



Supervision From Policy to Practice

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Outline of Workshop

Overall aim:

- Enable participants to understand what is required to build a robust supervision framework (*firm foundations*)

You will:

- Walk through the ADHB supervision framework: from policy to practice
- Identify and highlight the key elements for building a sustainable framework and culture
- Have the opportunity to work with or begin to develop your own framework
- Have an opportunity for questions and discussion with a subject matter expert



Key take home message

- Building a robust supervision framework and culture across multiple professions requires multi-level leadership, time, funding, and attention to sustainable implementation of the fundamental elements that underpin quality supervision from policy to practice.

Why Supervision?

What is it?

Why is it important?

What value does it add?



Defining Supervision

- Supervision is a dynamic, developmental process of looking over and reflecting on the work a supervisee does
- It is a relationship-based process which, through joint inquiry and reflection, is designed to facilitate the development of professional growth and competence; ensure standards of practice, and encourage and enhance the supervisee's professional identity, self-care and development
- Carried out in a safe space – regular, dedicated time

Applied Transformational Learning Methodology

(Carroll, 2010)

- **Experiential learning cycle:**
 - Learning theory
 - Transformational (rather than transmissional)
- **Learning** = growth = development = change
- **Learning environment** = supervision
 - Look backwards to make sense of what one could not make sense of at the time!
 - Live life forwards, understand it backwards!
 - Applied in practice!

Supervision

- “Supervision is the most influential process through which practitioner’s perceive and relate to their agency [organization, group, society, outfit].
- Good supervisors [*and supervisees*] are not born – they are developed through clear policies, good training, continuing supervision, the development of skills, and individual commitment.” (*Italics added*)

(Staff Supervision in Social Care: Tony Morrison)

