are varied however the following are suggestions for facilitating this process:

1. Start by each person introducing themselves, sharing where they work and something the rest of the group does not know about them (or other activities which facilitate members in getting to know each other better and breaking down barriers in a safe way)
2. Allow opportunity for members to share any previous experiences (both positive and negative) of supervision.
3. Ask participants to discuss what their understanding of supervision is, what they want to get from supervision (goals) and if they have any fears about supervision. This can be done in pairs or individually or on post-it notes – these can then be shared back with the larger group.
4. From the goals outlined by individual members – common goals can be identified.
5. It is also useful to work together on shared group values. This is a way for the group to start working collaboratively together to form a blue print of what values are important to the group and the way they want to work together (see appendix 3 for the group values exercise).
6. The group then needs to work together on ground rules – these are the practical arrangements which include time, place and frequency of meeting, interruptions, apologies, expected attendance, agenda for the sessions (example agenda appendix 4).
7. The groups agreed values and ground rules then form the basis for a group contract/agreement, this should also include specific accountabilities, confidentiality, boundaries, responsibilities, process for dealing with complaints/disagreements, feedback and review (example appendix 1).

**Peer/group supervision agenda**

Each session starts by each member sharing a celebration or challenge since the last meeting. There may be some general business or sharing of upcoming professional development. Each group needs to decide how many members will bring something to supervision each time. This can be rostered in advance to make sure that each member gets the opportunity to present or it may be decided on the day as the need arises. Large groups could split into two groups to keep the numbers small and allow more members to have active supervision. The group may also want to allocate some time to professional development such as speakers.

**Peer/group supervision processes**

For effective supervision to occur in a group setting it is recommended that set processes are used in order to facilitate the maximum benefit for the supervisees (appendix 5). These processes allow the group members to effectively participate in the supervision process. There are a variety of different processes and the one chosen may depend on what is being brought to supervision and what the supervisee wants from the session.

Each person chooses an appropriate process and presents their incident, dilemma, success…following the steps of the process in order.

An eye is kept on the time in order to get through the agenda – there is always more that could be said and more that could be explored. The key point to remember is that it is the supervisee’s process.

The group finishes by reviewing the session – each says what was useful, any suggestions for improvement and anything else they need to say or do to finish up for now.

**Guidelines for Successful Peer/group supervision**

* Self-directed – the supervisee chooses their own process
* Take what you want and leave the rest
* High value on turning up- make the group a priority when organising your time
* Avoid trying to look competent in front of the group. It is OK to make mistakes and learn from them
* Declare any conflicts of interest
* Have a clear ground rule about confidentiality
* Set clear boundaries – no post mortems, gossip, discussion of stories after the session
* The focus is always on the benefit for the supervisee
* When receiving feedback, listen in silence and ‘sift and sort’. Check it for accuracy or relevance – take what is useful and leave the rest. Avoid justifying or rationalising
* Stick to the process: the structure is what makes it work. Agenda/Schedule/Contract
* Always have a facilitator (if no experienced/qualified supervisor this role can be shared amongst group members)
* Do all the above with the deepest respect for yourself, your clients/staff and each other!

*(The New Zealand Coaching & Mentoring Centre Ltd)*

**Group/peer Supervision Contract Example**

***List the 4-5 shared core values the group agreed on***

Group Supervision Contract between *supervisor* and *either groups name or list the individual’s names.* **Or**

Peer Supervision Contract between *list individual members of the group*

Aims of supervision:

Practical arrangements

1. Frequency –
2. Location and time –
3. Cost – (if any)
4. Interruptions - phones on vibrate, can change or postpone a meeting, preferably by either person giving 48 hours’ notice unless it is an emergency.
5. Supervision notes will be kept; *held by who.* These notes will be a brief overview of what was brought to supervision, any follow up or homework agreed on and may include agenda items for next session.

