



Supervisor Fundamentals: Reflective Practice, Reflective Supervision, and Coaching

Ontario NFP Supervisor Education
Face to Face Education Session – July 15, 16, 22, 23
2019 Hamilton ON



I AM
strong.

I cAN
do this.*

I believe
in MYSELF.

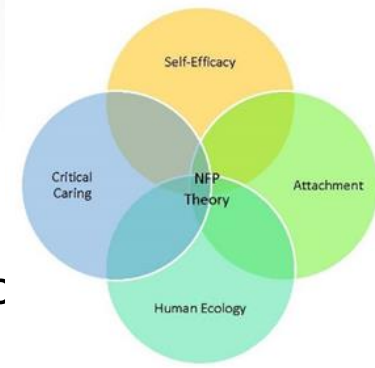
* I Am doing this.

Competencies

- Provides administrative leadership to the operation and sustainability of a NFP team
- Applies principles of supervision that promote the clinical and professional development of all team members
- Promotes PHNs' development of competence to deliver the NFP home visiting intervention
- Ensures the NFP program is implemented with fidelity to established core model elements.



Applies NFP Theories



Attachment:

- Focus on developing empathetic and trusting relationships among the team members

Critical Caring:

- Provides a framework for guiding reflective practice and supervision

Human Ecology:

- Assesses and supports PHN relationship with Microsystem, Mesosystem, Exosystem, and Macrosystem
- Focus on the therapeutic relationship between PHN and client/family

Self-Efficacy:

- Focus on building individual and team self-efficacy
- Emphasis on forming warm, caring relationships between and amongst team members
- Supervisor role models behaviour that is desired in NFP PHNs/team

Supervisor actively supports PHNs' use of NFP theories in all aspects of their practice

Learning Objectives

- ❖ Describe the components and purpose of reflective practice
- ❖ Describe the difference between clinical and reflective supervision
- ❖ Identify how to create a safe environment for reflection practice and supervision to occur
- ❖ Discuss typical benefits and challenges encountered during reflective supervision
- ❖ Practice techniques of reflective supervision
- ❖ Define workplace coaching
- ❖ Differentiate between coaching and reflective supervision
- ❖ Describe the purpose and expectations for use of the NFP Supervisor forms
- ❖ Describe how the Seven-Eyed model of supervision can assist you in home visit

Outline

1. What is reflective practice?
2. Purpose of reflective supervision in NFP
3. Structuring a safe environment for reflective practice
4. NFP supervisor forms used in reflective supervision
5. Purpose of reflective supervision in NFP
6. Clinical supervision versus reflective supervision
7. Using the STAR Framework in 1:1 Reflective Supervision
8. Conducting joint observation (accompanied) home visits
9. Workplace coaching

★ What is reflective practice?

- In what ways, have you practiced reflection since you began at NFP?
- What does reflective practice mean to you?
- How do you feel about reflective practice?
- Fill-in the blank questions

Page 21 of your workbook



★ **Activity: To identify benefits and challenges of reflective supervision.**

Page 22 of your workbook



Purpose of reflective supervision in NFP

“Reflective Supervision is a collaborative relationship for professional growth that improves program quality and practice by cherishing strengths and partnering around vulnerabilities to generate growth.”

(Shahmoon-Shanok, 2009 p. 8)

Five key components to successful reflective supervision:

- Relationship-based
- Reflection
- Collaboration
- Regularity
- Safety



➔ Take a moment to review these concepts in your workbook page 23

Examples of questions that support self-reflection:

- How would I feel if I was in this situation?
- What assumptions might I be making?
- What does this trigger for me?
- What am I bringing to this situation?
- How is my role as a nurse supervisor helping the PHN move the client towards self-efficacy or other program outcomes?



The ***purpose*** of reflective supervision is to improve practice and support professional growth which, in turn, will impact client outcomes. As a supervisor, you will have the opportunity to support a PHN where things are going well, and in areas where she or he may need more support

*Leaders
must either
invest a
reasonable
amount of
time attending
to fears and
feelings,*

OR SQUANDER AN UNREASONABLE AMOUNT
OF TIME TRYING TO MANAGE INEFFECTIVE AND
UNPRODUCTIVE BEHAVIOR.



Brené Brown

★ Activity: Identify questions supervisors may have concerning reflective supervision.

Bottom of Page 24 of your workbook





Debrief:

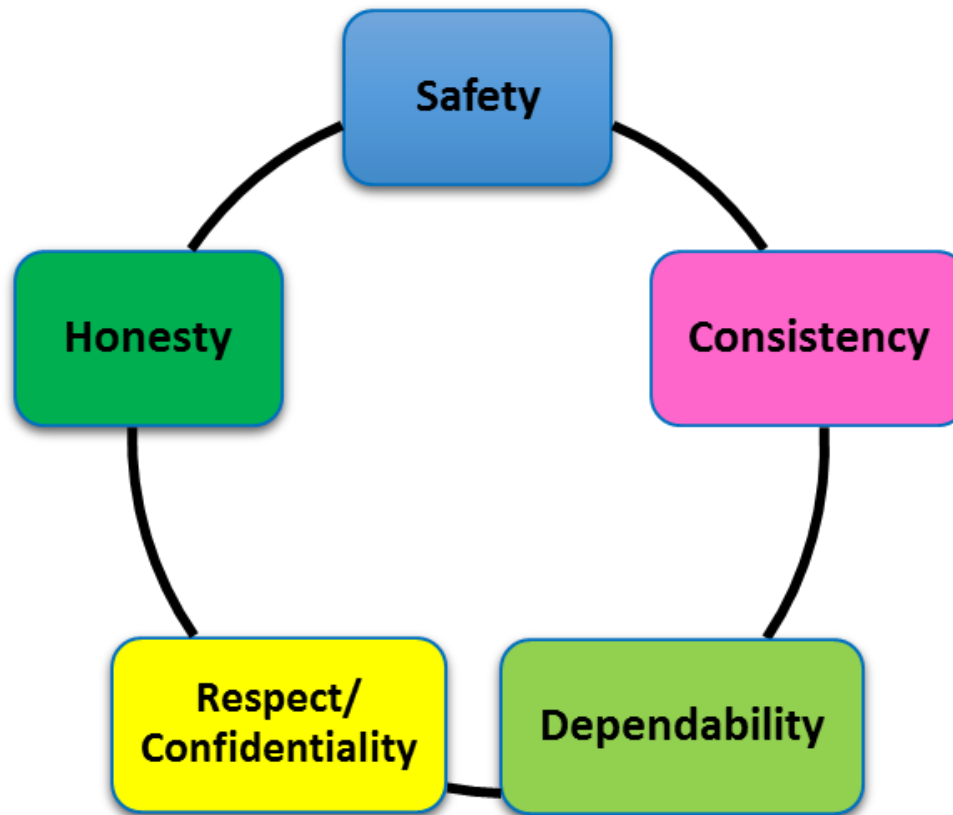
- Review the list of top questions
- Add any issues that will not get covered in Supervisor Fundamentals to parking lot

NFP Supervisors need Reflective Supervision too!