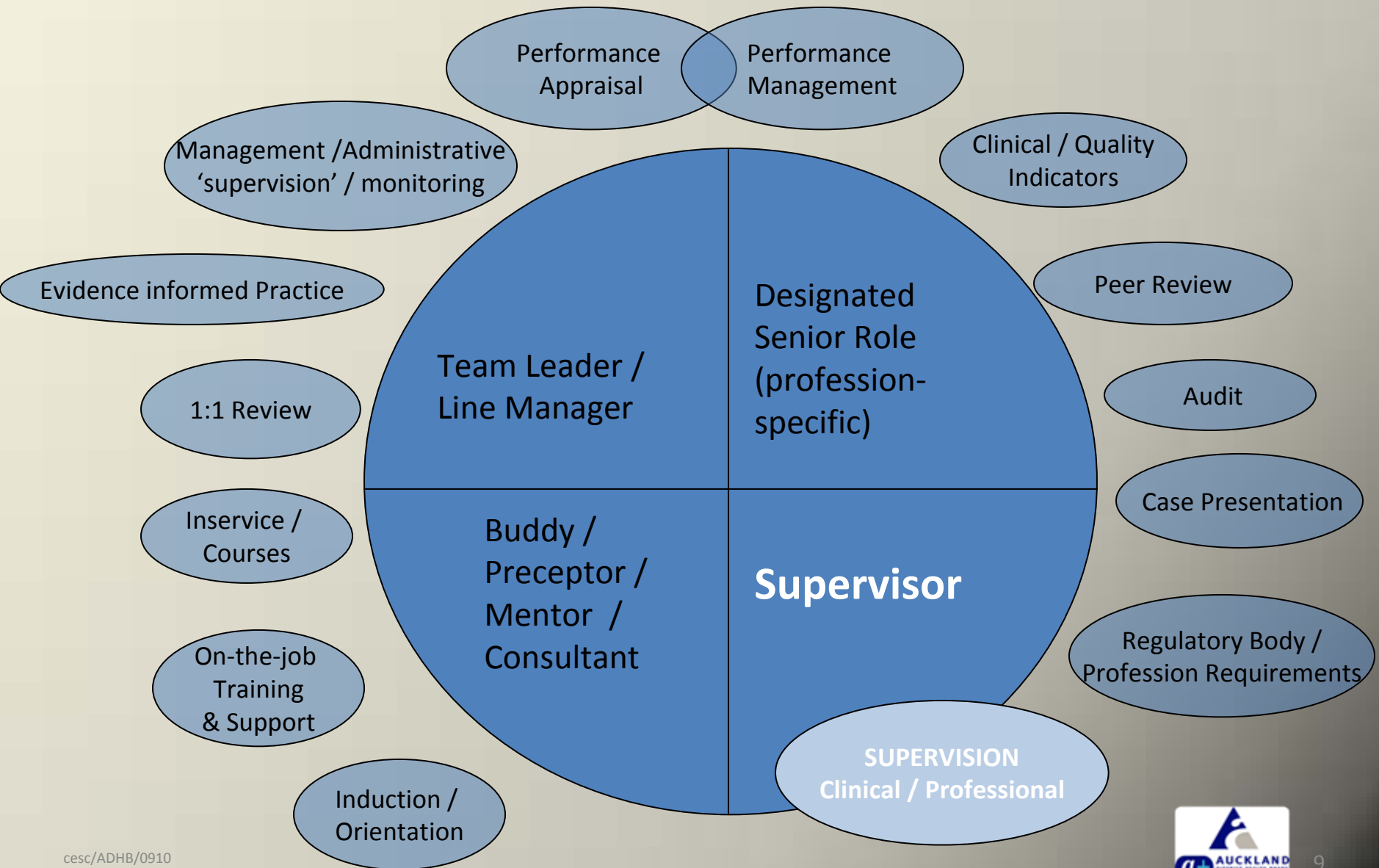
Professional Governance & Supervision

- Many activities fit within the Professional Governance framework
- One of which is supervision

(Jones & Jenkins, 2006)



Professional Governance Activities Matrix





"That's amazing—I was just thinking the same thing."

From Policy ...

Statement

Rule

Strategy

Plan

Guiding Principle

Procedure



ADHB Position on Supervision

- A core part of organisation's commitment to quality service provision for clients
- Commitment to supervision is mandated by Policy:
 - Allied Health Practitioners (AHPs) of all disciplines across ADHB
 - Authorised Registered Nurses (Mental Health & CCHADS)
- Important component of clinical governance and safe practice

ADHB Journey: Policy to Practice!



Policy Development ...

- Include all parties required to develop policy
- Allow time for process
- Consider range of issues / tensions across range of professions
- Tend to discipline-specific requirements – flexibility & inclusive principles
- Structured process and plan for policy development
- Clear leadership and direction from the top
- Supervision portfolio holder



Recommended supervision policy content

- ✓ Overview
- ✓ Introduction & scope
- ✓ Associated documents
- ✓ Principles e.g.
organisation's commitment,
Kaupapa Maori supervision
- ✓ Supervisor options/sources
- ✓ Descriptors of supervision
- ✓ Elements of supervision e.g.
oversight of client care,
professional development,
support & accountability
- ✓ Types of supervision
- ✓ Frequency
- ✓ Roles & responsibilities
e.g. supervisor,
supervisee, management,
others
- ✓ Confidentiality
- ✓ Conflict
- ✓ Training
- ✓ Record keeping
- ✓ Privacy
- ✓ Supervision Agreement
- ✓ Appendices

Source: ADHB Policy: *Supervision of Allied Health Practitioners*, April 2010

Policy alone is not enough ...

- Supported by fundamental elements that sustain good supervision practice:
 - ✓ Clear framework
 - ✓ Provision of sustainable training: supervisees and supervisors
 - ✓ Monitoring: training & quality
 - ✓ Clear expectations: roles responsibilities all parties (top-to-toe)
 - ✓ Three-way supervision agreements
 - ✓ Documentation systems
 - ✓ Evaluation of supervision
 - ✓ Evaluation & monitoring of outcomes
 - ✓ Appropriate financial commitment
 - ✓ Sustainable system



The 'Cost' of Supervision

- Personal / professional cost?
- Organisational cost from a practice perspective?
- Financial / practical cost of making this work?
- And .. the cost of not having staff in quality supervision?



