 



INTRODUCTORY SUPERVISOR WORKSHOPS

2024

Welcome to the 2024 series of Introductory Supervisory Workshops. This Portfolio contains information about the series and the assignments that you will complete within its duration. We expect that you might submit your work in this Portfolio at the end of December 2024.

Please bring this information to each workshop.

Here’s what you will find on the following pages:

* Contact details, a note about ‘handouts’ and a note about providing and receiving supervision during the ISW
* Timetable for the residential workshop
* Timetable including the details of assignments
* Learning Outcomes for the Introductory Supervisor Workshops
* Guidelines for Peer Supervision Contracts
* Guidelines and checklist for Other Assignments to be submitted in the Portfolio (Assessment Strategy)
* Details of the Problem Based Learning Exercise
* Participant list

Appendices:

* Portfolio Checklist
* Learning Outcome Questionnaires
* Supervisory Relationship Questionnaire (Long and Short Version)
* Leeds Alliance in Supervision Scale
* Goal Attainment Scaling Information
* Supervision of Supervision – Feedback to Supervisors
* Evaluation of the Residential Workshop

N.B. You will be allocated to a peer supervision group during day two of the residential workshop. Occasionally, (and for a variety of reasons), your allocated group may not be suitable for you. In this case you can approach your identified course clinical tutor to discuss what options may be available to you.

The Learning Outcomes listed in this pack have been developed by the Development and Recognition of Supervisory Skills group (later Supervisor Training and Recognition). These were adopted across most of the UK Clinical Psychology Training Programmes and this should mean greater consistency between training providers at this level.

**Contact Details**

Please direct enquiries about venues and practical arrangements to the appropriate University Administrator or Tutor.

**University of Sheffield**

Programme Administrator rachel.hill@sheffield.ac.uk

Catharine Kay Catharine.kay@sheffield.ac.uk

**University of Leeds**

Sarah Snowden

Programme Administrator hssssno@leeds.ac.uk

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**University of Hull**

Programme Administrator K.shimells@hull.ac.uk

Anjula Gupta A.Gupta@hull.ac.uk

 **A note about ‘handouts’**

In an attempt to keep our ‘footprint’ as dainty as possible, we will only be providing paper handouts of presentation material when it is essential to an exercise or too complex to be written down quickly. All material will be placed on the university websites after the residential workshop and after the spring and autumn workshops. In the case of Hull supervisors, all material will be sent to participants after the residential. Each of the programmes has its own website and ISW supervisors can access course materials and handouts in this way.

**For Sheffield’s supervisors** please click on the appropriate link for the ISW 2024 workshop on <http://www.shef.ac.uk/clinicalpsychology/supervisors/workshops>.

**For Leeds’ supervisors** The Leeds Clinical Psychology Programme has a new website for Programme Contributors. You can access the site at <http://medhealth.leeds.ac.uk/clinpsy>. All core documents related to ISW 2024 can be accessed through the Clinical Supervisors page.

**For Hull’s supervisors** please contact Anjula Gupta a.gupta@hull.ac.uk.

**INTRODUCTORY SUPERVISOR WORKSHOPS**

**2024**

**6th and 7th March 2024**

**Anjula Gupta, Jan Hughes, Kate Rayner, Fiona Thorne, Kerrie Channer, Lesley Gibson, Hannah Goring, Catherine Kay, Philip Molyneux & Cara Childs**

**DAY 1: Wednesday 6th March**

**9.30** Registration All

**9.45** Introduction to Workshops Anjula & Jan & Catharine

 Learning portfolio and workshop evaluation

Professional Context Jan

**11.00 Coffee/tea**

**11.15** What is supervision? Jan

**12.30 Lunch**

**1.30** Supervisory relationship and difference

and diversity Anjula and Kate

**3.30 Tea/coffee**

**4pm** Group supervision Kerrie and Catharine

**5.30** End

**INTRODUCTORY SUPERVISOR WORKSHOPS**

**2024**

**Day 2: Thursday 7th March**

**9am** Contracting and Feedback Catharine and Hannah

**11.00 Tea/Coffee**

11.15 Introduction to peer groups Fiona

11.20 Peer groups

**12.15 Lunch**

1.15 Ethical issues in supervision Lesley and Fiona

2.45 Plenary

**3pm Tea/coffee**

3.30 Local courses All

**4.00 End**

INTRODUCTORY SUPERVISOR WORKSHOPS

**2024 Timetable – including portfolio assignments**

**Prior to Workshop One**

* Identification of Supervisee and supervisor arrangement you will have during the duration of the ISW.

