# **Module 4 -** [**When Supervision Works**](https://oneworkforcesussex.com/mod/hvp/view.php?id=354)

**When Supervision Works - Enablers and barriers to supervision (Video Transcript)**

“*Some enablers to successful supervision identified include: regular supervision, which occurs within protected time, private space, and delivered flexibly. In addition, supervisees are offered a choice of supervisor, supervision is based on mutual trust and positive relationship, a cultural understanding between supervisor and supervisee, a shared understanding of the purpose of supervision based on supervisees needs, focused on enhancing knowledge and skills, training and feedback for supervisee, and the use of mixed supervisor models (Masamha et al 2022).*

*Some barriers to effective clinical supervision include lack of time, space, and trust. A lack of shared understanding of the purpose of the supervision, and a lack of ongoing support and engagement from leadership and organisations (Rothwell et al 2021). Clinical supervision can be seen to be used as a tool for reprimand, discipline, performance management, and surveillance instead of support (Puffett & Perkins 2017). Where supervision may be used for performance management, clinical supervision is designed to be a positive form of learning designed to support professional development.”*

* *Puffett, N. , & Perkins, P. (2017). What influences palliative care nurses in their choice to engage in or decline clinical supervision? International Journal of Palliative Nursing, 23(11), 524–533. [*[*PubMed*](https://pubmed.ncbi.nlm.nih.gov/29172885)*] [*[*Google Scholar*](https://scholar.google.com/scholar_lookup?journal=International+Journal+of+Palliative+Nursing&title=What+influences+palliative+care+nurses+in+their+choice+to+engage+in+or+decline+clinical+supervision?&volume=23&issue=11&publication_year=2017&pages=524-533&pmid=29172885&)*]*
* *Rothwell C, Kehoe A, Farook SF, et al. Enablers and barriers to effective clinical supervision in the workplace: a rapid evidence review. BMJ Open 2021.*
* *Masamha R, Alfred L, Harris R, Bassett S, Burden S, Gilmore A. 'Barriers to overcoming the barriers': A scoping review exploring 30 years of clinical supervision literature. J Adv Nurs. 2022 Sep*

**Reflective Question: What do supervisees need?** *Use this space to think about what you think supervisees need - in your own words. Try to draw from your own experiences of being a supervisee.*

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| Supervisees need regular and protected time for supervision, ensuring they have a private and safe space to discuss their concerns openly. They need flexibility in how supervision is delivered and the option to choose their supervisor to build mutual trust and a positive relationship. A shared understanding of the supervision's purpose, focusing on their professional development needs, is crucial. Supervisees also benefit from clear communication, ongoing support, constructive feedback, and training to enhance their knowledge and skills. Additionally, they need assurance that supervision is a supportive and developmental process, not a tool for reprimand or surveillance. From my own experience, having a supportive supervisor who listens and provides tailored guidance has been invaluable for my growth and confidence. |

**A list of Supervisee’s needs from their supervisor:**

* I know who my supervisor is
* My supervisor has the appropriate skills and knowledge to support me in my role
* I Have a supervision contract agreed with my supervisor
* I have a good working relationship with my supervisor based on mutual trust
* Planned supervision happens as scheduled and is not cancelled or postponed
* Supervision happens in a space where I feel comfortable to talk
* My supervisor encourages me to reflect
* I can work through incidents/experiences using reflection and discuss personal impact
* Supervision does not feel rushed, and there are no interruptions
* Ad hoc supervision is available when I need it
* I come out of my supervision feeling restored
* By the end of my supervision, I have formulated some action plans to take forward
* Supervision has a positive impact on my work

*There are many more things a supervisee could need, these are just a starting point.*

**Reflecting on your own practice:**

**Reflective Question: Thinking about your current supervision practice, choose one point from the previous slide that you do well. What could be even better based on the other suggestions?**

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| In my current supervision practice as a nursing student, I do well in ensuring that supervision happens in a space where I feel comfortable to talk. I make sure that the environment is welcoming and free from distractions, which allows for open and honest communication.However, one area that could be improved is ensuring that planned supervision happens as scheduled and is not canceled or postponed. By improving my time management and commitment to scheduled sessions, I can provide more consistent and reliable supervision, thereby enhancing the trust and support my supervisee feels. |

**Reflective Question: In reference to the above list, write down one point that you think isn’t done exceptionally well. Why do you think this? And how could you make it better?**

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| One point from the list that isn’t done well in my current supervision is "Planned supervision happens as scheduled and is not canceled or postponed." I think this happens due to the busy schedules and competing priorities of both the supervisors and supervisees. This inconsistency can disrupt the flow of support and hinder the building of a strong, trusting relationship.To make it better, I could propose setting up a fixed supervision schedule well in advance and making it a priority for both parties. Additionally, implementing a reminder system and creating a backup plan for unforeseen circumstances can help ensure that supervision sessions are maintained as planned. By emphasizing the importance of these sessions and committing to them, we can improve consistency and reliability in the supervision process. |

**An example answer for this question:**

**Supervision happens in a space I feel comfortable to talk.**

*"The office is a busy place and even though I put a ‘do not disturb’ sign on my door when carrying out supervision, we are inevitably interrupted. When this happens my supervisee loses track of their thoughts making a real impact on our conversation.*

*We discussed solutions to this, and both decided that leaving the building would be the best idea; we now have supervision outside whilst taking a walk; both of us find this a great solution and my supervisee now feels listened to and her supervision is positively impacting her. I feel good about being their supervisor as I can now focus on what is being said without interruptions and genuinely feel I am present for them."*

**An example of person-centredness: Scenario’s:**

While watching the two videos below, please think about the following questions:

* What are the differences from both conversations that impacted the outcome?
* What elements of person-centredness do you see?
* What are your reflections?

Differences between both conversations that impacted the outcome:

The differences in approach between the two conversations influenced the outcomes. In the first conversation, the supervisor empathized with the supervisee's feelings and actively engaged in collaborative problem-solving, resulting in a more emotionally supportive interaction. In contrast, the second conversation focused more on practical steps to handle the complaint, with less emphasis on emotional support, impacting the outcome by potentially leaving the supervisee feeling less supported and understood.

Elements of person-centeredness observed:

Both conversations exhibited elements of person-centeredness, including empathy, respect, and collaboration. In both cases, the supervisors showed empathy towards their supervisees, respecting their feelings and perspectives while collaborating to address the issue at hand.

Reflections:

Upon reflection, it's evident that providing emotional support is crucial in supervision, especially during challenging situations. Balancing practical steps with empathy can enhance the effectiveness of supervision interactions, fostering a supportive and understanding environment for supervisees. Additionally, tailoring supervision approaches to meet individual needs is essential for promoting supervisee well-being and professional growth.