Accountability

1. There may be situations which arise that are identified as having ethical or safety concerns, if these situations are not addressed or have potential for ongoing risk then *identify who will be contacted and by whom.*
2. *Who is the supervisor/facilitator accountable to i.e. The Nursing Council/line management.*
3. The nurses are accountable to the Nursing Council and their employers.

Confidentiality

Supervision occurs in a confidential space however there are exceptions to this:

1. Where there is agreement between both parties.
2. Where client or staff safety may be compromised through action or inaction by either supervisor or supervisee.
3. The supervisor may attend her/his own supervision where he/she may take cases/scenarios from the supervision sessions he/she facilitates. When this occurs, he/she will protect the identity of the supervisee and their clients. When confidentiality needs to be breached, contact would be made with the people/organisations outlined in the accountability section.
4. When confidentiality needs to be breached, contact would be made with the people/organisations outlined in the accountability section.

Boundaries

1. Supervision is work related, personal matters may be brought to supervision if these are affecting your work.
2. The supervisor may place boundaries about what is appropriate to bring to supervision and if he/she feels that some of the issues are outside of work supervision, he/she will suggest other options, for example counselling.

Power and Difference

1. The supervisor/facilitator acknowledges the power that is inherent in the role of supervisor.
2. The supervisor/facilitator would like you to challenge him/her if you feel that he/she is using other forms of power in the supervision session.
3. The supervisor and the group have agreed to discuss differences as they arise

Preparation for Supervision

1. It is the responsibility of you, as the supervisee to be prepared for supervision by preparing some situations or cases to bring to supervision.  These may be cases/situations where you felt you did well or where you would like to have done things differently or are stuck for what to do next.  This also includes attending to any follow up that was agreed to at the last session.
2. The supervisor will review notes from the last session and so that he/she is prepared for when the group come to supervision, this may include any follow up agreed to at the last session.

Process for dealing with complaints/disagreements

1. The supervisor and the group have agreed that if there are any disagreements that these are dealt with in a timely manner, as soon as practical for both parties. Initially disagreements will be discussed together. If this does not resolve the issue, then we will discuss bringing in a mediator to work through the issue with us.
2. In the case of a serious complaint about the supervisor, then these would need to be directed to the supervisor’s line manager and/or Nursing Council of New Zealand (or the appropriate professional body).

Feedback and Review

Decide when the group would like to review how the sessions are going i.e. 3 monthly/6 monthly

Signed:

(Supervisor) (Supervisees)

Date:

**Note: This contract can be altered slightly if there is no experienced/trained supervisor to align with a peer group supervision group.**

|  |  |
| --- | --- |
| **Supervisor /Facilitator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Preparation required for Supervision:** |
| **Case presentation:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **General business:** |
| **Reflection and actions for follow up:** |
| **Next meeting:** | **Signed:** |

Supervision Records

65 Core values

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Adventure | Acceptance | Achievement | Accomplishment | Beauty |
| Belonging | Control | Connection | Creativity | Calmness |
| Confidence | Compassion | Contribution | Caring | Compassion |
| Determination | Discipline | Elegance | Excellence | Ease |
| Energy | Empowerment | Fellowship | Friendship | Fun |
| Financial Freedom | Generosity | Growth | Health | Honesty |
| Humour | Independence | Integrity | Individualism | Justice |
| Knowledge | Kindness | Leadership | Laughter | Love |
| Maturity | Pride | Playfulness | Perfection | Power |
| Prosperity | Positivity | Peace | Responsibility | Respect |
| Results | Relaxation | Security | Safety | Support |
| Self-love | Serenity | Spiritual Guidance | Service | Status |
| Tolerance | Trust | Wisdom | Warmth | Wealth |

Circle your top 10 values, choose 5 and put them in priority of importance; to you, in the table below:

|  |
| --- |
| **Top Five Individual Values** |
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| --- |
| **Team/Group Values** |
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**Sample Peer/group supervision agenda**