**Workshop One and Workshop Two – Residential**

Wednesday, 6th and Thursday, 7th March 2024

The Parsonage, Escrick

* Ensure completion of Goal Attainment Scaling and the evaluation of Learning Outcomes Questionnaire.

**Between Workshops Two and Three**

* Meet peer supervision group
* Prepare peer supervision contract for submission in your portfolio

**Workshop Three**

**Details to be sent by the respective University nearer the time**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Sheffield | Hull | Leeds |
| Day 3 | 22nd May | 15th May | 13th June |

**Between Workshops Three and Four**

* Meet peer supervision group three times and prepare the Problem Based Learning Exercise and Presentation

**Workshop Four**

**Details to be sent by the respective university nearer the time**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Sheffield | Hull | Leeds |
| Day 4 | 21st November | 13th November | 22nd November |

* **Final date for submission of your portfolio: End of December 2024**

For the duration of the ISW series you will have an allocated Peer Supervision Group – details of these will be provided at the residential workshop.

Peer Group Supervision (Please insert information on day 1)

Members Telephone Email

**Learning Outcomes for ISW 2024**

The elements below are the Learning Outcomes for the ISW. The numbers in the detailed timetable correspond to the first section below, with the attitudes underpinning each of these with an overall aim of developing supervisory capability.

# Understanding and Application

1. Have knowledge of the context (including professional and legal) within which supervision is provided and an understanding of the inherent responsibility.
2. Have an understanding of the importance of modelling the professional role, e.g. managing boundaries, confidentiality, and accountability.
3. Have knowledge of developmental models of learning which may have an impact on supervision.
4. Have knowledge of a number of supervision frameworks that could be used for understanding and managing the supervisory process.

Have an understanding of the importance of a safe environment in facilitating learning and of the factors that affect the development of a supervisory relationship.

1. Have skills and experience in developing and maintaining a supervisory alliance.
2. Have knowledge of the structure of placements including assessment procedures for disciplines at different levels of qualification up to doctorate level, and the expectations regarding the role of a supervisor.
3. Have skills and experience in contracting and negotiating with supervisees.
4. Have an understanding of the transferability of clinical skills into supervision and the similarities and differences.
5. Have an understanding of the process of assessment and failure, and skills and experience in evaluating trainees.
6. Have skills and experience in the art of constructive criticism, ongoing positive feedback and negative feedback where necessary.
7. Have knowledge of the various methods to gain information and give feedback (e.g. self-report, audio and video tapes, colleague and client reports).
8. Have skills and experience of using a range of supervisory approaches and methods.
9. Have knowledge of ethical issues in supervision and an understanding of how this may affect the supervisory process, including power differentials.
10. Have an understanding of the issues around difference and diversity in supervision.
11. Have an awareness of the ongoing development of supervisory skills and the need for further reflection/supervision training.
12. Have knowledge of techniques and processes to evaluate supervision, including eliciting feedback.
13. Have knowledge and ability to conduct supervision in group formats

# Attitudes (Value base)

# 1. Respects trainees

1. Sensitive to diversity
2. Committed to empowerment of supervisees
3. Values the ethical base guiding practice
4. Believes in balancing support and challenge
5. Committed to a psychological knowledge based approach to supervision
6. Recognises need to know own limitations
7. Supports principle of life-long learning

# Capabilities

1. The capability to generalise and synthesise supervisory knowledge, skills and values in order to apply them in different settings and novel situations.

