

Core Supervision Model for Multi Professionals

Clinical supervisor qualities and skills -
Relevant for locality clinical supervisors,
supervisors and supervisees

Knowledge and understanding

- Has undertaken appropriate clinical supervision training for supervisors (1 or 2 days)
- Understand the purpose and function of clinical supervision
- Understand the boundaries of supervision and can maintain them appropriately
- Understands the following components within the model of supervision practice. As described by Proctor's Interactive Model of Supervision (2008):
- Managerial (NORMATIVE or MANAGERIAL function. This is concerned with effectiveness of the practitioner's work, with ethical and professional issues and with the pt./client's needs
- Educative (FORMATIVE or EDUCATIONAL function. This is concerned with the continued development of skills, abilities and understandings of the supervisee)
- Supportive (Restorative or SUPPORTIVE function. Concerned with how supervisees respond emotionally and survive the stresses of their work)
- Understands the purpose and use of a supervision contract

Supervisor Practice skills

- Can explain to supervisees the purpose and value of clinical supervision
- Can put in place a mutually agreed way of working i.e. a supervision contract
- Can maintain appropriate personal and professional boundaries
- Is aware and can maintain a place for supervision that is:
- Empathic
- Genuine
- Congruent
- Trustworthy
- Can maintain and understands the balance and functions between the managerial, educative and supportive elements within clinical supervision
- Can facilitate a clinical supervision session ensuring that the session begins and ends on time and appropriately

Supervision skills (Heron's 6 cats)

- Can use the following types of
- Intervention
- Prescriptive
- Informative
- Confrontative
- Catalytic
- Cathartic
- Supportive
- Giving and receiving critical feedback
- Can give feedback in a way that is:
- Clear, owned, regular, balanced, specific (CORBS)
- Behavior, example, effect, future (BEEF)
- Can usefully focus on reported content supervisee's interventions and clinical practice
- Awareness of transference and counter-transference
- Can describe own way of working
- Can offer own experience appropriately
- Can develop self-supervision skills in supervisees

Qualities of an effective supervisor

- Commitment to the role of supervisor.
- Comfortable with the authority inherent in the role of supervisor.
- Can encourage, motivate and carry appropriate optimism
- Sensitive to supervisee's needs
- Sensitive to individual differences due to:
 - Gender
 - Age
 - Ethnic background
 - Personality
 - Professional training
 - Sense of humour
- Commitment to own ongoing development
- Have ensured own appropriate supervision
- Committed to updating own practitioner and supervisory skills and knowledge
- Can recognise own limits and identify own strengths and areas requiring attention and further development as supervisor
- Is able to acquire regular feedback from:
 - Supervisees/peers own supervisor/seniors

For group supervisors

- Have knowledge of group dynamics
- Can use the process of the group to aid the supervision process
- Can handle competitiveness in groups

For senior organisational supervisors or supervisors

- Can supervise interprofessional issues where appropriate
- Can supervise inter-organisational issues where appropriate
- Have knowledge of stages in team and organisational development
- Can facilitate organisational change where appropriate
- Can promote and create a learning culture in which supervision flourishes