**Date**

**Location of meeting**

**Host/Facilitator**

| **Item No** | **Time** |
| --- | --- |
| 1. Welcome & Apologies | 0800 - 0805 |
| 1. Open round sharing celebration / challenges | 0805 - 0830 |
| 1. Check last minutes/agenda | 0830 – 0835 |
| 1. Supervision using selected process | 0835 - 0900 |
| 1. **General Business** 2. ASNG feedback 3. Any other matters | 0900 - 0930 |
| 6. Professional Development | 0930 - 1000 |
| **Next Meeting -**  Host school –  Minutes - | |

Contact details of the Supervisor/Facilitator

**Group/Peer Supervision Processes**

***Used with permission from:***

***The New Zealand Coaching & Mentoring Centre Ltd***

**1: Practice Review**

**Purpose**

Useful for reviewing a piece of your professional practice that was difficult or could have been done better.

**1. Presentation** 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. 4 mins

**2. Clarifying Questions**  Peers ask questions for clarification. 4 mins

**3. Devil’s Advocate** Peers act as devil’s advocate and state any concerns, doubts or niggles about the incident or practice. 4 mins

* “I’m uneasy about...”
* “I have a concern that...
* “I’m wondering about...”
* “I noticed that...”
* “It seems to me that...”

You listen in silence, sift and sort, take what you want and leave the rest.

**4.** **Angel’s Advocate** Peers give positive feedback – what impressed them about your behaviour, approach, actions or attitude. 4 mins

**5.** **Response** In light of the above you say what you think now including any reflections or learning points that have become clear to you and any ideas you have for future action. 3 mins

**2: Good News Analysis**

**Purpose**

Useful for reviewing a piece of your professional practice that went exceptionally well.

**1. Presentation** Present a piece of your professional practice that went especially well.

Describe what happened and **identify what factors contributed to the success.**

**2. Positive Feedback** Peers give positive feedback on either

* What they feel contributed to your success
* What has genuinely impressed them about your approach, actions or attitudes
* Positive accounts of what is happening in them as they hear your story
* The presentation
* You listen in silence.

**3. Response** You say anything else you need to say to finish up for now.

**3: Critical Incidents**

Critical incident stress is defined as **the natural reaction of a normal person to an extremely abnormal situation** (Mitchell 1988). Critical incidents are individually significant events that provoke unusually strong emotions in an individual.

Critical incidents may arise from major incidents or day to day events. These may include:

* Death or serious injury to a colleague or client
* A professional error
* Media attention
* Physical or verbal abuse from a client or colleague

**Stress debriefing** is the process of allowing someone to talk about what happened and any reactions, feelings or concerns that they have following a critical incident at work. This assists the person to mobilise their personal coping strategies, stabilise their emotions and minimise the likelihood of a delayed stress reaction.

The goal of an initial debriefing is **to allow the sharing of emotions and reactions without judgement and to validate their normal but sometimes uncomfortable effect.**

Following some highly stressful events it is important to ensure those affected are given every practical assistance (cups of tea, assistance to go home, not be left on their own...) and the opportunity to be involved in a debriefing as soon as possible.

**Practical support and debriefing are most effective when they are initiated immediately, i.e. on the same day as the event.**

**4: Upsetting or Critical Incidents**

**Purpose**

To provide support and assistance following an upsetting or critical incident at work. This can be carried out in a one to one or Peer Supervision group setting.

Always keep an ear out for a person’s need for debriefing. If in the presentation of an incident the supervisee displays a high level of distress or feels a degree of guilt, shame or remorse the immediate need may be for debriefing rather than learning. If this is the case, they should be given as much time as they need to fully speak about the incident. The group listens then **offers only supportive feedback or stress reducing information**. It is important that the group doesn’t ask questions or make comments on the incident that could lead to more distress.

Supportive feedback and stress reducing information may include:

* Positive feedback and affirmation of the person’s skills and qualities
* Information or facts that correct misperceptions that may be contributing to distress or self-blame
* Comments that may help the individual correct any harsh or damaging self-perceptions
* Information about resources that may provide support and assistance to the person if needed

**5: Veridical Report**

**Purpose**

This process is useful when people need ideas on what to do or if they need to know whether what they are doing is OK. It is an effective learning tool, involves the sharing of practice (best and not so best) and is free from advice giving.