*December 2005 (revised Jan 2011)*

INTRODUCTORY SUPERVISOR WORKSHOPS

**2024**

**Guidelines for Peer Supervision Contracts**

Participants will meet for the first time in their peer supervision groups on Day 2 of the residential workshop. The group contract needs to be worked out and written up for handing in within your portfolio. The contract should cover all essential criteria and may include recommended criteria if they are felt to be of relevance.

**Essential**

**Practicalities.** *Frequency, place, time, duration.*

**Boundaries.**  *Confidentiality (what sort of information participants would take over the group boundary, in what circumstances, how this would be done and who the information would be taken to) the extent to which personal material can be brought into the session.*

**Working alliance***. Clear statement of objectives of group and role of participants in relation to each other.*

**Session format.** *How will the time be spent in sessions-how is time allocated between participants?* *System for review and feedback. How sessions will be recorded.*

**Organisational and professional context.** *What professional codes of ethics and conduct are participant’s party to that govern their behaviour, what supervision guidelines are relevant? What accountability exists between participants?* *What are participant’s responsibilities to, and lines of communication with all employers?*

**Recommended**

**Practicalities.** *What might be allowed to interrupt or postpone a session, what resources will be used (process notes? tapes?)*

**Boundaries.**  *Transference and counter-transference issues – how the group deals with personal issues that arise.*

**Working alliance.** *Sharing mutual expectations, hopes and fears and preferred style of supervision.* W*ays of constructively challenging when appropriate.*

**Session format.** *Statement about the individual responsibility of participants to identify their learning needs and what helps them, exploration of process and content.*

INTRODUCTORY SUPERVISOR WORKSHOPS

**Assessment Strategy for 2024 Workshops**

Attendance at this training and successful completion of the portfolio enables participants to supervise trainees on any programme throughout the UK. The learning outcomes and course structure are recognised by the HCPC and BPS as meeting the necessary criteria for supervision in clinical settings. Attending this training and completing your portfolio will mean you will be eligible to apply for registration as an accredited supervisor with the BPS (RAPPS). We are using a single integrated portfolio to assess learning on the workshops that will include all the evaluative exercises that we expect programme participants to complete. The portfolio includes the following assignments:

* Before and after self-assessments of supervisory competence using the self-evaluation questionnaire.
* 3 individually designed goal attainment scales completed by the residential (days 1 and 2) and reviewed by workshop 4.
* A reflective log containing 3 x 500-word personal accounts considering:
	+ An issue of difference and diversity
	+ The relevance of a theoretical model of supervision
	+ An ethical aspect of supervisory practice.
* A copy of the contract agreed by the participant’s peer supervision group with a brief commentary using the good practice guidelines provided.
* Structured feedback received from someone the participant has supervised during the course of the programme, using either the Supervisory Relationship Questionnaire or the Leeds Alliance in Supervision Scale on 6 occasions (plus commentary).
* The presentation from a Problem-Based Learning exercise that will be incorporated into the workshops and which represents work done in your peer supervision groups.
* Feedback from your supervisor of supervision at two time points: after the residential and after day 4. The supervisor who supervises your supervision **must** confirm that they have reviewed a tape of you providing supervision and discussed this with you.

**A note about giving and receiving supervision during the ISW:**

**It is not possible to complete all the required assignments unless participants can take on some significant supervisory responsibilities during the course of the training programme. By preference they should be able to contribute to the supervision of a trainee clinical psychologist during this period, but alternatively supervising an assistant psychologist or member of an allied health profession would be pertinent and valuable experience. It is also not possible to complete the training if you are not having some supervision of supervision. This could be separate to your clinical supervision or incorporated within, with additional time allocated.**

The completed portfolio will be submitted in final completed form by the end of the calendar year and reviewed by an allocated clinical tutor from the supervisor’s local programme soon thereafter.

Revised 02/19

**Problem-Based Learning Vignettes 2024**

**Introduction**

This learning approach used in the vignette is based on “problem-based learning”. This approach allows you to take an active part in considering the issues posed and encourages learning with and from your peers. Considering ethical and other issues within supervision is a key aspect of this course.

