

* Engaging with Supervision

Rory Lees-Oakes



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* Aim and Objectives

Aim: To help supervisees enhance the supervision experience in the service of their clients

Objectives:

- ✓ To consider whether you are getting the supervision you and your clients deserve
- ✓ To develop an awareness of the level at which you are operating
- ✓ To examine a mini toolkit to help you use supervision more effectively
- ✓ To compare and contrast supervising those who work online and those who work face-to-face

* Make Sure to Log Your CPD Hours

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Lecture Topic

Engaging with Supervision

This lecture and accompanied literature accounts for 1.5 CPD hours

January 2, 2022

Date of Issue

Rory Lees-Oakes

Rory Lees-Oakes, Director of Academics



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* Being Effective Starts with You!

In this section, we will explore whether the supervision you are receiving matches your and your clients' needs.



* Are You Getting What You Need from Supervision?

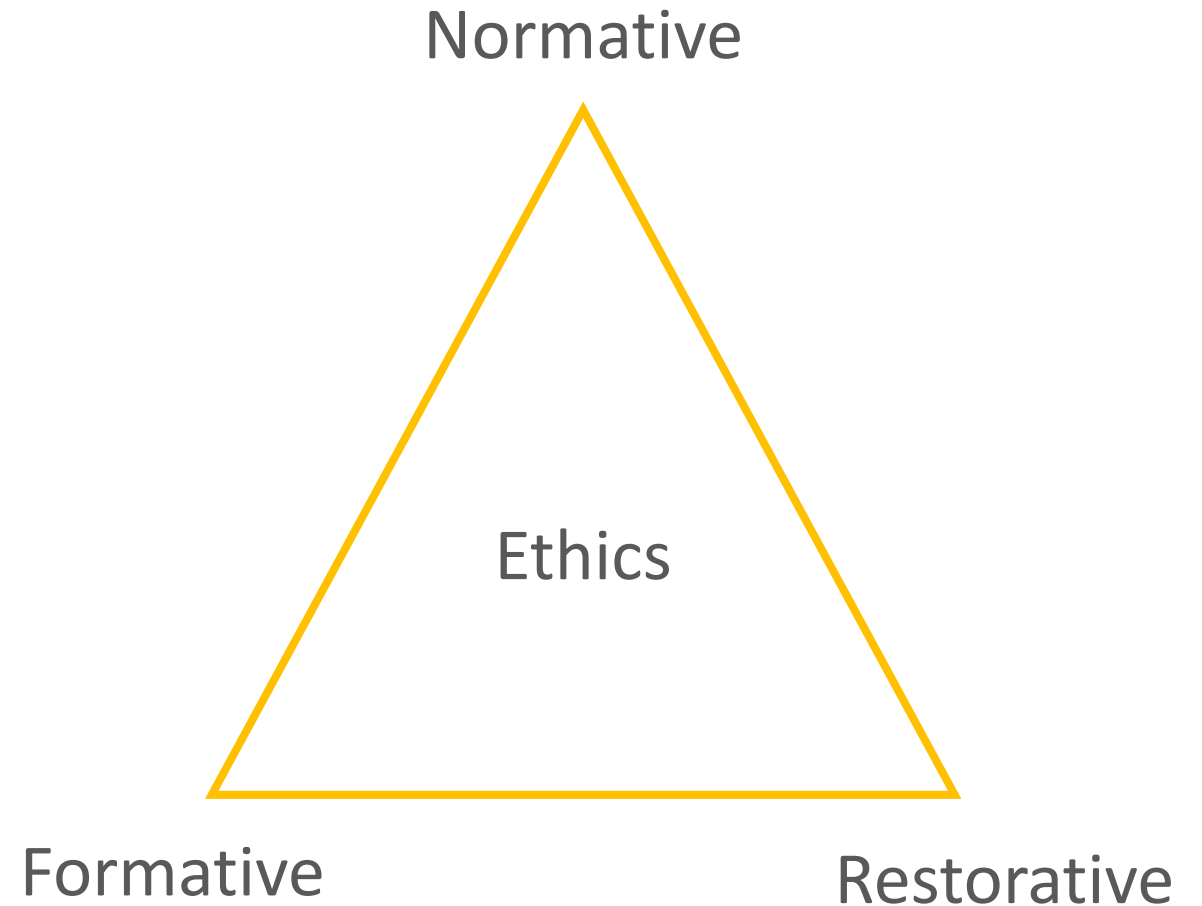
Question:

Do you feel that you (and your clients) are getting what you need from supervision?

The answer to this question helps you answer the following question:

Are you engaging with supervision?