- It is also important for you, as a nurse supervisor, to have someone you trust to reflect with. This could be provided by a peer or by your supervisor.
- This supports parallel process. You, as a supervisor, pass on your good reflective processes to the PHNs you supervise.
- How supervisors are with staff influences how staff will be with the families [and parents] they serve

Structuring a safe environment for reflective practice

Attributes which support a “circle of trust”



Adapted from Heller and Gilkerson (2009)

Definition of Trust





NFP International

Reflective Supervision Project

- One of the 10 themes that emerged from the participants (nurses and supervisors) was “Factors that facilitate or impede the process of reflective supervision”
- Having a trusting relationship between the SV and nurse was identified as the main factor to enhance (or inhibit) Reflective Supervision
- Importance of being able to be open and honest and ideally ‘agenda match’ with each other was also important

NFP International

Reflective Supervision Project

- Additional comments related to how RS should make the NFP nurse feel; RS process should

“make a nurse grow in confidence”

“be an enhancing process”

and *“the nurse should feel better because of it”*

NFP International

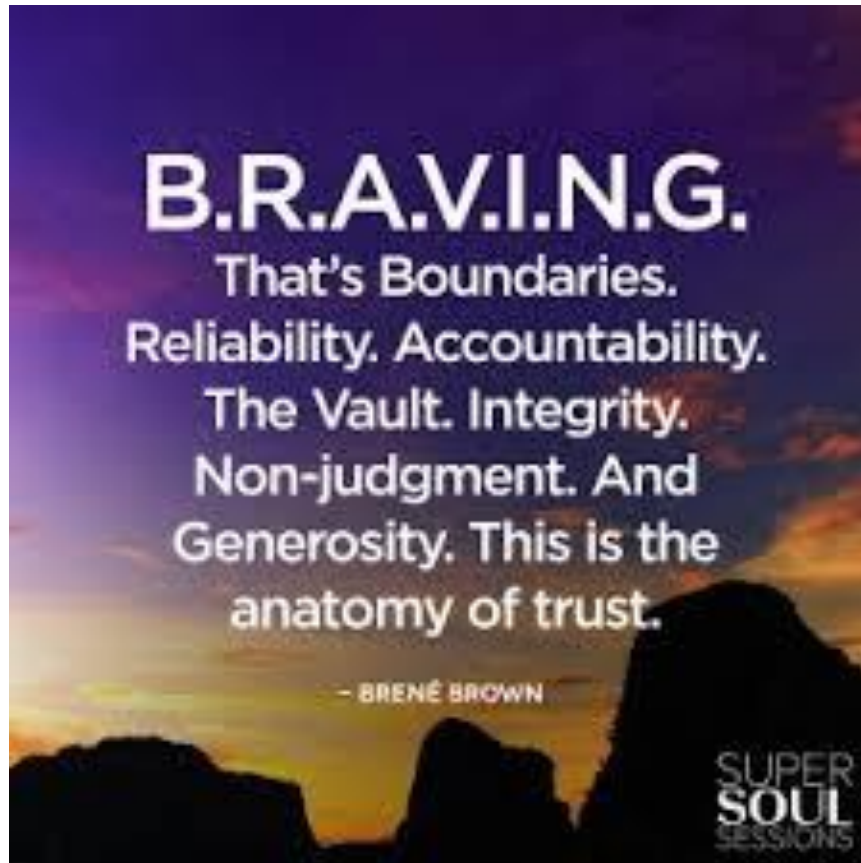
Reflective Supervision Project

- Personal impact of reflective supervision:

*“Supervision has a tremendous positive impact on my ability to deliver the program in the best possible way due to feeling value, supported and having to set some time aside to review cases.”
(NFP nurse)*

*“It can make or break me. It impacts on my emotional availability to deliver the program.”
(NFP nurse)*

Anatomy of Trust





Reflect upon the following questions individually and jot down your thoughts:

- What do you need from your team to feel safe?
- What factors will you need to consider and address to create safety and trust on your team?
- What strategies might be effective to create safety?



The art of good listening

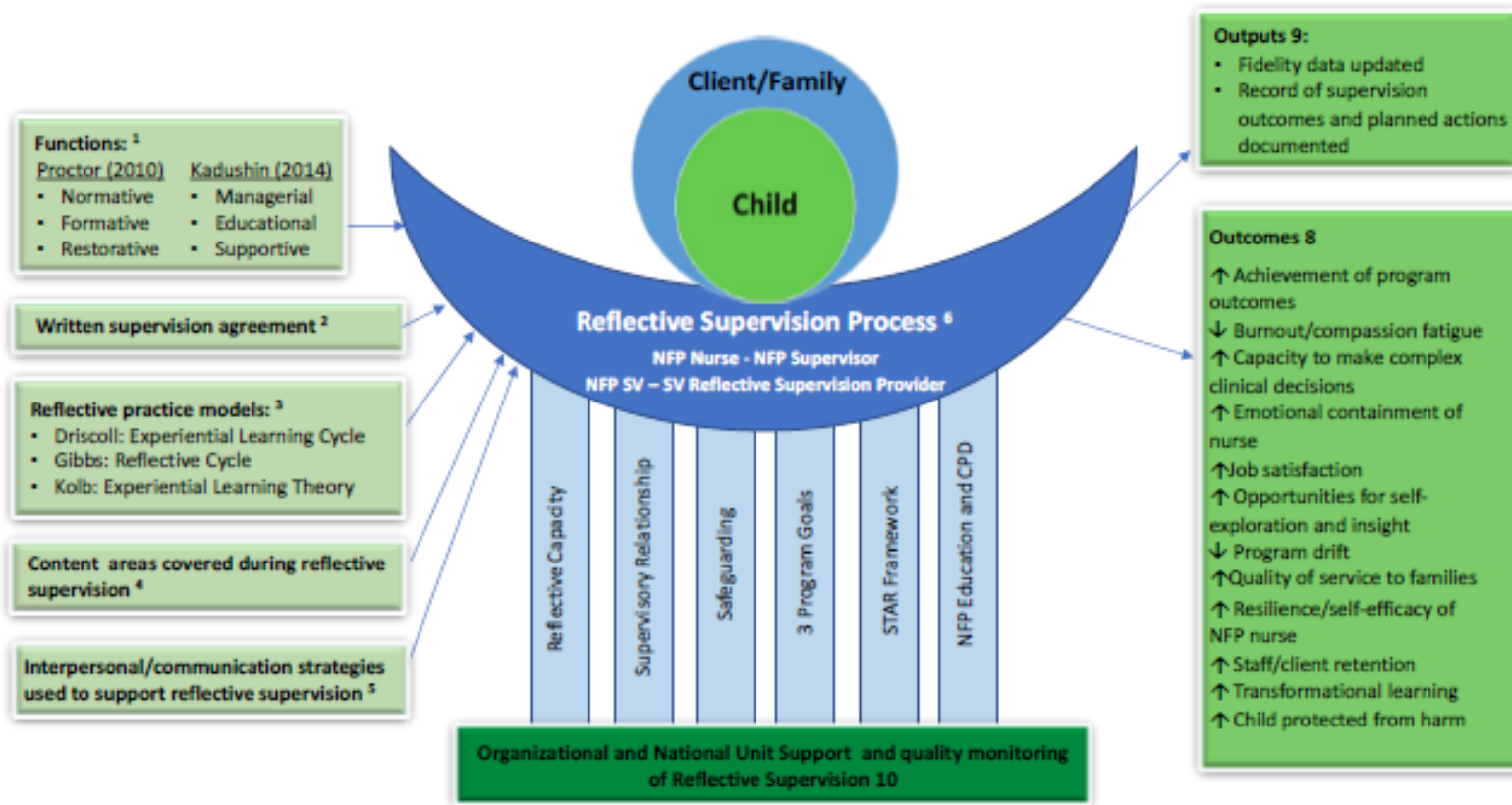
homework

Read page 27 of your workbook



NFP International Reflective Supervision Framework

NFP Reflective Supervision Framework



NFP supervisor forms used in reflective supervision

- | | |
|--|---|
| <ul style="list-style-type: none">● Case Presentation● Case Presentation Using STAR Framework*● Getting Ready for Supervision*● Home Visit Observation Form:<ul style="list-style-type: none">○ PHN○ Supervisor *● How is Supervision Going Between Us?● The Nurse Difference Game | <ul style="list-style-type: none">● Quarterly Supervision Record● Reflective Supervision Form *● Reflective Supervision Structure *● Significant Issues Worksheet● Team Meeting and Case Conference Form● Weekly Supervision Record*● What Can We Talk About in Reflective Supervision? |
|--|---|