Below are two brief case vignettes describing issues that may arise within supervision. On day 2 your peer group will be allocated one of the vignettes to work on and to consider a number of questions surrounding this vignette. You are required within your groups to present back your discussions and thoughts in a 15-minute presentation. Presentations will be watched and assessed by the course facilitators and will be in front of the members of other peer groups.

**Task**

This is a group-based task that requires a discussion of the following questions in relation to the vignette. Please consider your answers to the questions below individually to begin with, and then discuss these with your supervision group at some point between days three and four. The outcome of this discussion needs to be demonstrated though a written/oral presentation by the group members on day four and you will need to work proactively with your peer group to produce your presentation. The presentation can be in a number of different formats including power point, acting the different roles following a script, etc. You will need to keep in mind, however, that you will need to include evidence of your presentation in your portfolio. The task will be assessed in terms of the presence/absence of a range of important considerations/issues thought to be relevant to managing the situation.

**Scenario 1**

You are supervising Ash a second year trainee psychologist on an older adult placement. Ash is working with Kweku, a 75 year old male presenting with low mood and anxiety. Kweku lives with his extended family in a multicultural household, in part due to the cost-of-living crisis. His son described him as the head of the family. He has caring responsibilities for his grandchildren when his son and daughter-in-law are out at work, however due to the recent changes in his mood he has struggled to engage with his family responsibilities. Kweku is accompanied to most sessions by his daughter-in-law who sometimes speaks on his behalf, and when he attends sessions alone, he struggles to engage.

Ash comes to supervision with queries about Kweku’s engagement and his relationship to his family, specifically his daughter-in-law. Ash is aware of the wider determinant of mental health but does not know how best to approach them.

1.           What issues do you think that this vignette raises that we should be cognisant of within supervision?

2.           How would you ensure that Ash is supported on placement?

3.           How might you discuss issues of culture, gender, power and risk?

4.           How might you support Ash to think about the wider determinants of mental health?

**Scenario 2**

Rachel comes to supervision session upset because she has witnessed a service user making a verbal and physical racial attack on the team manager. This incident took place in the clinical team meeting in the inpatient service. The service user was safely taken away from the meeting but no one checked with the team manager whether she was ok. She is confused and upset that the racialised team manager had to continue with the clinical meetings and no action was taken. When Rachel talked to the team manager a few days later to check in with her she was shocked to hear that when the team manager reported the assault by the Datix system and to the operational manager, no action was taken and the incident was not referred to again. Rachel wants to know what should be done.

1. What would your priority be in the supervision session and afterwards?
2. How would you draw on relevant policies and procedures to inform your actions?
3. What action/s would you and Rachel take?
4. When and how would you involve the University in this conversation?

**Introductory Supervisor Training Programme 2024**

**Portfolio Submission**

|  |
| --- |
| **Personal Details** |
| Name: |  |
| Service/Department: |  |
| Regional Course Provider(PLEASE CIRCLE) | **SHEFFIELD LEEDS HULL** |

|  |
| --- |
| **Contact Details** |
| Correspondence address: |  |
| E-mail address: |  |

|  |  |
| --- | --- |
| **Portfolio Submission** Please include: | **✔**  |
| Self - evaluation of Learning Outcomes Questionnaire (pre and post: 1 copy of each) |  |
| Peer supervision contract plus commentary |  |
| Goal Attainment Scaling Exercise (completed at workshops 1 and 4) |  |
| Reflective Log: Issue of difference and diversityThe relevance of a theoretical model of supervisionAn ethical aspect of supervisory practice |  |
| Structured feedback from supervisee using supervisor questionnaire(s) plus commentary |  |
| Record of presentation of Problem Based Learning Exercise |  |
| Two feedback sheets from Supervisor and confirmation of recorded session on two separate occasions (after Day 2 and after 4) |  |

Please complete and return **by 31st December 2024**

Electronically to the named contact(s) for your local programme.

**Introductory Supervisor Training 2024**

**Universities of Sheffield, Leeds and Hull**

**Learning Objectives Self Evaluation**

In order to help us monitor to what extent the Course has helped you to move towards achieving the learning outcomes for supervisors, please rate each statement as it applies to you before Day 1 and after Day 4 of the training.

