

CAN REFLECTIVE SUPERVISION VIA TELEPHONE FACILITATE PROBLEM SOLVING AND LEARNING IN CLINICAL PRACTICE IN RURAL AND REMOTE SETTINGS?

FIONA HEATH

CHILD AND YOUTH MENTAL HEALTH

CLINICAL PRACTICE SUPERVISION PROGRAM –
RURAL AND REMOTE

NADINE LITLEDALE

TALKING ON THE PHONE (OR V/C, MOVI)

Whom?

What?

How to do these factors influence the perception of safety on the phone?

Think about the relationship where you are most comfortable to discuss a mistake or something about which you are uncertain or vulnerable. Would you feel as comfortable talking on the phone with them? Why/Why not?

CYMHS –CLINICAL PRACTICE SUPERVISION PROGRAM: RURAL AND REMOTE STAFF

Clinical supervision (rural, remote,some regional)

Supervision of supervision (regional)

Informed by Queensland Health Clinical Supervision Guidelines for Mental Health (being repealed)

Mandated within the Allied Health Professional Support Framework

ADULT LEARNING

Curiosity

Safety and trust (fit with learning style, shared understanding)

Commitment to professional learning and development

Collaboration

Goals

New experiences, situations

Awareness that assumptions constrain learning

Feedback

Evaluation- self

(see Johnson & Brager, Principles of Adult Learning for a review of the literature.)

KEY PROCESSES

Curiosity and questions

Establishing the relationship

Establishing the framework

THE SUPERVISORY RELATIONSHIP

Supervisory Working Alliance

**Agreement
on Goals**

**Agreement
on Tasks**

**Emotional
Bond**

(Bordin, 1983; Bambling et al. 2006)

From Introduction to Supervision QCMHL

ESTABLISHING THE FRAMEWORK

- Introductions
- Expectations – confidentiality
Goals/outcomes
- Methodology
- Feedback
- Evaluation
- Review processes

PROCESSES THAT FACILITATE PROBLEM SOLVING

A mental state shift (Attachment theory)

Problem reframing (Family therapy models)

Multiple idea facilitation (Osborn, A 1953)

Inducing change of perspective. (ACT, Family therapy models, CBT)

SEVEN-EYED SUPERVISOR MODEL – POINTS OF INTERVENTION

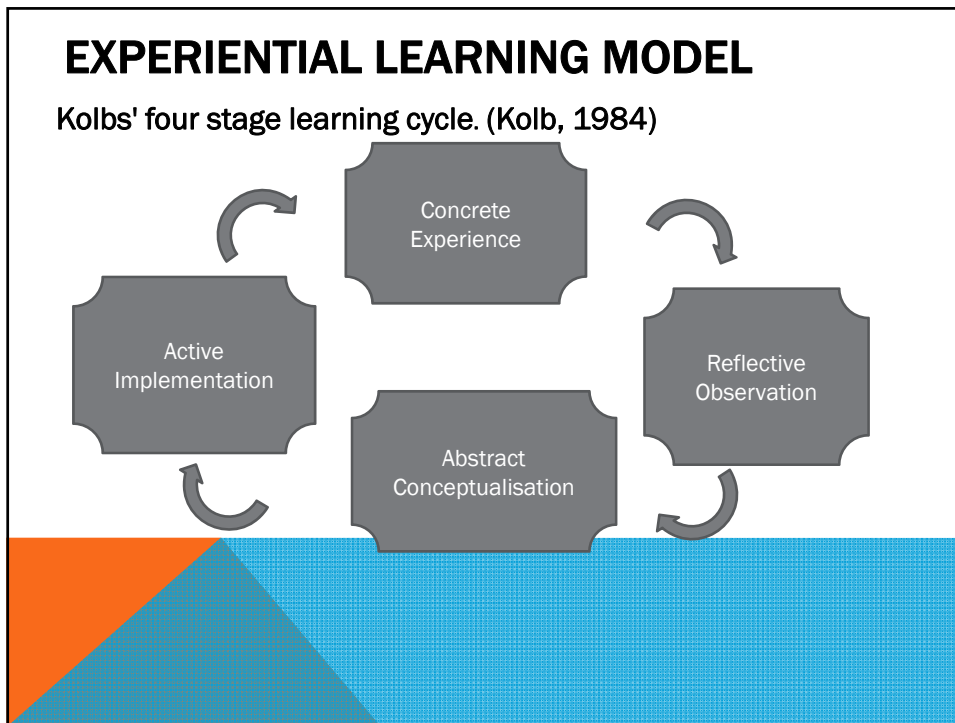
1. Client/Content
2. Intervention being used (Strategies)
3. Relationship – therapy/education/relationship
4. Supervisee Reactions – therapist/facilitator process
5. Relationship of Supervisee with Supervisor
6. The Supervisor (reactions, intuitions) – own process
7. Systems involved – organization, context, teams