Weekly Supervision Record

PHN: _____

Supervisor: _____

Site: _____

Date of Supervision	Time Spent in Minutes	Type of Supervision: CC = Clinical Consultation RS = Reflective Supervision	Where Supervision Occurs: IP = In-person TC = Teleconference VC = Videoconference HV = Home Visit N/A = Not applicable	Issues Focused on during Supervision Session	Reason Meeting Cancelled or Not Scheduled:
May 11, 2016	60	RS	IP	Retention issues, IPV, how to engage boyfriend	
May 17, 2016	15	CC	TC	Client disclosed recent IPV; PHN uncertain as to duty to report to child welfare	
May 18, 2016	60	RS	VC	Reviewed	
May 25, 2016	90	RS	HV	Joint HV Observation Form completed	
June 1, 2016	N/A	N/A	N/A	N/A	V - PHN

Reason meeting cancelled/not scheduled:

SC = Scheduling conflict

NC = Nurse Home Visitor (N) cancelled meeting

SVC = Supervisor (SV) cancelled meeting

W = Meeting cancelled due to weather

V = No meeting scheduled due to vacation

OR = No meeting scheduled due to other reasons (specify)

Reflective Supervision Form



Purpose: The process of completing this form helps to gather one's thought and be prepared for the reflective supervision session.

When to complete: The NFP Public Health Nurse (PHN) would complete this in advance of her reflective supervision session.

Name of NFP PHN _____ Date: _____

Name of NFP Supervisor: _____

Feedback About Previous Activities

Agreement About Activities

NFP PHN Agrees To:	By When	NFP Supervisor Agrees To:	By When

Next Meeting: _____
Date/Date Time

Plans for Next Meeting: (agenda items for next meeting; significant issues raised for further discussion, etc.):

1.
2.
3.
4.
5.

★ **Activity: To observe and assess components of a reflective supervision session.**

Page 28-29 of your workbook



<https://www.youtube.com/watch?v=fWHnbCRYvbc>



Debrief:

- Group members share their observations and assessments
- How might the PHN use the Reflective Supervision form to prepare for the 1:1 meeting with her supervisor?
- How will the skills used in supporting a PHN to reflect during 1:1 Reflective Supervision sessions be useful during case conferences, team meetings and joint home visits?

Gibb's Reflective Cycle Model



Provided as a laminated
handout

★ Activity: Practice conducting a reflective supervision session: Supervisor-Mentor.

Mentor = designated individual responsible for providing reflective supervision to the NFP supervisor

Page 32 of your workbook



Debrief:

- What was the most enjoyable for you about the process (supervisor and mentor)?
- What was challenging for you (supervisor and mentor)?
- When you were the mentor, how did you find:
Reflecting at least once before asking a question; asking powerful open-ended questions to support your partner to reflect deeply; summarizing; affirming your partner; and waiting to give time for thinking?
- How might you use this process in your reflective practice sessions with PHNs?

★Activity: To practice conducting a reflective supervision session: Supervisor-PHN

Page 34 of your workbook





Debrief:

- Identify what was easiest for you:
- Identify what was hardest for you:
 - Reflecting at least once before asking a question, asking powerful open-ended questions to support your partner to reflect deeply, summarizing, affirming your partner, waiting to give time for thinking, etc.
- How might you use this process in your reflective practice sessions with PHNs?

★Activity: Determine when to utilize clinical versus reflective supervision.

Page 35-36 of your workbook

**★ Activity: Practice using the STAR
Framework in 1:1 Reflective Supervision**

Page 36-37 of your workbook





Debrief:

- Review the Supervisor's documentation/assessments for steps 4-8 Reflective Supervision Structure Form
- Did this session require a clinical and/or reflective supervision approach and why?
- How can the STAR Framework be used to prioritize and plan interventions for this client?

Conducting Observation Home Visits

Requirement of Core Model Element # 12:

- *Each NFP team has an assigned NFP Supervisor who leads and manages the team and provides nurses with regular clinical and reflective supervision*

In addition to supporting 1:1 reflective supervision, the supervisor also facilitates:

- Case Conferences
- Team Meetings
- Field Supervision/Joint home visits
- Education/learning activities

Purpose of Observation Home Visits

- Present an opportunity for the PHN and supervisor to actively reflect on their experiences and observations, sharing these with each other in a collaborative, strength-based, and dynamic way
- Provides opportunities for reflection, coaching, learning, and growth
- One facet of NFP program continuous quality improvement

The history of the seven-eyed model

First published in 1985 to assist supervisees and supervisors have a great range of options

Developed in 1989 in Hawkins and Shoet
"Supervision in Helping Professions"
Open University Press
- 2nd edition 2000, 3rd 2006, 4th 2012
- Translated into six languages