Please remember to put your name on the paper, as it will allow us to compare scores before and after.

**Name ……………………………………………………………………………………………**

**Before / End of Course (Please circle)**

1. I consider that I currently have knowledge of the context (including professional and legal) within which supervision is provided and an understanding of the inherent responsibility.

Not at all……. to a slight degree…..…to a moderate degree…….. to a good degree

1. I consider that I have an understanding of the importance of modelling the professional role, e.g. managing boundaries, confidentiality, accountability.

Not at all……. to a slight degree…..…to a moderate degree…….. to a good degree

1. I consider that I have knowledge of developmental models of learning which may have an impact on supervision.

Not at all……. to a slight degree…..…to a moderate degree…….. to a good degree

1. I consider that I have knowledge of a number of supervision models / frameworks that could be used for understanding and managing the supervisory process.

Not at all……. to a slight degree…..…to a moderate degree…….. to a good degree

1. I consider that I have an understanding of the importance of a safe environment in facilitating learning and of the factors that affect the development of a supervisory relationship.

Not at all……. to a slight degree…..…to a moderate degree…….. to a good degree

1. I consider that I have skills and experience in developing and maintaining a supervisory alliance.

Not at all……. to a slight degree…..…to a moderate degree…….. to a good degree

1. I consider that I have knowledge of the structure of placements including assessment procedures for disciplines at different levels of qualification up to doctorate level, and the expectations regarding the role of a supervisor.

Not at all……. to a slight degree…..…to a moderate degree…….. to a good degree

1. I consider that I have skills and experience in contracting and negotiating with supervisees.

Not at all……. to a slight degree…..…to a moderate degree…….. to a good degree

1. I consider that I have an understanding of the transferability of clinical skills into supervision and the similarities and differences.

Not at all……. to a slight degree…..…to a moderate degree…….. to a good degree

1. I consider that I have an understanding of the process of assessment and failure, and skills and experience in evaluating trainees.

Not at all……. to a slight degree…..…to a moderate degree…….. to a good degree

1. I consider that I have skills and experience in the art of constructive criticism, ongoing positive feedback and negative feedback where necessary.

Not at all……. to a slight degree…..…to a moderate degree…….. to a good degree

1. I consider that I have knowledge of the various methods to gain information and give feedback (e.g. self report, audio and video tapes, colleague and client reports).

Not at all……. to a slight degree…..…to a moderate degree…….. to a good degree

1. I consider that I have skills and experience of using a range of supervisory approaches and methods.

Not at all……. to a slight degree…..…to a moderate degree…….. to a good degree

1. I consider that I have knowledge of ethical issues in supervision and an understanding of how this may affect the supervisory process, including power differentials.

 Not at all……. to a slight degree…..…to a moderate degree…….. to a good degree

1. I consider that I have an understanding of the issues around difference and diversity in supervision.

Not at all……. to a slight degree…..…to a moderate degree…….. to a good degree

1. I consider that I have an awareness of the ongoing development of supervisory skills and the need for further reflection/supervision training.

Not at all……. to a slight degree…..…to a moderate degree…….. to a good degree

1. I consider that I have knowledge of techniques and processes to evaluate supervision, including eliciting feedback.

Not at all……. to a slight degree…..…to a moderate degree…….. to a good degree

1. I consider that I have the knowledge and ability to conduct supervision in group formats.

Not at all……. to a slight degree…..…to a moderate degree…….. to a good degree

Please give the numbers of the three learning objectives (out of those given above) which you would like to prioritise over the duration of the Course:

1.

2.