(Hawkins & Shohet, 2006)

FUNCTIONAL FRAMEWORK

Kardushin, A. (1976) supportive, educational,
managerial

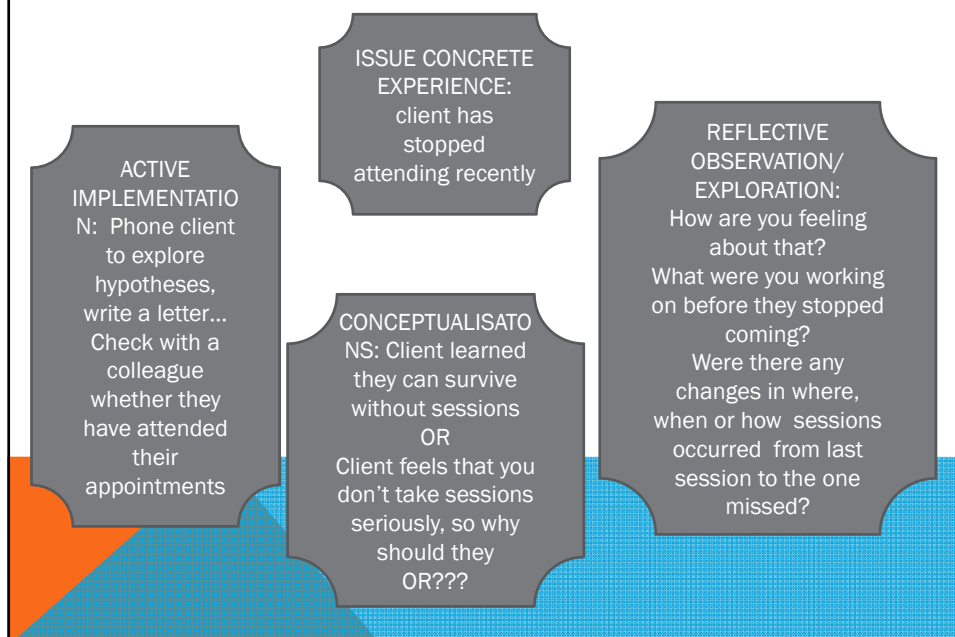
Proctor, B (1988) restorative, formative, normative



SUPERVISEE QUESTIONS FOR REFLECTION: INTEGRATED PROCESS /WA MODELS/FUNCTION

Client	Who will I discuss, why, what information should I provide?
Intervention	What have I been working on with this consumer, what do I want from my supervisor regarding my skill in working?
Therapeutic relationship	Are there any boundary, safety issues?
Supervisee reactions	How is the work affecting me?
Supervisor/supervisee relationship	Do I feel able to take my vulnerabilities about my work to my supervisor?
Supervisor process	Am I open to feedback from my supervisor regarding this work?
System	Who else is involved, what is the impact of that?

EXAMPLE (BASED ON KOLB'S MODEL)



REFLECTIVE PROBES

How did that make you feel?

Is it a familiar feeling?

What would you have liked to have said at this point

What did you feel like doing?

If you had more time where would you have liked to have gone?

Had you any ideas about what you wanted to do with that?

Did that remind you of anything?

What did you think the client was feeling about you?

(from Bernard and Goodyear, 2009 p. 230)

OBSERVATIONAL FEEDBACK/ REFLECTIVE OBSERVATION

1. "I noticed that when you spoke about that client you spoke quickly and as if you were out of breath"
2. "I noticed that I felt very confused when you talked about....."
3. "It seems as though this client attends lots and lots of appointments"

OBSERVATIONAL FEEDBACK AND FURTHER THOUGHT

1. I wonder what the breathlessness was about, how do you feel when you are with them....
Why do you think that might be?
2. Do you feel confused when you are with them? Do you think your client understands what you are presenting?
3. What might be the impact upon your client of having so many appointments to attend?

EVALUATION

Part of the review process set up in the supervisory contract

Directly linked to the goals discussed and outcomes described in the contract.

Primarily self-evaluative – have I learnt what I wanted?

FACILITATING LEARNING AND PROBLEM SOLVING

Some of the factors that assist the process include:

Supervisors working within supervisory models which they are able to articulate

Supervisory models that emphasise a **collaborative** rather than hierarchical/expert process.

FACILITATING LEARNING AND PROBLEM SOLVING (2)

A written, explicit supervisory contract

A reflective, experientially-based process

An observational feedback process

An evaluative review process primarily owned
by the supervisee

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