

# CONTRACTING & FEEDBACK

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# Contracting and Feedback

- Yesterday you heard about the research evidence regarding the importance of the supervisory relationship (eg. Beinart, 2014)
- The contracting process is one of the most importance stages in the development of this relationship
- The contract should be completed within the first 1-2 meetings (and a review point set in recognition of the dynamicity of the process)
- Feedback is a key component within this

# Aims

- To develop skills in contracting and negotiating with supervisees
- To reflect on your own experiences of giving and receiving feedback to date.
- To build on previous experiences to develop skills in the art of constructive criticism, on-going positive feedback and negative feedback where necessary
- To develop knowledge of the various methods to gain information and give feedback (e.g. self report, audio and video tapes, colleague and client reports)

# Psychological Contract

- “.....is an unwritten set of expectations in all relationships”
- “Is an *individual’s interpretation* of an exchange of promises that is mutually agreed on and voluntarily made between two or more parties”
  - *Rousseau and Schalk (2000 p.284): cited by Michael Carroll, 2006*

# Why Contract?

- Scaife (2009) gives a number of reasons to contract including the following:
  - To clarify the expectations of both parties
  - To set a context of openness and negotiation
  - To set a context of shared responsibility
  - To encourage supervisees to think about the conditions that help them learn
  - To model exploring process and content
  - To clarify the evaluative role
  - To identify the context (e.g. training) within which the supervision will occur

# Contracting

In contracting a new supervisory relationship, you may want to consider the following:

- *The developmental stage of the Supervisee*
- *The interpersonal style of the Supervisee*
- *The Supervisee's needs within supervision-*
- *The Supervisee's previous experience of supervision*
- *Do I have an evaluative or managerial role?*

# Contracting (cont'd)

- *Individual session contracting- responsibility, number of clients/issues to be discussed, etc.*
- *Clarity about the reduction of harm as paramount and my need to act if necessary*
- *Ways of developing mutual trust (e.g., 'My image of successful supervision is.....', 'What I fear happening in supervision is....')*

# Contracting (cont'd)

- *Ways of constructively challenging when appropriate*
- *Transference and countertransference issues- how we can deal with personal issues that arise (for both of us)*
- *Confidentiality boundaries*
- *Working with difference*
- *Negotiation regarding the use of the parallel process eg supervision models*
- *How to give feedback...*

# Feedback

*“When supervisees reflect on their supervision, what comes to mind most often is the quality and quantity of the feedback they received.”*

Bernard and Goodyear (1998)

