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