ADHB Supervision Framework



Executive Management

Supervision Policy

Training

Training

Training

Supervisors

Systems for Monitoring & Evaluation

Funding & Resourcing

Supervision Agreement

Supervisee Awareness Training

Supervisee Interactive Training Workshop:

External Supervision Training Courses

Support

Supervisor Mentoring Groups

Scoping Activity

MOODLE IT!

'Getting the Most out of My Supervision'

Supervision of Supervision

(Advanced Supervisor Training)

Supervision Portfolio Holder

To Practice!

Resourcing

Training

Sustaining

Monitoring

Reviewing



The 3 Elements of Supervision



Supervision Training Framework

Nov 2011

Supervision for Supervisees

MOODLE Online Learning Component
Pre-requisite / must do (in own time)

Monitored by
Portfolio
Holder

Getting the Most out of Your Supervision Workshop

Interactive workshop – pre-requisite / must do
(Internal Trainers – Train-the Trainers)
(Enrol into after completing MOODLE course)

Selected by
TL/PS

Supervisor Skills Training – 2 Days

(External Trainer)

Pre-requisite: Supervisee components MOODLE + Workshop

Supervisor Support / Mentoring Groups

(In-house facilitator – local settings)

Advanced Workshops

Supervisee Training

MOODLE It!

Supervision for Supervisees

Mandatory Training

Objectives:

- Provide an overview of the Supervision Framework
- Define supervision
- Familiarise staff with the supervision policy
- Assist staff to use supervision beneficially

Interactive Workshop (2 hrs)

In-house Train-the-Trainers model

Objectives:

- Define supervision and its purpose
- Contextualise supervision within Auckland DHB
- Develop staff knowledge and understanding of supervisee rights, roles and responsibilities as a supervisee
- Provide information about supervision 'contracting' and documentation processes
- Upskill / enable staff to expect and access beneficial supervision

Supervisor Training (basic skills - 2 days)

Contracted External Trainers

Content Overview:

- Definition
- Purpose, Goals, Functions & Tasks
- Types / Methods
- ADHB: Supervision Policy, Context, & Structure
- Supervisee Rights & Responsibilities
- Supervisor Roles & Tasks
- The Supervision Partnership / Relationship
- Contracting – Supervision Agreement
- Documenting
- Ethical Issues
- Structuring The Session
- Maps & Models
- Supervisor Skills & “Interventions”
- Assessing & Monitoring Supervision Practice

Supervision Mentoring Groups

Purpose:

- Mentor and support new supervisors
- Consolidate and deepen knowledge and skills gained from their initial training:
 - e.g. ethical supervision, role, managing dual roles, dealing with “blocks”, broadening intervention skills and “tool box”

Boundaries:

- 6-8 members ; 1 skilled facilitator (experienced supervisor)
- Collective, shared Agreement in place
- Content : confidential to the group
- Feedback loop to management: minutes of key themes

'Supervision of Supervision'

