

Hello and welcome. You're listening to the craft of supervision. My name is Dr. Mish and I'm a psychotherapist and supervisor. And I have a real passion and enthusiasm for all things clinical supervision. So I thought I'd bring my enthusiasm for the subject to this podcast. And here I'll invite you to come on a bit of a journey with me to explore this wonderful world of supervision, through looking at the different models through the research, the debates, and any issues that come up when we're practising supervision.

I'm really glad to be here. And I hope it will be useful for you too. So let's go.

So hello, there everyone. Here we are, again. And in this episode of the craft of supervision podcast, I like to spend a little bit of time just thinking about the importance and huge value of being a supervisor. And I just wanted really, first of all, to just shout out to all of those supervisors that are continuing to provide a container for all of the work that happens therapeutically and across the helping professions and how we can help our supervisees delve into the difficult aspects of work and look at the challenges of the work, but also look at the things that are wonderful. And we're very grateful for about the work. So I just first of all wanted to give a shout out to just supervisors holding that space. Really, you're all well, hopefully, you are all doing okay. And yeah, I just admire the leap that you've made to become a supervisor because I realised that it comes with a certain responsibility. And that's one of the things that I wanted to draw out today about how difficult it can be being a supervisor, and having to hold all of the knowledge that comes with that role. Because what fascinates me is the kind of motivations that people have to become someone who offers supervision. And I think it's really useful for those thinking about becoming a supervisor to spend some time reflecting on why you want to be one. Because it's not something that I'd encourage anyone to take lightly. You need to keep up to date with all sorts of information, you need to be practising what you preach in terms of your well being and the ethical and good practice decision makings that you have to undertake for your own work. And even though no one expects supervisors to be perfect in their practice, because if they ever do there are often disappointed that supervisors are flawed as everyone else is. But you do have to make sure that you're operating from a certain level of knowledge and experience. And it can be very difficult providing supervision in a wide sense, because you need to have a lot of knowledge about a lot of things. So I'd always encourage supervisors to think about where they are in their practice, and what bits of knowledge that they might need to have. And you know, with this in mind, I'm just going to make sure there's a link to a free downloadable journal, or whatever you want to call it, that I've put together for supervisors that looks at their own professional practice and the areas of knowledge that they might want to expand on or consolidate or investigate a little bit more or, and add some knowledge to their practice. So I'll make sure there's a link in the notes. But yeah, I think it's just, you know, we do a difficult job as supervisors. And I think it's very difficult sometimes to hold all of that, like I say, that vast amount of knowledge in mind, it's not an easy thing. It's but it's something that certainly supervisors that I know we take it quite seriously that part of what we do as our role that we have to keep up to date with practice and with debates. And one of the debates that is coming up more frequently in the research around supervision is what good supervision looks like. And, you know, we have an idea of that, and certainly in the textbooks, there's an there's some ideas of what good supervision might mean, but there's a really, really good article that I draw your attention to. It's by Angie Chirocop Caliero, Mary Creaner, and