Developed for Shadow Consulting of Consultants and for Coaches late 1990s

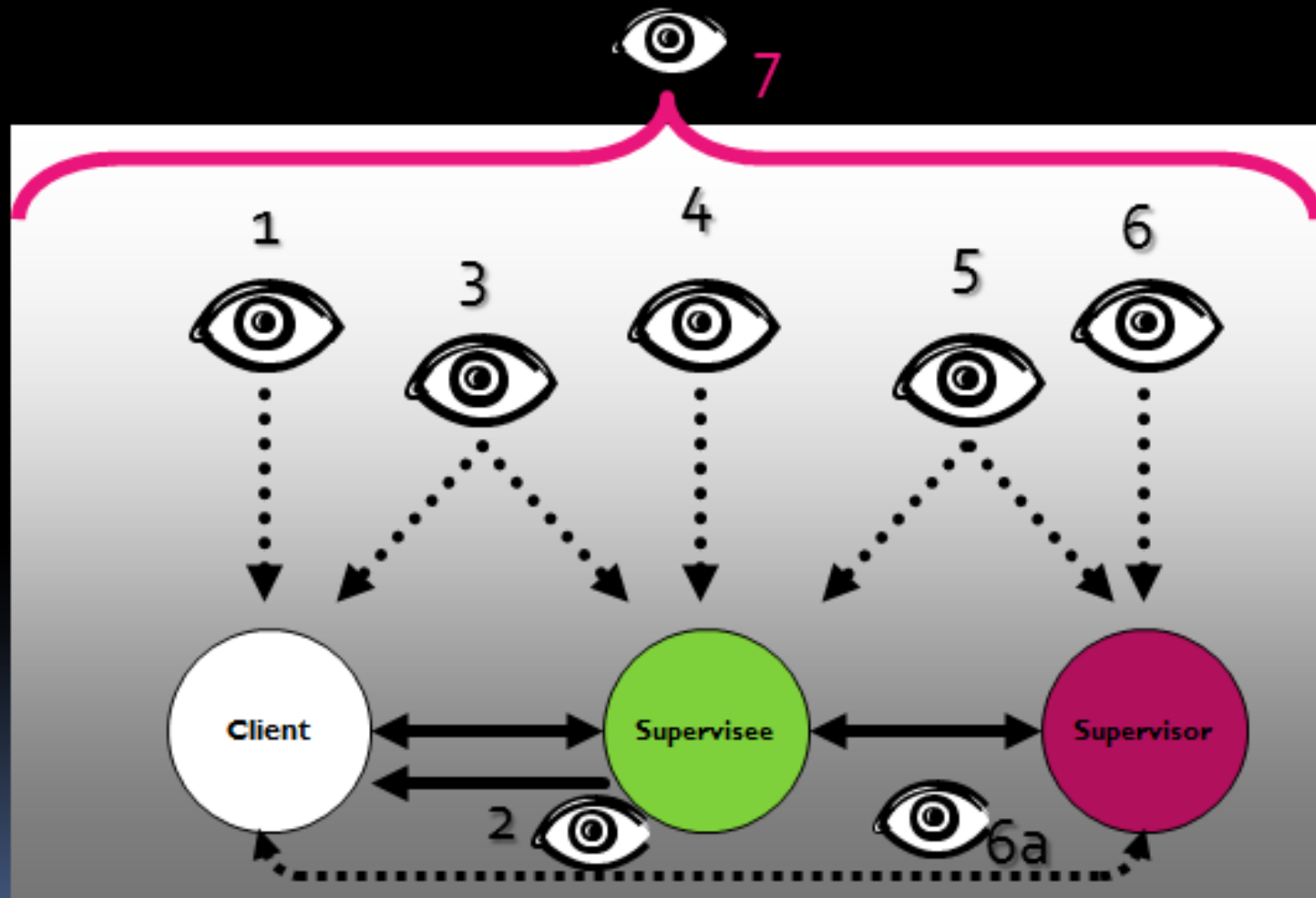
Coaching Supervision Developed in Hawkins and Smith: "Coaching, Mentoring and organisational Consultancy: Supervision and Development"
2006 McGraw-Hill 2nd ed.2013

Becomes the most used model of supervision globally and across many different professions

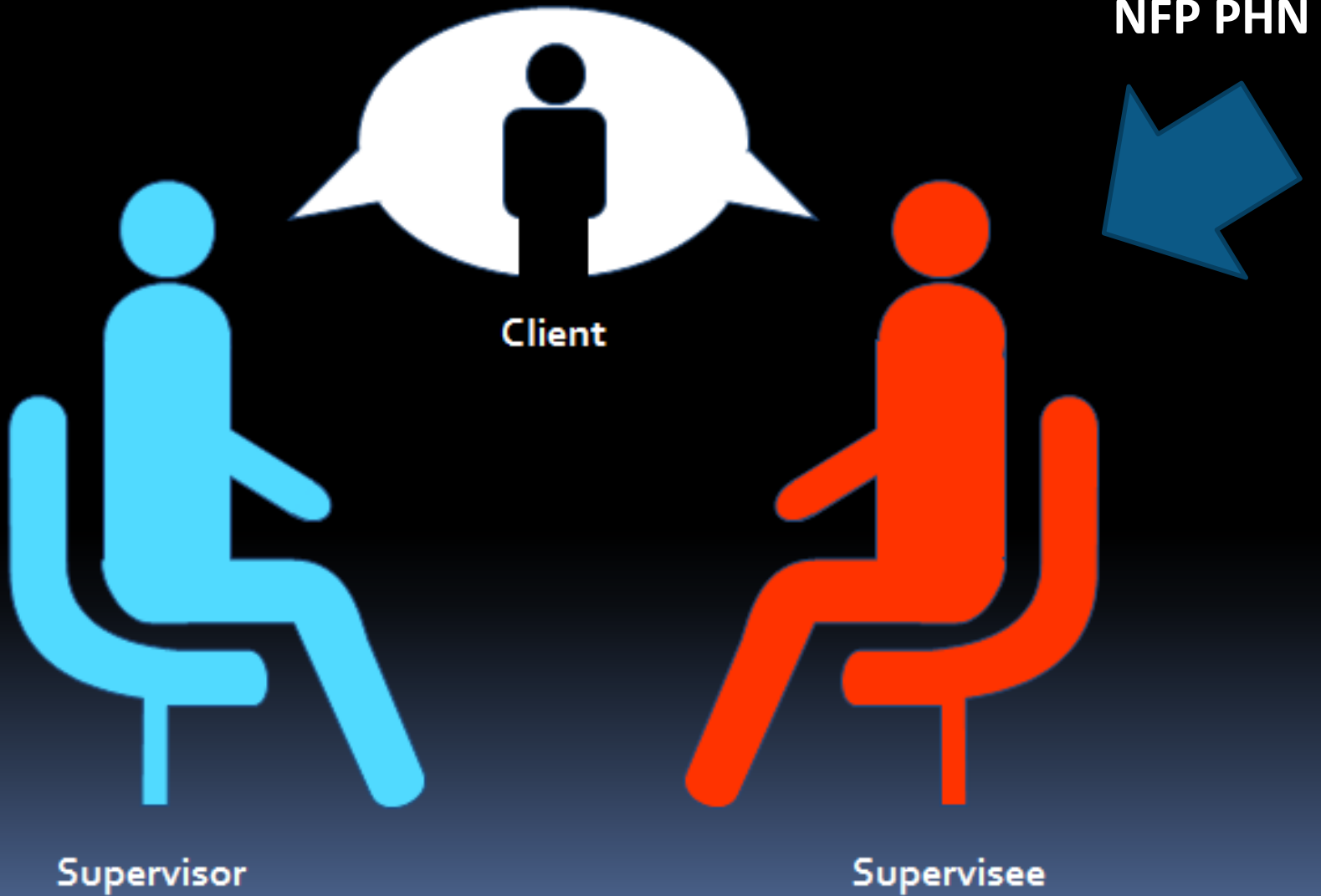
Still Evolving!!

The 'Seven Eyed' supervision model

(yes I know there's 8 eyes in this diagram...)



Meet the players...