**THE SHORT SUPERVISORY RELATIONSHIP QUESTIONNAIRE (S-SRQ)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **The following statements describe some of the ways a person may feel about his/her supervisor.****To what extent do you agree or disagree with each of the following statements about your relationship with your supervisor? Please tick the column which matches your opinion most closely.** |  Strongly Disagree | Disagree | Slightly Disagree | Neither Agree nor Disagree | Slightly Agree | Agree | Strongly Agree |
| **SAFE BASE SUBSCALE** |
| 1. My supervisor was approachable |  |  |  |  |  |  |  |
| 2. My supervisor was respectful of my views and ideas |  |  |  |  |  |  |  |
| 3. My supervisor gave me feedback in a way that felt safe |  |  |  |  |  |  |  |
| 4. My supervisor was enthusiastic about supervising me |  |  |  |  |  |  |  |
| 5. I felt able to openly discuss my concerns with my supervisor |  |  |  |  |  |  |  |
| 6. My supervisor was non-judgemental in supervision |  |  |  |  |  |  |  |
| 7. My supervisor was open-minded in supervision |  |  |  |  |  |  |  |
| 8. My supervisor gave me positive feedback on my performance |  |  |  |  |  |  |  |
| 9. My supervisor had a collaborative approach in supervision |  |  |  |  |  |  |  |
| **REFLECTIVE EDUCATION SUBSCALE** |
| 10. My supervisor encouraged me to reflect on my practice |  |  |  |  |  |  |  |
| 11. My supervisor paid attention to my unspoken feelings and anxieties |  |  |  |  |  |  |  |
| 12. My supervisor drew flexibly from a number of theoretical models |  |  |  |  |  |  |  |
| 13. My supervisor paid close attention to the process of supervision |  |  |  |  |  |  |  |
| 14. My supervisor helped me identify my own learning/ training needs |  |  |  |  |  |  |  |
| **STRUCTURE SUBSCALE** |
| 15. Supervision sessions were focused |  |  |  |  |  |  |  |
| 16. Supervision sessions were structured |  |  |  |  |  |  |  |
| 17. My supervision sessions were disorganised |  |  |  |  |  |  |  |
| 18. My supervisor made sure that our supervision sessions were kept free from interruptions |  |  |  |  |  |  |  |

**Scoring Key:** Items 1-16 and Item 18 scored 1 (Strongly Disagree) to 7 (Strongly Agree);

Item 17 scored 7 (Strongly Disagree) to 1 (Strongly Agree)

**Leeds Alliance in Supervision Scale (LASS)**

**Instructions:**

Please place a mark on the lines to indicate how you feel about your supervision session

|  |  |  |
| --- | --- | --- |
| This supervision session was not focused |  (Approach)I----------------------------------------------------------------------------I | Thissupervision session was focused |

|  |  |  |
| --- | --- | --- |
| My supervisor and I did not understand each other in this session | (Relationship)I----------------------------------------------------------------------------I | My supervisor and I understood each other in this session |

|  |  |  |
| --- | --- | --- |
| This supervision session was not helpful to me | (Meeting my needs)I---------------------------------------------------------------------------I | This supervision session was helpful to me |

Taken from:

Wainwright, N. A. (2010). The development of the Leeds Alliance in Supervision Scale (LASS): A brief sessional measure of the supervisory alliance. *Unpublished Doctoral Thesis.* University of Leeds.

**GAS FORM**

**Name**

|  |
| --- |
| **Goal Headings** |
|  | **Goal 1** | **Goal 2** | **Goal 3** |
| **Level of expected outcome** |  |  |  |
| Review date: |  |  |  |
| Much more than expected  (+2) |  |  |  |
| **More than expected** **(+1)** |  |  |  |
| **Most likely outcome** **(0)** |  |  |  |
| **Less than expected outcome** **(-1)** |  |  |  |
| Much less than expected (-2) |  |  |  |

# Evaluation of Progress - by Day 4

## Goal Attainment

|  |  |  |
| --- | --- | --- |
| **Date of Goal Assessment** | **Goal Attainment****(-2 to +2)** | **Comments** |
| **Goal 1** |  |  |
| **Goal 2** |  |  |
| **Goal 3** |  |  |

##

## Future Goals

Goal 1:

Goal 2:

Goal 3:

**Information for the Supervisors of ISW Participants**

**Supervision of Supervision – Feedback to Supervisors**

**Introductory Supervisor Workshops – Yorkshire and the Humber Region**

The ISW series of workshops sets out to improve the knowledge and skills of those embarking on their careers as Supervisors of Psychologists in Clinical Training. The training comprises 4 days of workshops, peer supervision and practice as a supervisor (typically ISW participants supervise part of the caseload of a trainee clinical psychologist or of another professional). In order to inform and enhance the supervision provided, it is expected that a more experienced senior clinical colleague will be chosen to review the ISW participant’s practice. It is the more senior and experienced colleague (the supervisor’s supervisor) who should complete this form.