* Supervision Triangle



Proctor B. (1987)

* Functions Model

Proctor (1987)

- a. **Normative** – maintenance of professional standards and managerial issues
- b. **Restorative** – support and stress reduction
- c. **Formative** – skills and knowledge development

a. Normative

The normative area of supervision is where the supervisor may explore with the supervisee areas of professional practice, such as:

- ✓ ethical issues and how to work with them
- ✓ legal issues that relate to confidentiality
- ✓ issues around complaints
- ✓ supporting accreditation.

b. Restorative

The restorative area of supervision is where the supervisor offers support and perspective with:

- ✓ issues around unplanned endings
- ✓ supervisees feeling de-skilled
- ✓ any struggles that the supervisee is experiencing.



c. Formative

The formative aspect of supervision refers to the sharing of knowledge and methods that enhance a supervisee's practice.

This area of the triangle is where the supervisor can help the supervisee identify professional development and CPD opportunities.

It is also an area where the supervisor can assess the supervisee's knowledge and ability to work with the client.



* What Holds Us Back?

Some of the reasons for lack of engagement in supervision are:

- ✓ not having a choice of supervisors
- ✓ the supervisor not understanding your modality
- ✓ supervision being stale, or not offering enough challenge or support
- ✓ clash of personalities
- ✓ fear of being judged, leading to withholding specific clients
- ✓ the supervisor not understanding online working.

* Consequences of 'Unnourished' Supervision



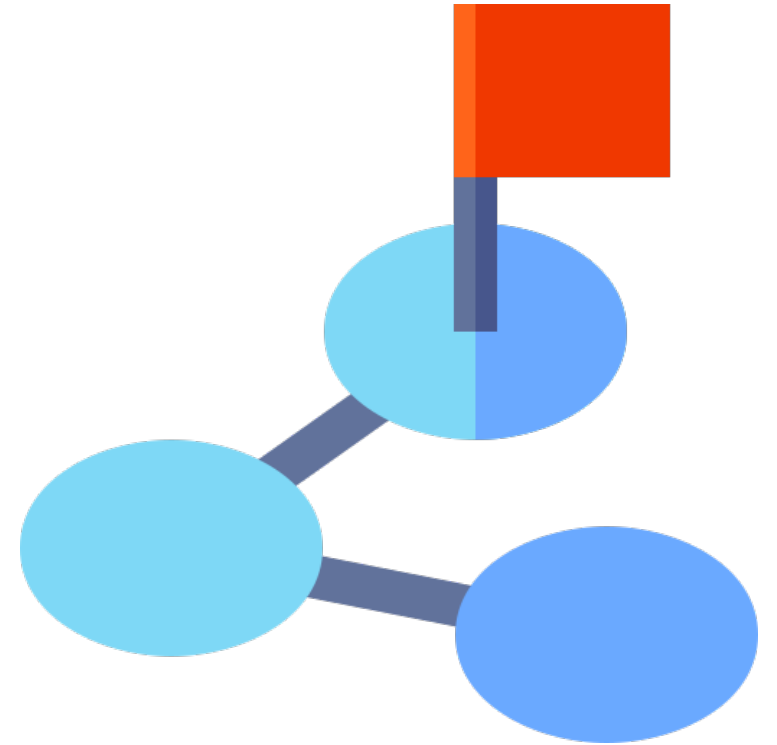
- ✓ You hide clients through fear of being judged.
- ✓ You cannot be yourself.
- ✓ You cannot grow and challenge yourself.
- ✓ Your personal and professional development is stunted.
- ✓ You become risk-averse.

* What Got You Here May Not Get You There ...

It is worth considering that we change and grow through the arc of our practice.

Supervision that supported us as students or novice therapists may not now fit the practitioners we are becoming.

Using supervision effectively means having an effective supervisory relationship, a two-way street.



* Where Are You on the Practitioner Journey?



Part of the effective use of supervision is to understand where you are in the arc of your practice.

A valuable reference for self-assessment is explored by Hawkins and McMahon in the book *Supervision in the Helping Professions* (2020).

Referring to supervisees' levels, they observe ...

* Can You Recognise Yourself?

Some of the reasons for lack of engagement in supervision are:

- ✓ **Level I: Self-centred (usually those training)**

The early Level 1 supervisee's awareness is primarily focused on their own anxiety, and lack of skills and knowledge.

- ✓ **Level II: Client-centred**

Here, supervisees have overcome their initial anxieties and begin to fluctuate between dependence and autonomy, and between overconfidence and being overwhelmed.

- ✓ **Level III: Process-centred**

The Level III practitioner shows increased professional self-confidence, with only conditional dependency on the supervisor.



* Can You Recognise Yourself?

✓ Level IV: Process-in-context-centred

This stage is referred to as 'Level III integrated' (Level IIIi) by Stoltenberg and McNeill (2010). Such practitioners demonstrate well-developed skills.