Eye 1: Focus on the client

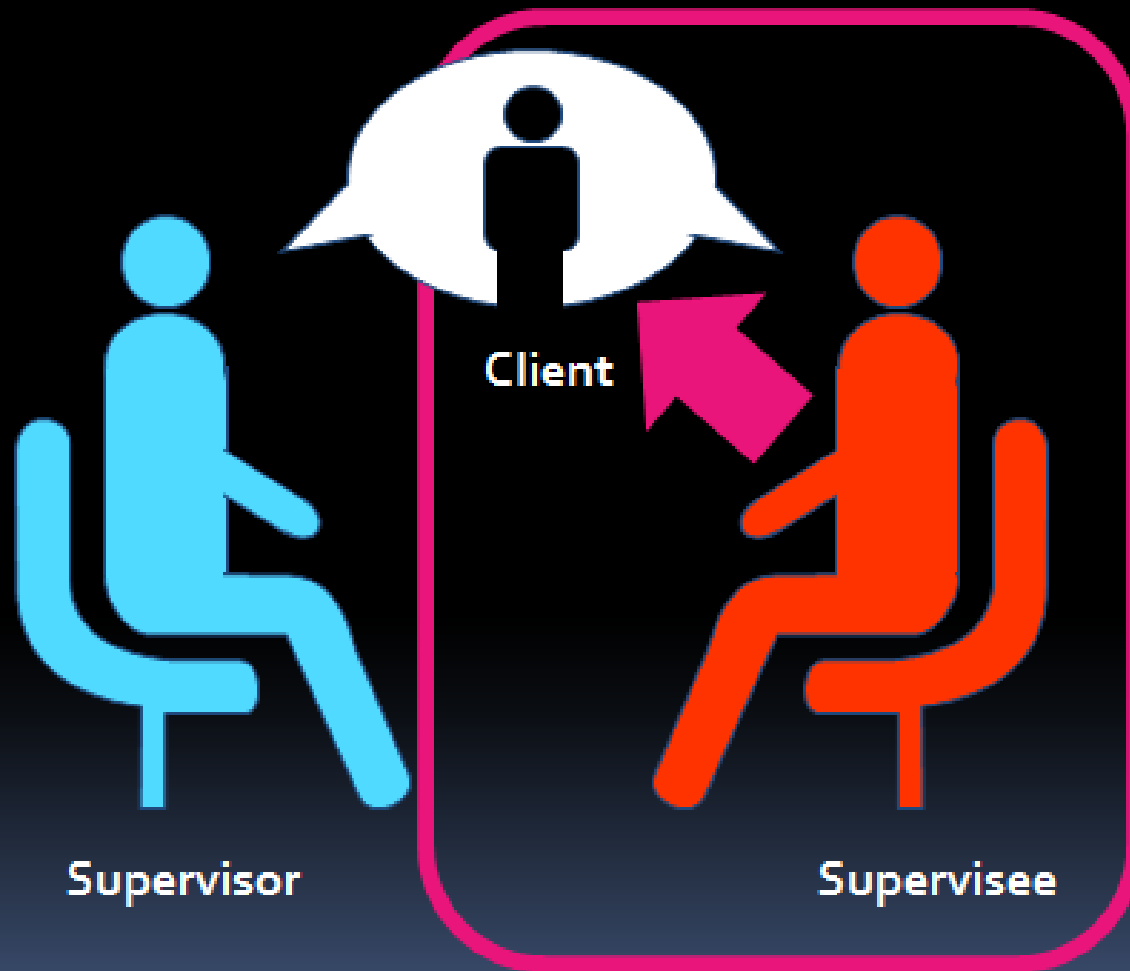


•Supervisee's description of the client:

- Look
- Movement
- Posture
- Voice
- Breathing
- Gesture
- Use of language

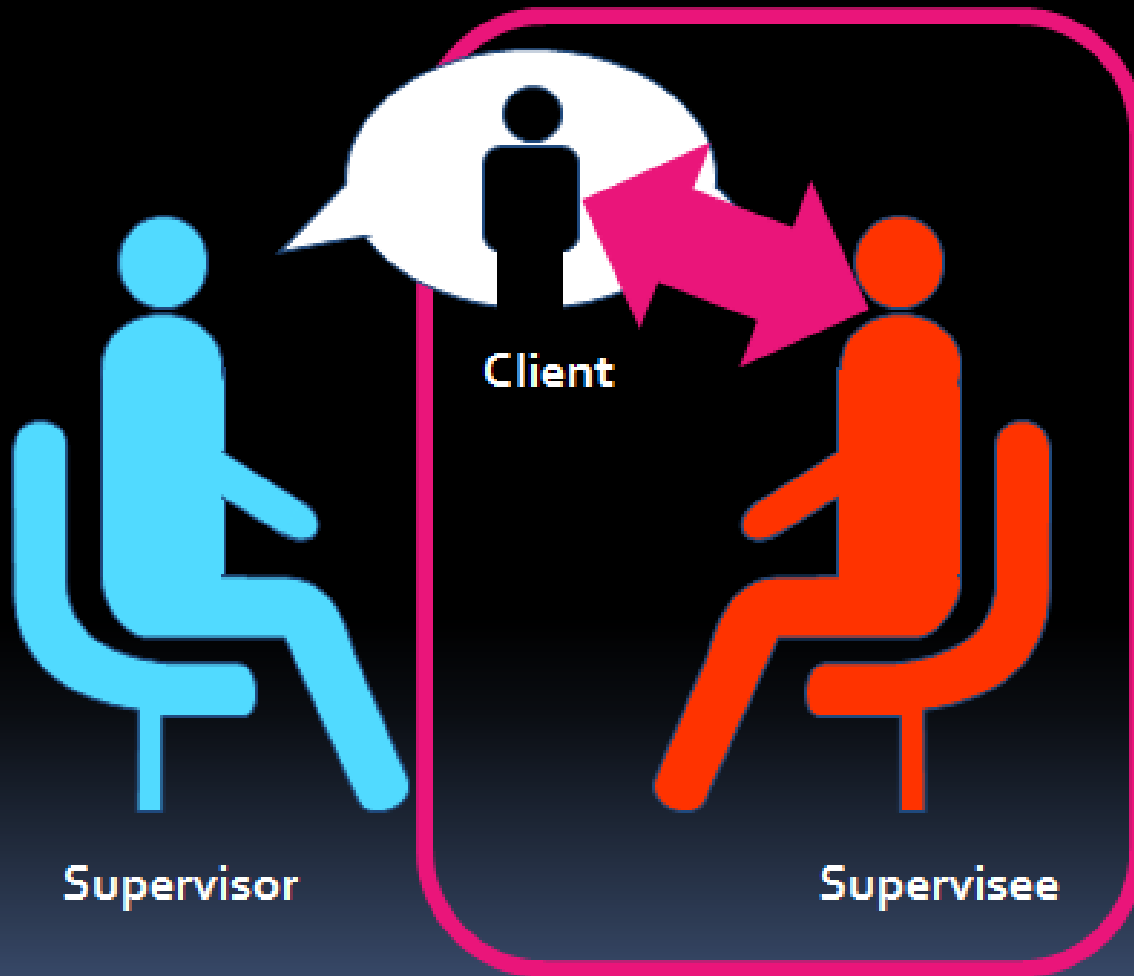
Purpose is NOT to understand the client or their 'problem' but to keep the client 'present' in the supervision session as a person rather than a problem or a task.