**1. Presentation** Present an incident from your professional practice that you would like to know how to deal with more effectively.

**2. Sharing of Experiences** Peers take turns to say **what they have done** in this situation themselves. This is a ‘warts and all’ account and includes effective and not so effective behaviour, thoughts and feelings. It is a statement of what happened rather than **what should have happened**.

**3. Response** You have the option of reviewing your own situation in the light of what you have heard.

There is no discussion or dialogue as the incidents are being described. Be careful not to pronounce judgement on or give opinions of anyone else’s incidents – just let them stand side by side by side.

**6: Professional Issues Review**

**Purpose**

This process is useful for exploring professional issues, dilemmas, ethical discussions or topics of interest.

**1. Identify issue**  Agree ahead of time or at the beginning of the session on a common situation or professional issue that you all encounter.

**2. Round One**  Take turns to offer either:

* Your unique perspective on the topic
* How you feel about this situation/issue
* Your latest thinking on the situation/issue

Go around in a circle and feel free to pass if you have nothing to say at this point.

**3. Round Two** Go around again and say what you think or feel about the topic/situation.

**4. Round Three** You may like to finish with a quick round of last thoughts and reflections on the topic.

Each member speaks uninterrupted and all viewpoints are accepted as valid (not debated or challenged).

Your view may change as you hear other perspectives.

**7: Peer Review**

**Purpose**

To provide feedback to each other on work performance or professional effectiveness.

**1. Presentation** Your present a summary of your strengths and learning edges regarding your professional effectiveness.

**2. Feedback** The group takes turns and gives you feedback by telling you.

* What you do that makes you effective? (so you can keep on doing it)
* What would make you more effective?

You listen in silence, sift and sort – take what you want and leave the rest.

**3. Response** You now have the opportunity to comment on your own effectiveness in the light of what you have heard and make some commitments to improvements.

**8: Dress Rehearsals**

**Purpose**

To prepare and practice for a situation that is coming up so that you can improve your effectiveness for the future. To practice new responses for future situations.

**1. Presentation** Outline what you want to rehearse – the situation, your feelings about it, what it is you want to achieve and how you plan to rehearse it. Coach anyone for roles they may have to play.

**2. The Rehearsal** Set up the environment so it resembles the reality. Carry out the rehearsal as a role play including action replays at any point until you and the group are satisfied with your actions and behaviours.

**3. Reflection** You review and reflect on your experience of the rehearsal and group members have the opportunity to do the same.

**4. Commitment** You make a commitment to act on the learning in the real situation and report back to the group at the next session.

**9: Peer Responses**

**Purpose**

Useful for reviewing a piece of your professional practice where you would like to be more effective. A more advanced process where the feedback is less structured and covers a wider range of responses. Works best when the group has been working together for some time and is useful for incidents as well as issues.

**1. Presentation** 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.

**2. What’s on Top** The group responds by commenting on either

1. Your actions/behaviour or approach
2. The actions/behaviour of another party in the story
3. The relationships between you and any other parties in the story
4. Any organisational or wider contextual issues
5. Your presentation of the story
6. Their own responses to what they have heard
7. An experience of their own of a similar kind
8. Some relevant piece of information or a practical strategy they may offer
9. What impressed them about your handling of the situation
10. An image or metaphor that comes to mind

**3. Response** In light of the above you say what you think now including any reflections or learning points that have become clear to you and any ideas you have for f

**References**

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**Acknowledgements**

Karlynne Earp (Supervisor) and the Auckland School Nurses Group for putting the original document together.

The New Zealand Coaching & Mentoring Centre Ltd

**Further reading**

Te Pou o te Whakaaro Nui. (2017). Te Tirohanga a te Manu “A bird’s perspective”- Professional

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