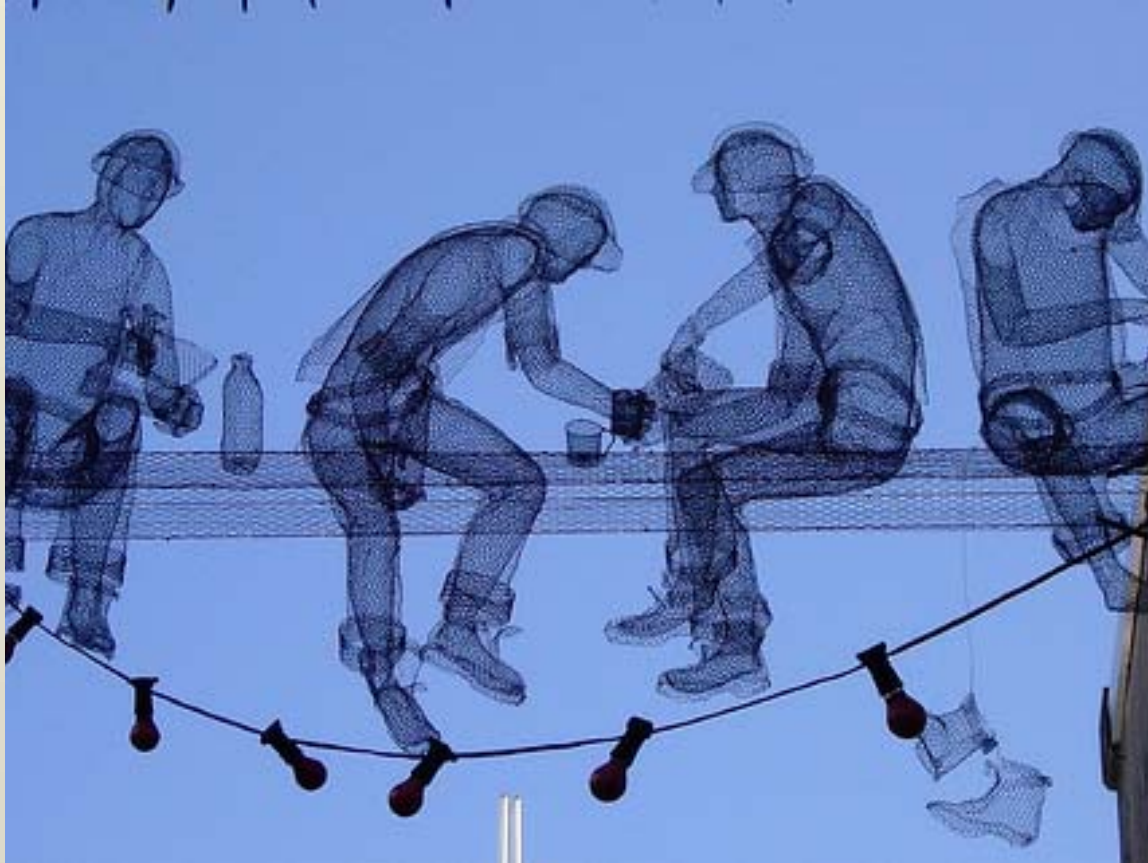


- Growing the supervisor through in-depth reflection on supervisory practice and relationships
- Expand and deepen supervisory knowledge and skills
- Monitor the quality of supervision

Advanced Supervisor Training

- Supervisor Assessment – build in my process
- In-depth reflection
- Review
- Group / Peer Supervision
- Supervision of Supervision
- Review & Refresh





Supervision Tool Box

Contracting

Supervision Agreement



AUCKLAND DISTRICT HEALTH BOARD Supervision of Allied Health Practitioners & Authorised Registered Nursing Groups

SUPERVISION AGREEMENT

Between: _____ (Supervisee)

& _____ (Supervisor)

Frequency: Monthly / Fortnightly / Weekly Other *specify*
If required, appointments will be rescheduled within the week.

Duration: 1 Hour (unless otherwise negotiated)

As the Supervisee: (refer Section 2: 2.2 of ADHB AH Supervision Policy)

I agree to:

- Be proactive in identifying my supervision needs and the issues for discussion and reflection during supervision, prior to supervision.
- Discuss practice issues accurately, openly, and comprehensively with my supervisor and explore emerging issues from a range of different perspectives and develop a plan for resolving them.
- Be proactive and reflective during the supervision process.
- Be proactive in seeking and forwarding my professional development opportunities and utilising my performance agreement in the supervision process.
- Alert my supervisor as soon as possible about any feeling or attitude I may have about any one of my clients that could affect my professional relations with them or about any of my behaviour or conduct which could become subject to a complaint or disciplinary procedure.
- Follow through on any actions/tasks agreed upon during the supervision process.
- Ensure the objectives of my supervision are met via regular review with my supervisor through reciprocal constructive feedback.
- Proactively resolve any differences that may arise in the course of the supervision process with my supervisor.