Ladislav Timulak And it's called the good the bad and the less than ideal in clinical supervision. And what they did is they conducted a qualitative study, it was a metaanalysis. Now, this is all like, why, you know, some of these phrases that we use in research can be quite tricky. But it's basically what a meta analysis is, is that they, they take certain aspects of the research that they're trying to explore. And they look across a big amount of studies. So for their research, they looked at 29 studies and looked at studies into what makes good on bad or less than ideal supervision. And what I wanted to share with you today was, you know, about being a good enough supervisor, because like I say, we do a difficult job. And we have to hold a lot of information. And I just wanted to pull out some of their findings from their research about the helpful aspects of supervision. So they came up with three main themes that they found in their research, their meta analysis, their their study into these large amounts of the research on supervision, and they found these the three things. So they found that what makes helpful supervision is that the supervisor establishes a secure learning environment, that the supervisor facilitates learning. And the supervisor can has a willingness and capacity to acknowledge and look at differences they say about negotiating differences. And if we think about those things by themselves, it kind of makes sense, right, as a supervisor, so we'd go Yeah, you know, we kind of know that supervision is for learning, but it's something about it being a place where supervisors can feel psychologically safe and supported that the supervisor is. And in their research, they talk about the supervisor being open, they challenge but respectfully, they provide a some sort of container or holding space, they're interested in the supervisee. And the supervisor style is matching or matches the supervisees, interests and orientation and backgrounds. So that's really interesting to me that a secure learning environment, there needs to be a degree of matching between the supervisor and the supervisee. And also, they found that the supervisee is giving clear expectations for supervision. And what I found interesting in just looking at that is that we'd like to think that we do all of those things, but it really made me think, gosh, do I do all of that? Is that what I offer? Am I clear enough in explaining what my expectations are of my supervisees? And is that something that I do? Do I, as a supervisor, provide clarity, and enough of a learning environment. And of course, the thing they go on to talk about is that supervisors facilitate learning, which again, makes perfect sense. So we know as supervisors that we share knowledge that we give feedback, and the feedback is balanced. They talk about it being clear and timely. And the research has also talked about that a supervisor provides scaffolding and encourages the supervisee to make autonomous decisions. And again, I can really see how that fits into the work I offer as a supervisor, in terms of encouraging supervisees to think about their decision making. And one of the things that they pulled out is that a supervisor provides some really clear examples, concrete strategies of how to deal with certain situations. And so like I say, if you're a supervisor, and you're thinking, is this what I do, I think these reflections are really useful. So you know, I think it's a really, really useful piece of research. The last bit that they cover is about the supervisors ability and their willingness to look at differences. And this is something that I think, as supervisors, we need to make sure that we're doing this more, because I'm aware that there are instances in supervision where the levels of intersectionality are not addressed, or there might be opportunities that are missed from the supervisor not stepping up to acknowledge the differences that are in the room. So there's something around supervisor, humility, and also being multiculturally. competent in supervision. And I think that, like I said, that this is an area that we really need to invite us all as supervisors to kind of step up, do your work, do professional development, get to know the levels of intersection for your supervisee and for their clients so that you can really be addressing some of the differences and levels

of privilege and oppression that might be present in your supervision. So yeah, I kind of wanted to bring those main points from their research and they do go on to talk

About the unhelpful aspects as well. But I'm going to actually save that for another time. Because there's so much that we could actually say about unhelpful aspects of supervision. So I think that could be a whole standalone episode. But I'd really encourage you, I suppose, to think about your own supervision and what you offer, and how does it fit with those helpful aspects that the researchers have pulled out in the research. And it's really, I really enjoyed reading this research paper, it was great, I will put the link and like I say, it's recent research, and it's done by people who are clearly as enthusiastic as I am about the subject. But I love that it draws up those three aspects of what helpful supervision is. So yeah, take a look and see what you think. But I'd love to hear what you think is helpful as a supervisor, how do you try and foster that safe learning environment? How is it that you try and try and foster the place which facilitates learning? And how are you addressing the areas of difference in your supervision? And are there aspects that we need to learn from, so that we can keep giving really good quality supervision? Because I suppose what I recognise is, I certainly go on about how important supervision is. And I know that across the helping professions, it's seen as something that is a mark of good practice that someone is engaging in supervision. So I suppose my curiosity with it is about it is so important to us all, we need to make sure we're giving good quality as well. So I was really interested in reading, like, say, this research paper, and I will go on maybe next time, or maybe a complete standalone episode about potential harmful supervision. But for now, I just wanted to share some of those findings with you. And I hope this has provoked some interest and some thinking. And like I say before, it's really useful for me to get some feedback about this, but also, I'm always on the lookout for a guest. So if you want to come on and talk about supervision with me, just send me an email and let's get in touch and make it happen. So I hope you're all keeping well, and I'll see you next time. Thanks for listening.