The therapeutic behaviours associated with the particular orientation being used will be performed in an effective and non-self-conscious manner.

The skills are used like tools in the hands of an artisan, selected with sensitivity for appropriate timing and effect.

* Can You Recognise Yourself?

Knowing where you are in your practice can help you in the following areas:

- ✓ a reduction of anxiety in supervision
- ✓ the signposting of a clear pathway to professional growth
- ✓ having open and honest conversations in supervision.



**Then came
COVID-19!**





* The Online World

In 2020, online working – which was a niche activity – exploded into the mainstream when the COVID-19 pandemic forced therapists to work online.

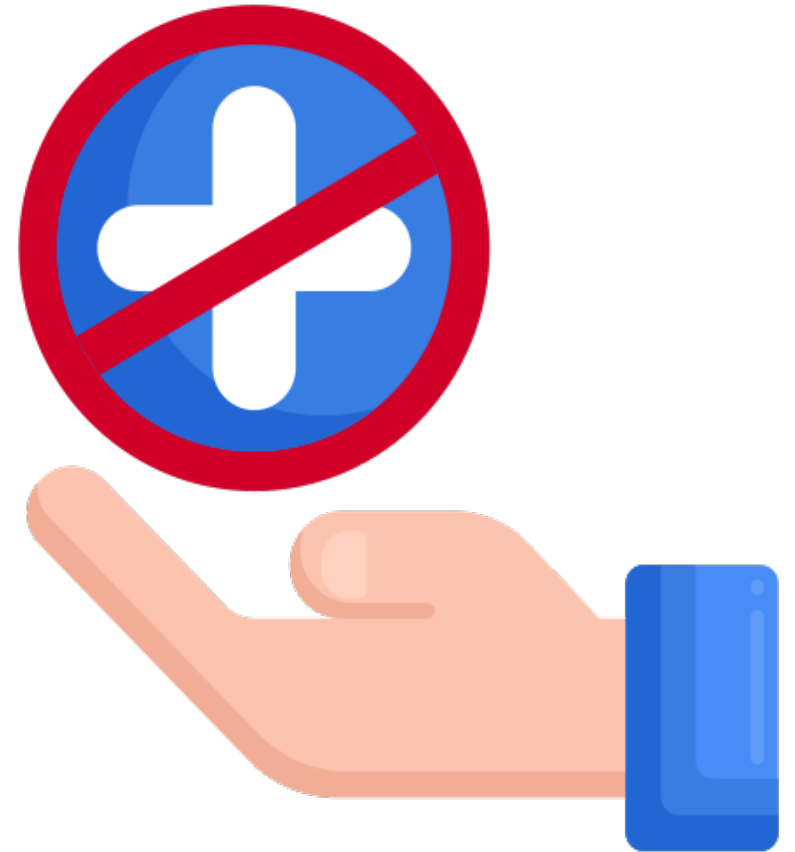
This exodus from face-to-face working presented some ongoing challenges, including:

- ✓ the training of therapists to work online
- ✓ the effective supervision of those who work online.

* Second-Order Consequences

Although the take-up of training in the counselling community was rapid, supervisors who could supervise online therapists were few and far between.

Consequently, many practitioners felt they had to look elsewhere for support.



* New-World Supervision

An effective online supervisor needs to be competent in the following areas:

- ✓ risks related to online working
- ✓ psychological processes (clients and supervisees) that present online
- ✓ considerations of working regionally or internationally
- ✓ how to manage therapeutic ruptures in the online space
- ✓ online security (for the client and the counsellor)
- ✓ how to manage online endings.