As the Supervisor:

I agree to:

- Collaboratively determine the most effective method of supervision with my supervisee.
- Assist and encourage my supervisee to explore his/her clinical/professional practice and to reflect on the experiences in order to develop understanding of a situation and/or process.
- Assist my supervisee in his/her professional development and provide such resources, skills, and knowledge at my disposal, and/or refer the supervisee to resources where possible.
- Support, clarify, critique and challenge, problem solve, teach, and coach my supervisee on issues related to their clinical practice and professional development.
- Give professional advice if asked, impart knowledge, and give clear direct feedback.
- Proactively resolve any differences that may arise in the course of the supervision process.
- Ensure the purpose and objectives of supervision are met via regular review.

Evaluation Process Tool

Supervisee's Perspective

Feedback to Supervisor by Supervisee



EVALUATION FEEDBACK TO SUPERVISOR

Date: _____

Supervisee: _____

Supervisor: _____

Please read the statements below and circle the number that best reflects your answer.

	<<Always	————	Seldom>>	
My supervisor provides me with sufficient support to facilitate my learning.	5	4	3	2 1
My supervisor helps me reflect on myself and my practice in supervision.	5	4	3	2 1
My supervisor helps me identify sufficient and varied opportunities for my learning.	5	4	3	2 1
Our supervision relationship is productive.	5	4	3	2 1
My supervisor develops a climate of trust and safety that facilitates my growth in the supervision session.	5	4	3	2 1
My supervisor helps me identify my learning challenges during supervision.	5	4	3	2 1
My supervisor communicates with me effectively.	5	4	3	2 1
I feel there is a good balance of support and challenge when I have supervision.	5	4	3	2 1
I feel there are areas in my supervision that we do not talk about that should be the focus of the conversation during my supervision session.	5	4	3	2 1
My supervisor encourages me to conceptualize in new ways regarding my clients, colleagues and/or systems.	5	4	3	2 1
The feedback that my supervisor gives me is thoughtful, open, and constructive.	5	4	3	2 1
The content for discussion in my supervision sessions makes an impact on my performance in my work, work relationships, and life.	5	4	3	2 1
I feel we are being accountable for supervision by abiding by the supervision policy and our supervision agreement.	5	4	3	2 1
I feel that we are being accountable in our supervision to clients.	5	4	3	2 1
I feel that we are being accountable in our supervision to the organisation.	5	4	3	2 1
I feel that we are being accountable in our supervision to my profession.	5	4	3	2 1
The things that are most helpful in our supervision arrangement are:				
These things that are least helpful in our supervision are:				

Evaluation Process Tool

Supervisor's Perspective

Supervisor Self-Evaluation Tool



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OCCUPATIONAL THERAPY PROFESSIONAL / CLINICAL SUPERVISION & CONSULTATION

WORKSHEET (B) SUPERVISOR SELF-EVALUATION CHECKLIST

Supervisor: _____ Dates: _____

Use this form to monitor your learning over time and as a tool for identifying areas to grow your supervision skills.