(Experienced) Supervisor of the Supervisor

(New) Supervisor

Supervisee/Psychologist in Training

It is expected that the person who is new to being a supervisor will bring issues from that work to their own supervision; this may be part of their clinical supervision or may be a separate arrangement. The new and experienced supervisors can negotiate the timing of the feedback and it can be repeated whenever it is thought useful. Two forms need to be included in your portfolio at two different time points: after the residential workshop and after day 4 of the course. This data is to help us evaluate whether the training you have received has had an impact upon your supervision as reviewed by an external supervisor. The New Supervisor should also write a paragraph or two to describe their reflections on the process of gaining feedback, the content of the feedback and any changes/impact resulting from it.

The feedback should be included in the ISW portfolio that is submitted after the 4th Workshop, and the content should be discussed between the two parties in advance of this. Either party can contact the University if problems arise and can speak to one of the clinical tutor team.

Please contact the clinical tutors at the University with any questions about this process:

Sheffield: Catharine Kay Catharine.kay@sheffield.ac.uk

Hull: Anjula Gupta a.gupta@hull.ac.uk

Leeds: Jan Hughes j.hughes@leeds.ac.uk

**Experienced Supervisor Feedback**

**Experienced Supervisor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**New Supervisor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Role of supervisee (e.g.) trainee psychologist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**How long has the new supervisor been supervising their supervisee at this point? \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

What information did you, as a supervisor of supervision, have access to in order to provide feedback?

Verbal report of (new) supervisor r Joint supervision of supervisee r

Discussion with supervisee r Access to LASS or SRQ forms r

Audio Recording of supervision r Video recording of supervision r

Other; please describe r

**Please confirm** that you have listened to a recording of the new supervisor providing supervision and discussed this together r

**These items were developed in collaboration with ISW workshop participants**

**Please comment on the extent to which the supervisor demonstrated the following, and in what way:**

1. Providing inspiration and encouraging enthusiasm for the profession, supervision and the area of work.
2. Facilitating reflection on the part of the supervisee (e.g. person in clinical training) including on power, difference and socio-political context of the work.
3. Fostering a safe collaborative environment where the supervisee can reflect on and be open about their perceived strengths and needs.
4. Working within the supervisee’s zone of proximal development (i.e. the difference between what the supervisee can do without help and what s/he can do with help).
5. Provision of timely constructive feedback to the supervisee.
6. Attention to the supervisory alliance and any actual or potential threats or ruptures and boundary issues; reflection by the (new) supervisor regarding what is helpful/not helpful to the supervisee.
7. Modelling professional behaviour and dealing with professional issues (including risk, consent and confidentiality).
8. Provision of a coherent theoretical model (or models) to the supervisee to support theory-practice links.
9. Providing sufficient structure in supervision.

­

1. Making a difference to the supervisee’s clients/service users.
2. **Please comment on any actions agreed following this feedback**

**Introductory Supervisor Workshops**

**6th and 7th March 2024**

**Evaluation**

We would like to hear your views about the residential workshop. Please circle the appropriate number for each question and add your comments

|  |  |  |  |
| --- | --- | --- | --- |
|  | *poor* | *average* | *good* |
| Relevance of training to your practice | 1 | 2 | 3 | 4 | 5 |
| Format of the full training (balance of talks, group work, etc) | 1 | 2 | 3 | 4 | 5 |
| Opportunity during training to meet other delegates | 1 | 2 | 3 | 4 | 5 |
| Opportunity to ask questions of leaders | 1 | 2 | 3 | 4 | 5 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Duration of the workshop | too long / about right / too short |

What was the most helpful aspect of the training?:

What was the least helpful aspect of the training?:

Is there any advice you could offer to help us plan for the future supervision training workshops this year?:

Is there anything you would like to add?

**Thank you for completing this form.**