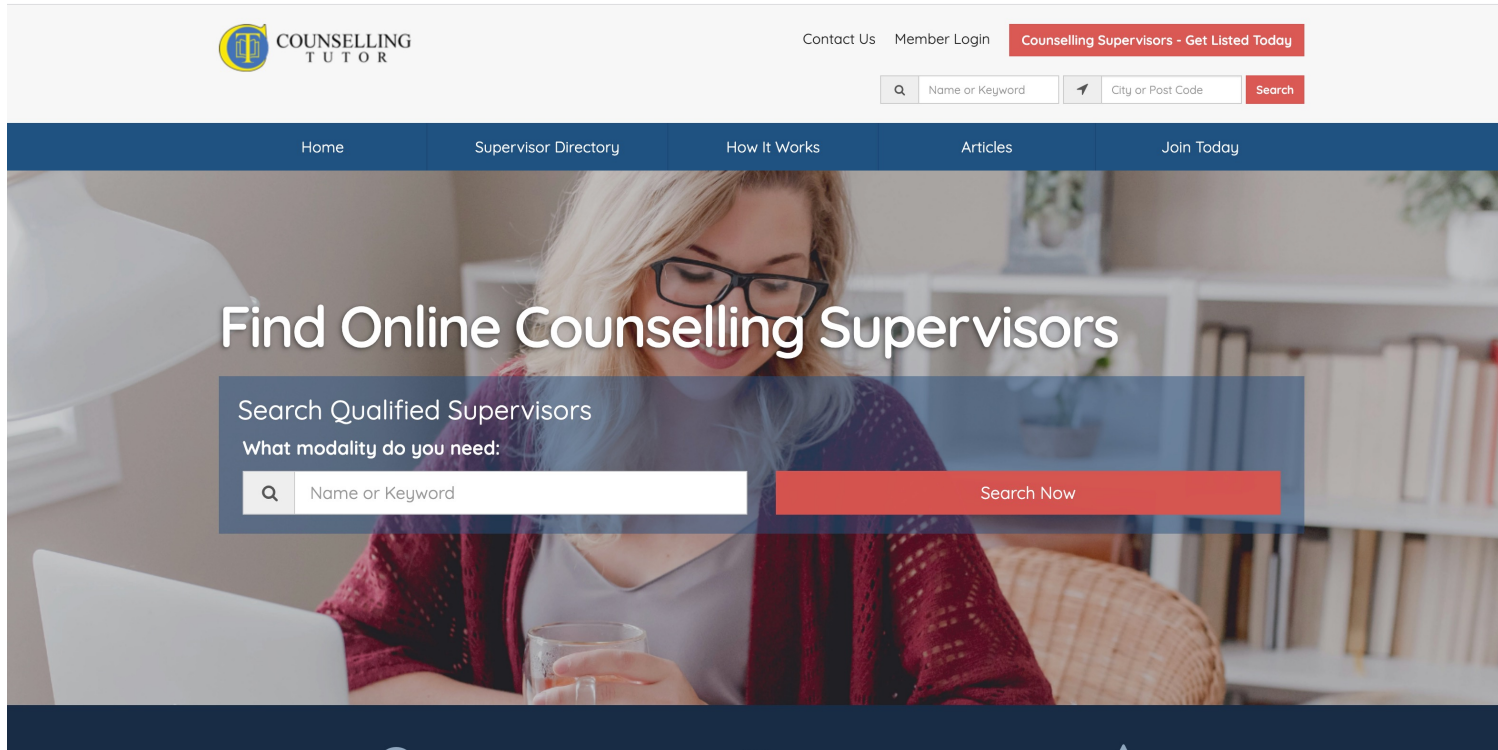
* Ethical Bodies Redefined Their Position on Standards

The BACP (2019, p. 12) stated:

'It is considered ethically desirable to receive at least some elements of regular supervision by the same method of communication that is used with clients.'

* Counsellingsupervisors.co.uk

If you are looking for a supervisor who specializes in working with therapists who counsel online

The image is a screenshot of the Counselling Tutor website. At the top, there is a header with the 'COUNSELLING TUTOR' logo on the left, and links for 'Contact Us', 'Member Login', and a red button that says 'Counselling Supervisors - Get Listed Today' on the right. Below the header is a navigation bar with links for 'Home', 'Supervisor Directory', 'How It Works', 'Articles', and 'Join Today'. The main content area features a large background image of a woman with blonde hair and glasses, wearing a red cardigan, sitting at a desk with a laptop and a glass of water. Overlaid on this image is a white text box that says 'Find Online Counselling Supervisors'. Below this, there is a search section titled 'Search Qualified Supervisors' with the prompt 'What modality do you need:'. This section includes a search input field with a magnifying glass icon and the placeholder text 'Name or Keyword', and a red 'Search Now' button to its right.

* Managing Risk and Ethics

* Risk and Managing Anxiety

‘The more you know,
the less you fear.’

Chris Hadfield – Astronaut



* Managing Risk Is Part of Our Work



At some point, you will encounter clients who are a risk to themselves or others.

Part of engaging with supervision is to present risk, and to share your actions or to seek support.

* Risk Plan

- ✓ Find out precisely what the risk is.
- ✓ Is the client, a child or the general public in clear and present danger?
- ✓ Take your observations into account, be they fact or fantasy.
- ✓ Consider your next actions.

* Ethical Problem-Solving

Part of the counsellor's toolkit should be an ethical problem-solving grid that they and the supervisor can use together to look at the options, and possible outcomes of any actions agreed.

Ideally, student counsellors should have been taught this in training before engagement with clients. If not, students should bring this up in supervision.



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- ✓ Suler, J. (2004). The Online Disinhibition Effect. *Cyberpsychology & behavior: the impact of the Internet, multimedia and virtual reality on behavior and society*, 7(3):321–326
- ✓ Counsellingsupervisors.co.uk – Find a supervisor who specialises in supervising those who work online.

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