Traits or Qualities	Learning Need	Competent	Expert		
I am committed to the role of supervisor	1	2	3	4	5
I am comfortable with the 'authority' inherent in the role of supervisor	1	2	3	4	5
I can encourage, motivate and carry appropriate optimism	1	2	3	4	5
I am sensitive to supervisees needs	1	2	3	4	5
I am aware of, and able to adapt to, individual differences due to:	1	2	3	4	5
- Gender	1	2	3	4	5
- Age	1	2	3	4	5
- Cultural and ethnic background	1	2	3	4	5
- Class	1	2	3	4	5
- Sexual orientation	1	2	3	4	5
- Personality	1	2	3	4	5
- Professional training	1	2	3	4	5
I am able to apply a sense of humour	1	2	3	4	5

Supervision knowledge	Learning Need	Competent	Expert		
I understand the purpose of supervision	1	2	3	4	5
I am clear about the boundaries of supervision	1	2	3	4	5
I understand the following elements / roles:	1	2	3	4	5
- Educative / conceptual / Informative	1	2	3	4	5
- Supportive / facilitative	1	2	3	4	5
- Consultative	1	2	3	4	5
- Evaluative	1	2	3	4	5
- Managerial (if Team Leader or other)	1	2	3	4	5
I know the various types of supervision	1	2	3	4	5

Supervision management skills	Learning Need	Competent	Expert		
I can clearly explain to supervisees the purpose of supervision	1	2	3	4	5
I can negotiate a mutually agreed and clear contract / supervision agreement	1	2	3	4	5
I can maintain appropriate boundaries	1	2	3	4	5
I can set a supervision climate that is:	1	2	3	4	5
- Empathetic	1	2	3	4	5
- Genuine	1	2	3	4	5
- Congruent	1	2	3	4	5
- Trustworthy	1	2	3	4	5
- Immediate	1	2	3	4	5
I can maintain a balance between supervisor roles	1	2	3	4	5
I can end the session on time and appropriately	1	2	3	4	5



Evaluation via Process Tool

Supervisee & Supervisor Perspective

Feedback to Management about Supervision



SUPERVISION REPORT

Date: _____ Supervisee: _____ Supervisor: _____

Type of Supervision: One-to-One/Individual _____ Frequency of Supervision: _____
 Circle Group _____
 Peer _____

Read each item and assess the degree to which you, the supervisor, agree or disagree with the statement using a 5 point Likert scale as follows. Circle only one number in each box.

1 Disagree 2 Emerging 3 Unsure 4 Agree 5 Strongly Agree

ITEM	D	E	U	A	SA
The Supervisee:	1	2	3	4	5
Has a signed supervision agreement and a copy is held by the Line Manager.	1	2	3	4	5
Regularly keeps a supervision log of attendance with key supervisory themes.	1	2	3	4	5
Regularly attends supervision (as frequently as FTE allows).	1	2	3	4	5
Identifies and brings a range of issues about his/her practice to supervision.	1	2	3	4	5
Identifies relevant issues and uses supervision effectively to meet his/her professional, clinical, and work-related needs.	1	2	3	4	5
Shows the ability to call upon a range of profession-specific theory and interventions.	1	2	3	4	5
Critically examines and reflects on challenges and the ethics of his/her practice, decisions, and thinking.	1	2	3	4	5
Critically examines and reflects on his/her working relationships.	1	2	3	4	5
Demonstrates awareness of any areas of strength and weakness in clinical/professional practice and actively addresses areas for further development.	1	2	3	4	5
Demonstrates the ability to negotiate and facilitate achievement of agreed goals in relation to clients/others as a result of supervision.	1	2	3	4	5
Uses supervision as an opportunity to grow and develop his/her professional/clinical and cultural practice skills.	1	2	3	4	5
Uses supervision as an opportunity to grow and develop his/her profession-specific knowledge and attributes.	1	2	3	4	5
Aligns supervision with his/her Performance Agreement goals.	1	2	3	4	5