Eye 2: Focus on the intervention



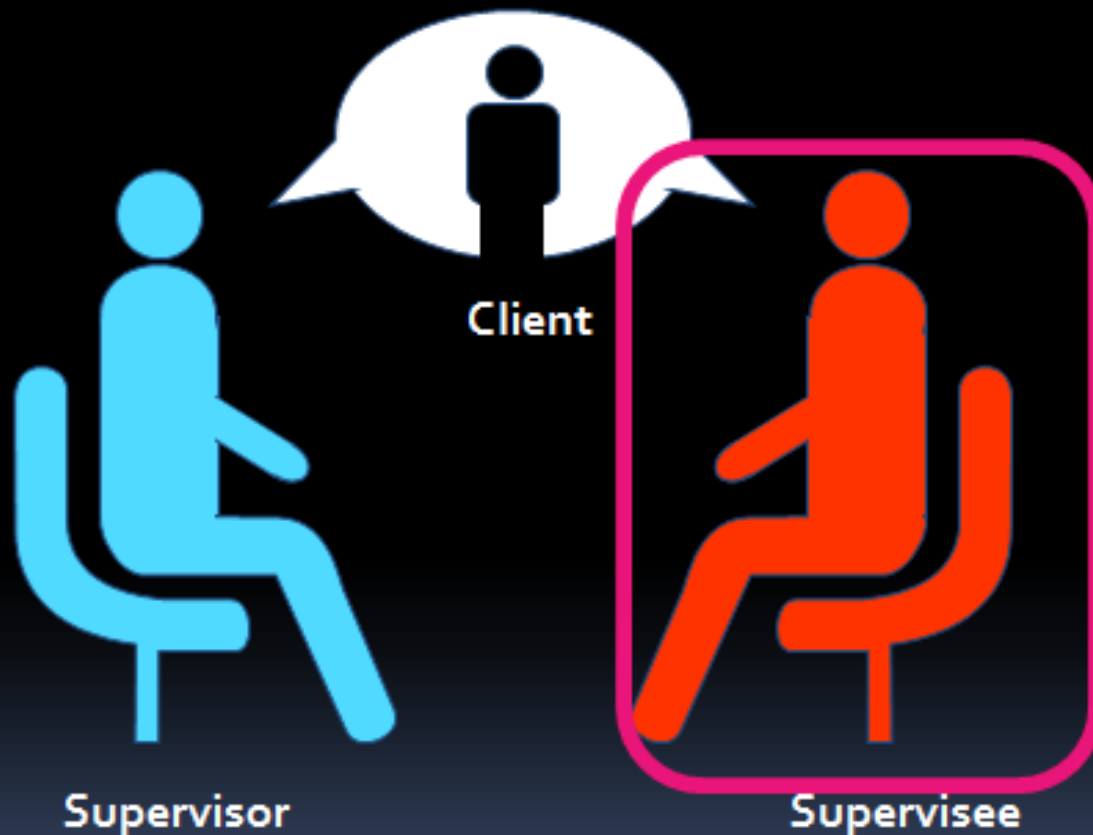
- What interventions have you used?
- What were your reasons for choosing them?
- Where are your interventions leading you?
- Types of intervention include **prescription, informing, confrontation, catharsis, catalysis, supporting.**
- Look for 'either-or' solutions suggested by the supervisee
- Brainstorm different options without evaluating them (go wild)
- Don't necessarily OFFER an intervention!

Eye 3: Focus on the client-supervisee relationship



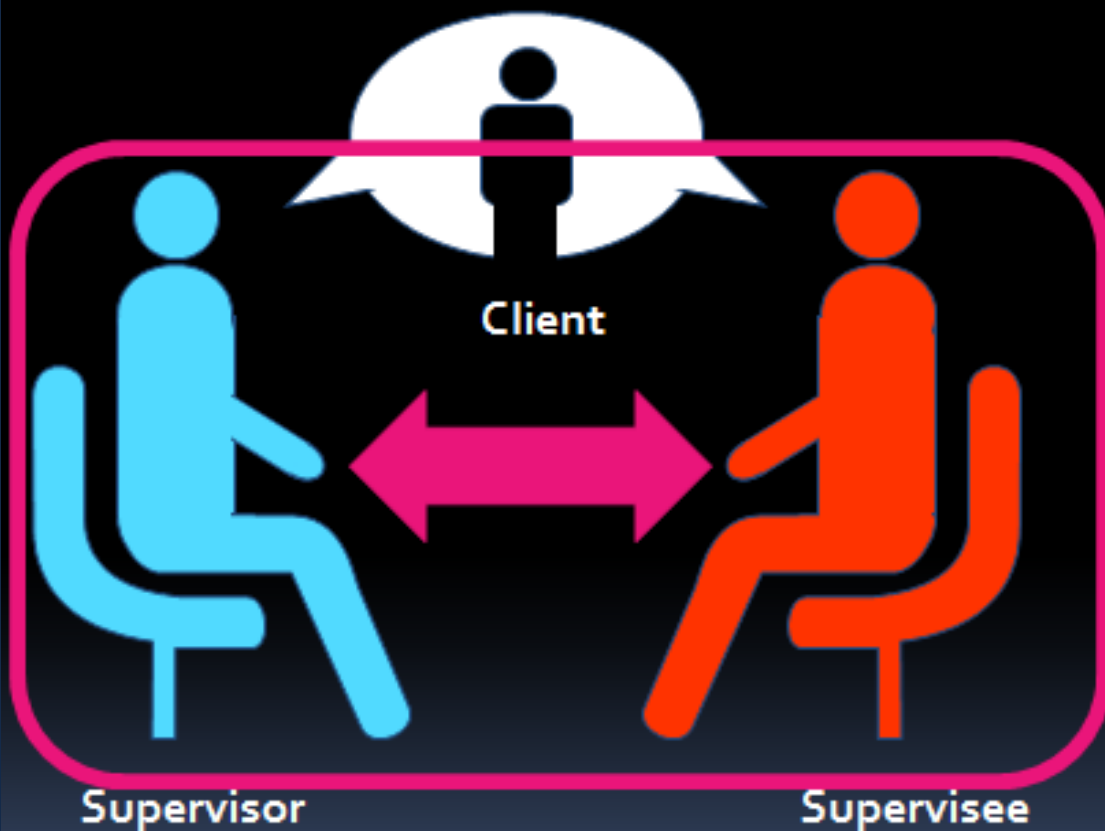
- The supervisor focuses on the perspectives of BOTH people
- What is the system that the supervisee and the client create together?
- Find an image or metaphor to represent the relationship
- Imagine the sort of relationship you would have in different circumstances
- If you were a fly on the wall looking at your last appointment, what would you notice?
- Client transference onto the supervisee
- Supervisee countertransference onto the client

Eye 4: Focus on the supervisee



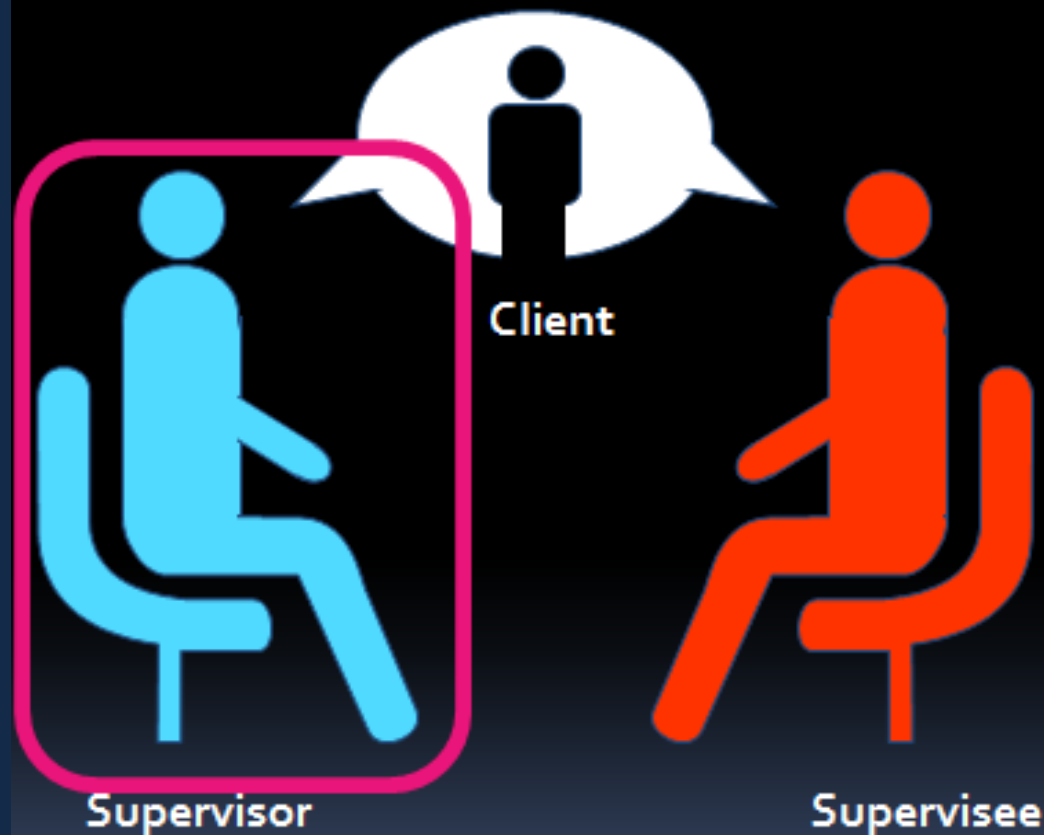
- How is the supervisee affected, internally (especially EMOTIONALLY) by the client?
- Does the relationship with the client remind the supervisee of ANOTHER relationship?
- How does the supervisee respond to the 'role' imposed by the client on them?
- Does the supervisee want the client to change for their own sake rather than the client's?

