

Supervision

Supervision is recognised as a process by which one worker enables another worker (who is accountable to him or her) to practice to the best of his or her ability. As a part of the student's learning process, practice educators/supervisors are expected to provide regular structured supervision sessions. This should be the equivalent of one hour per week. Some students will need a regular weekly input whilst others will make more use of a longer session once every two weeks.

Some useful guidelines when supervising a student:

- Plan ahead: dates and times
- Ensure privacy – no interruptions
- Agree what you mean by confidentiality
- Be clear about what you want from each other
- Agree content and format
- Formalise by recording the session

During the session consider including:

- Review of previous meeting – sign record
- Work with service users
- Work with carers
- Work with other professionals/services
- Anti-oppressive practice/professional value base and standards of conduct
- Review of CAPs
- Theory, legislation and policy – and application to practice
- Portfolio – direct observations/written pieces/service user feedback
- Progress against professional frameworks (PCF) and assessment criteria
- Review of student progress against identified learning needs
- Any concerns about placement/practice
- Any other business
- Items for next supervision – preparation required of student or practice educator

Within the supervision process:

- Create open dialogue
- Start and finish the session on a positive note
- Give and receive constructive feedback
- Use constructive feedback at all times
- Be descriptive, not evaluative, e.g. 'these records are not up to date' rather than, 'you just can't be bothered to write up your notes regularly'
- Use 'I' statements rather than 'you' or 'they', e.g. 'I noticed that on three days this week you were not here to start work on time' rather than, 'you are always late!'

If there are problems, consider whether the problem is about:

- Personal issues
- Lack of knowledge
- Lack of understanding
- Lack of skills
- Lack of motivation
- Prejudice or past experience
- Time management
- Workload

Next steps:

- Listen and support
- Give constructive feedback
- Explore difficulties
- Share your knowledge and skills
- Raise the student's self-awareness
- Offer options / solutions
- Look at goals and tasks
- Be ready to challenge and be challenged