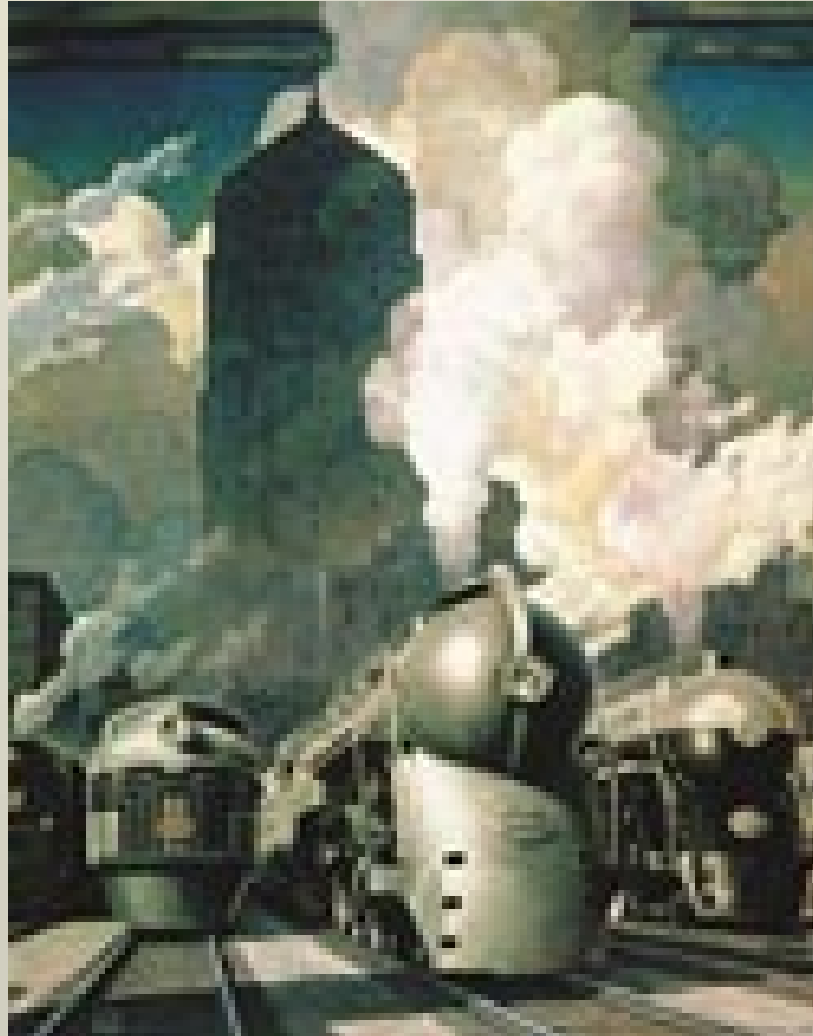
Recommendations for any activities: (Links to professional development continuing competence plans and/or performance and CASP objectives)

NB. The content of this report has been discussed with the Supervisee. A copy may be placed in the professional portfolio and be provided to the Supervisee's Team Leader/Charge Nurse/Line Manager on request. The Supervisor Report may also be used for supervisor audit purposes. This will be carried out by the Professional Leader accountable for the Supervisor Portfolio to ensure quality supervision practices are occurring.

Signatures: _____ Supervisor _____ Supervisee _____



Monitoring?



Monitoring & Evaluation Methods (1)

- Portfolio Holder - oversight
- Supervisor-Supervisee fit - Staff-Line Managers
- Supervision Agreement (template)
- Attendance Log - in professional portfolio
- Supervision Session Evaluation - Template / other
- Staff selection process for Supervisor training



Monitoring & Evaluation Methods (2)

- Supervisor Evaluation Forms
 - By supervisee
 - Supervisor self-evaluation
- Supervision Report
 - Template
 - Feedback loop to management on how supervision is progressing
- Supervision Survey and Audit
 - Quality and Quantity
 - How are we doing?
 - Gaps?