Eye 5: Focus on the supervisor-supervisee relationship



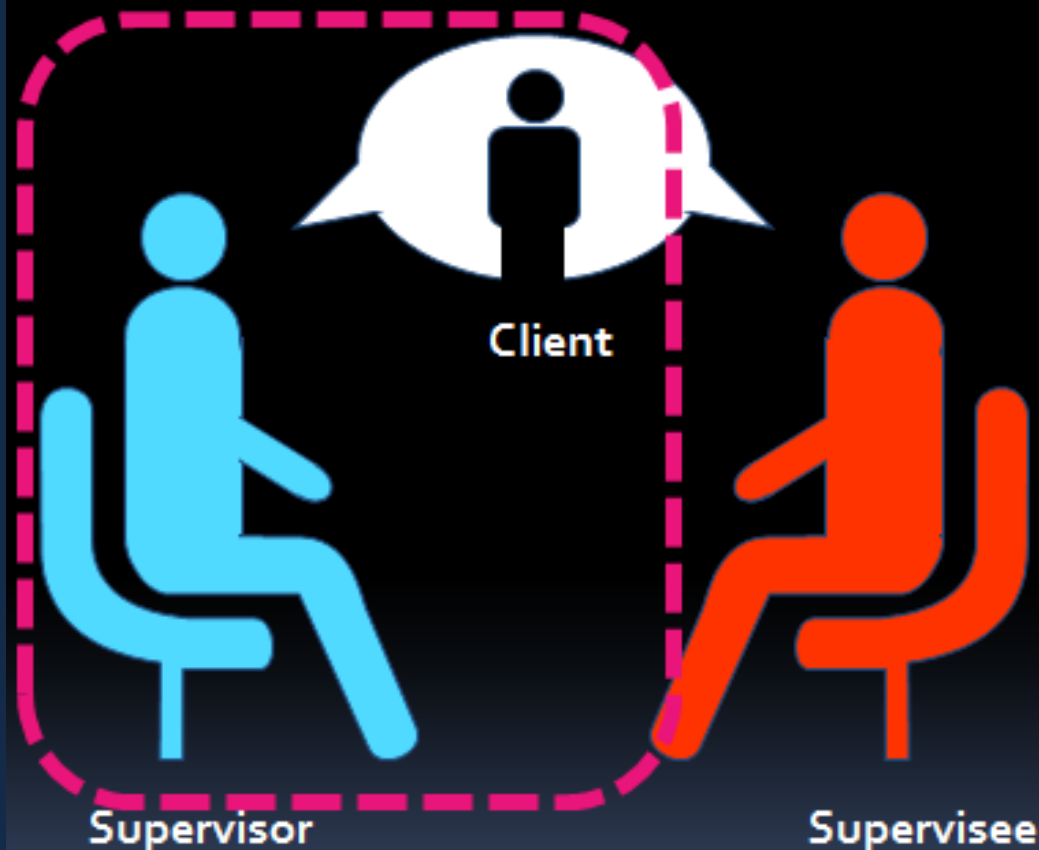
- PARALLEL PROCESSES: looking for ways in which the supervisor-supervisee relationship resembles the client-supervisee relationship.
- In a parallel process, the supervisee acts like the client, and the supervisor acts like the supervisee does.
- e.g. The supervisee withholds feelings from the supervisor like the client does; or responds negatively to support or advice like the client does.
- Supervisor-supervisee relationships may also be played out between the supervisee and the client!

Eye 6: Focus on the supervisor's processes (self)



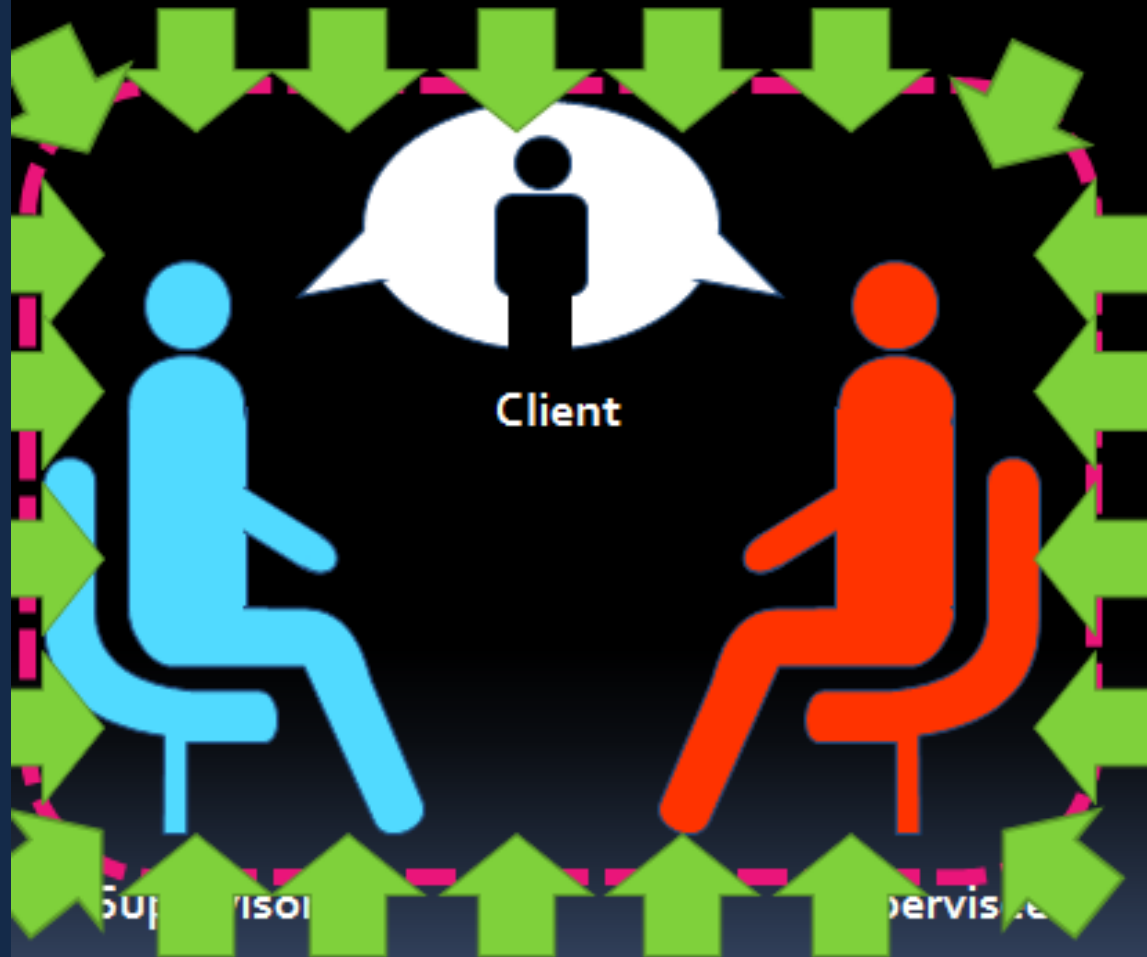
- Noticing sudden changes that 'come over us' such as boredom, fatigue, interest, annoyance, fear.
- Images that spring into mind.
- Reflectiveness: knowing one's internal states well enough to know whether this feeling is coming from this experience or another one outside the supervisor-supervisee relationship.
- Does the response reflect basic feelings about the supervisee, or about the material they are discussing?