Audit Tool (Supervisee & Supervisors)



Audit - 2010

Aims & Objectives

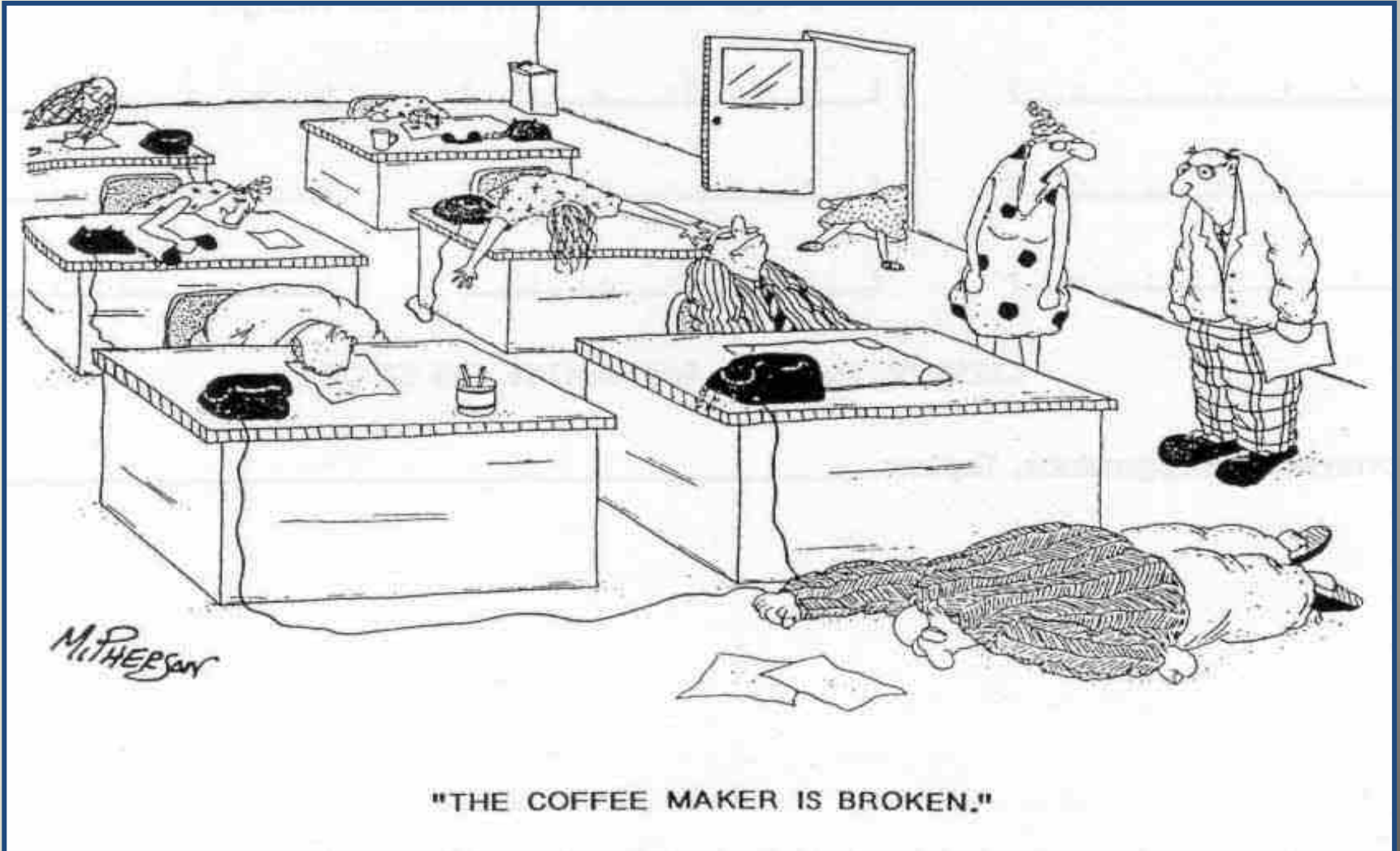
- Measure the current uptake & practice of supervision
- Measure current knowledge & understanding
- Examine the differences between Allied Health professions / groups
- Set benchmark standards
- Identify aspects for further policy / training improvements

Methodology

- Audit tool
(Questionnaire)
- Email cascade
(Team Leader & Practice Supervisors to staff)
- Covering letter for participants
- Returns by mail

Thanks!

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Key References

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