Eye 6a: Focus on the supervisor's 'fantasy relationship' with the client



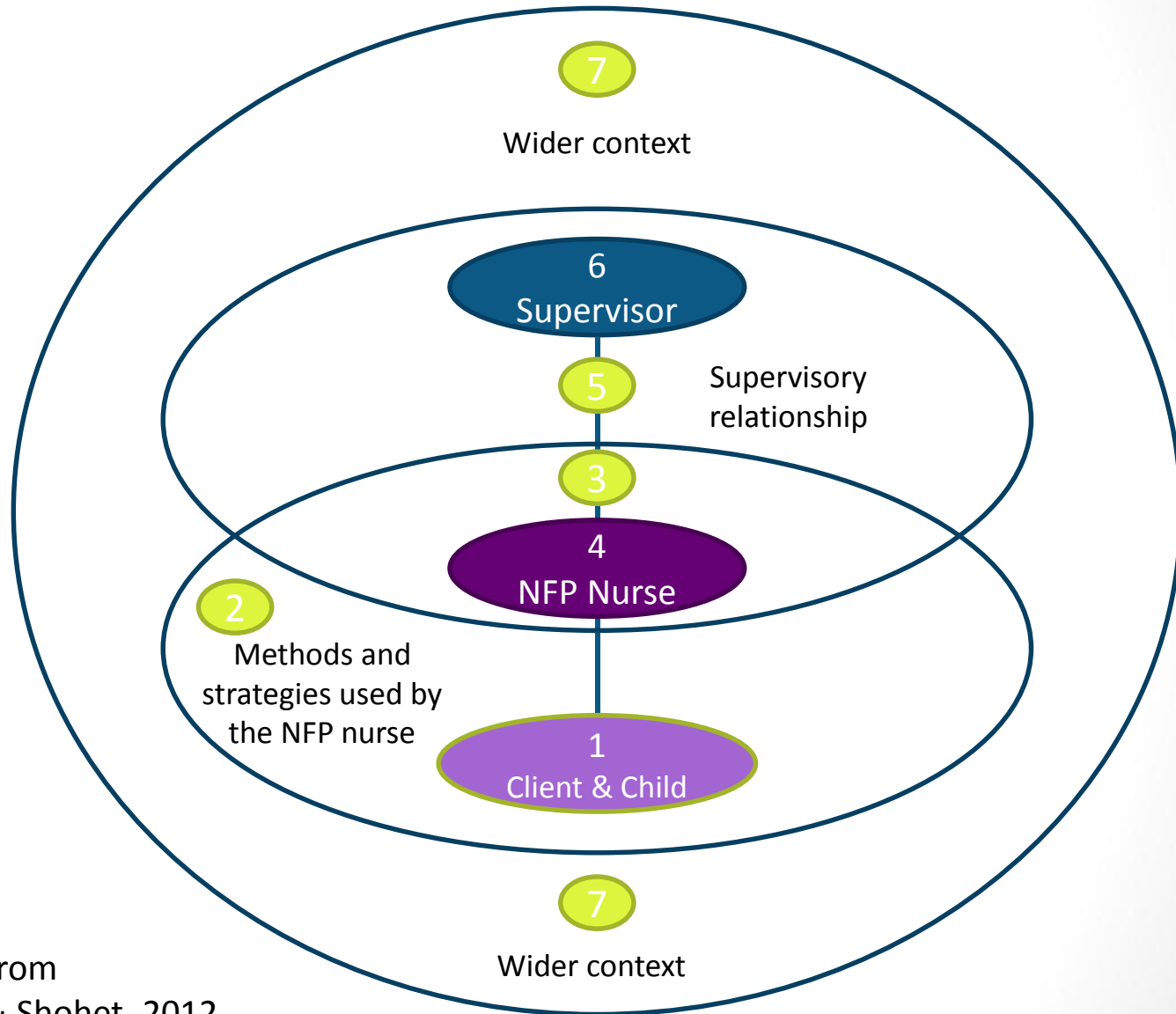
- Noticing feelings about the client – especially ones that are at odds with the ones of the supervisee (e.g. Supervisor is sympathetic, supervisee is irritated)
- Any relationship 'triangle' tends to oust one of the three – i.e. there may be rivalry.
- Explore whether some aspect of the client-supervisee relationship is being denied and experienced by the supervisor.

Eye 7: Focus on the wider context



- Client context: their background, family, reasons for seeking help now
- Professional and organizational context of the supervisee: e.g. Professional traditions and standards, current thinking.
- Context of supervisee-client relationship: how did they come to see this client? On whose advice?
- Context of the supervisory relationship: previous experiences of supervision; professional differences; demographic differences; power differences.
- Supervisor context: supervisor's recognition of biases, stereotypes, personality style – and how this might affect the relationship

Using the Seven-Eyed Model of Supervision in NFP



Adapted from
Hawkins & Shohet, 2012

How does the Seven-Eyed Model enhance NFP reflective supervision?

Focuses on:

- Appreciation - it is not a deficit model
- Being fully present in a mindful sense during the supervision
- Active listening and role modelling how nurses can use this approach with clients
- Respect towards the NFP nurse, the client, and the supervisor

★Activity: Practice using the Home Visit Observation - Supervisor Form

Page 43 of your workbook



<https://www.youtube.com/watch?v=zou77TdAlDE>



Debrief:

- Review group members' observations/assessments of the two areas:
Communication Style + Change Talk
- What “Areas of Strength” did you note?
- What “Areas for Improvement” did you note (if any)
- How did you find using the tool?

★ Optional Activity: Practice using the Home Visit Observation - Supervisor Form #2

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<https://www.youtube.com/watch?v=RtGKseSfcec&t=8s>



Debrief:

- Review group members' observations/assessments of the two areas:
NFP Spirit/Ethos + Engagement
- What “Areas of Strength” did you note?
- What “Areas for Improvement” did you note (if any)
- How did you find using the tool?

KEY POINTS

- Reflective supervision helps the supervisor and PHN build a trusting relationship
- Key elements to reflective supervision include: reflection, collaboration and relationship-based, regularity, and safety
- Reflection, motivational Interviewing skills, and conversations about performance expectations are not mutually exclusive
- A skilled supervisor will know when s/he should utilize clinical versus reflective supervision
- The Seven-Eyed Model (Hawkins & Shohet, 2012) helps explain what is “done” in supervision.
- There are four main dimensions to the coaching role: providing direction, improving performance, opening up possibilities, Resource for Removing Obstacles

Feedforward Activity

- Instead of asking for “feedback” I’m asking for “Feedforward” or advice
- Please write “Session 2” on a post-it and fill in the blank

“One thing that I would change is _____”

“One thing I loved and would definitely keep the same is
_____”



Don't forget to complete the feedback on this session