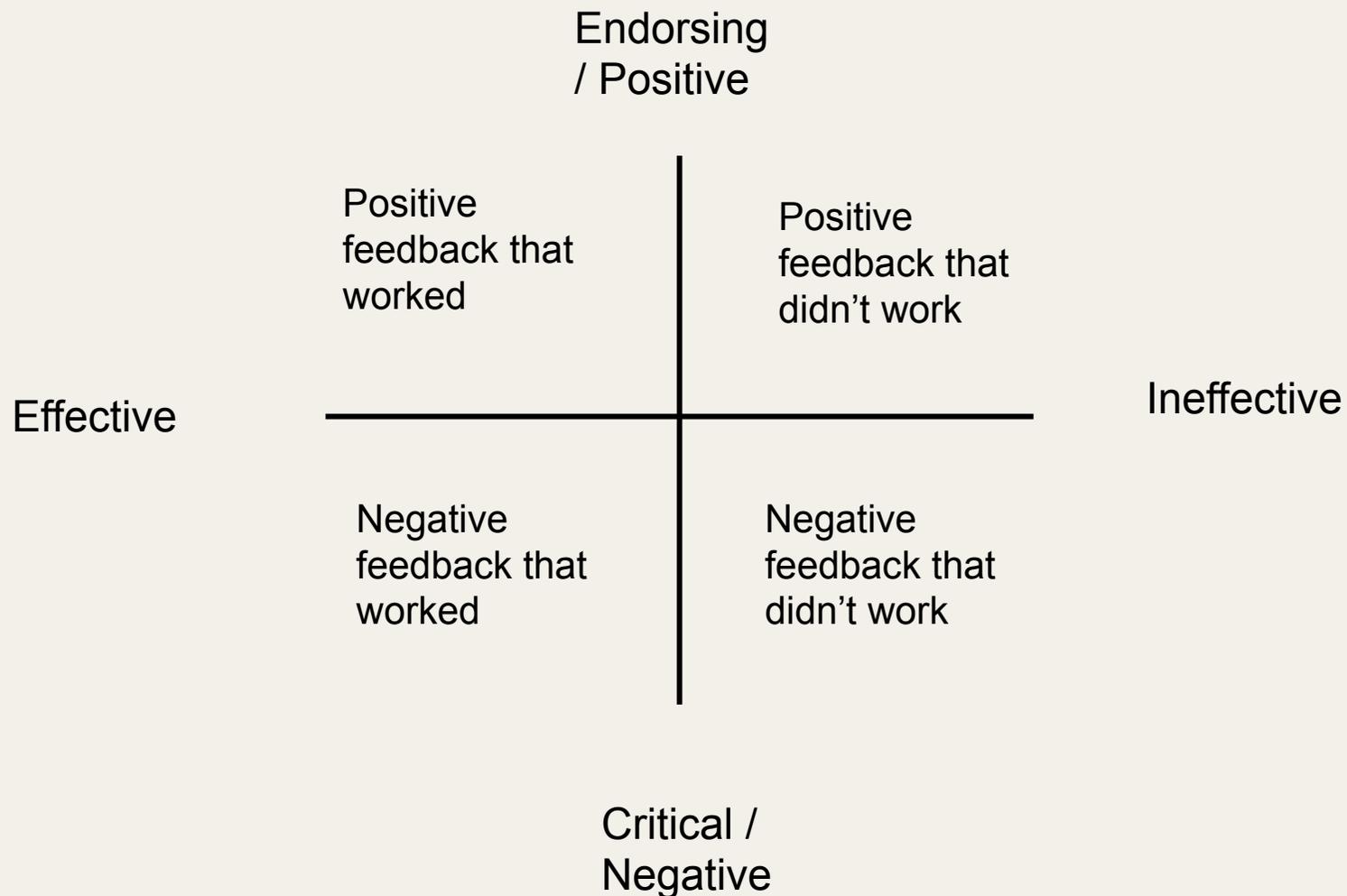
# Feedback on the Development of Competence

- Key issue in effective supervision
- Needs to be included in contracting
- Can be 'tricky' to get 'right'
- Needs attention throughout the supervision of psychologists in training
- Formal and informal
- Implicit and explicit
- Linked to self appraisal
- Both a source of stress and of profound learning

# Group Exercise: Feedback

- Think about your experience of giving and receiving feedback
  - *Positive feedback – effectively given*
  - *Positive feedback – ineffectively given*
  - *Negative feedback – effectively given*
  - *Negative feedback – ineffectively given*
- 10 mins in groups please write down examples of practice in each area

# Feedback exercise



## Feedback – Key Practice Recommendations (see Milne, 2009)

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- Clarity (clearly positive or negative)
- Specificity (grounded in examples)
- Regularity
- Reciprocity (opportunity for 2 way feedback)
- Reflexivity (feedback to self)
- Foundation (fits with status of supervisory relationship)
- Balance (neither wholly positive nor wholly negative)
- Rectification (provides a way of making better)
- Revisit the contract where appropriate

# Another model of feedback

- CORBS:
- Clear
- Owned
- Regular
- Balanced
- Specific
- And...
- Mutual
- Respectful

DVD – How not to give  
feedback...

## Committee for Training in Clinical Psychology: Guidelines on Clinical Supervision (2010)

- In addition to discussing clinical work, it is essential that the trainees and supervisors have opportunities to observe each other at work: the trainee can learn much more from this and it is essential in order for the supervisor to give the trainee accurate and constructive feedback.
- Placements differ in the most appropriate opportunities for such direct contact: some may use joint clinical work of some kind; others may prefer audiotape, videotape or a one-way screen.
- Some form of mutual observation of clinical work is regarded as essential.

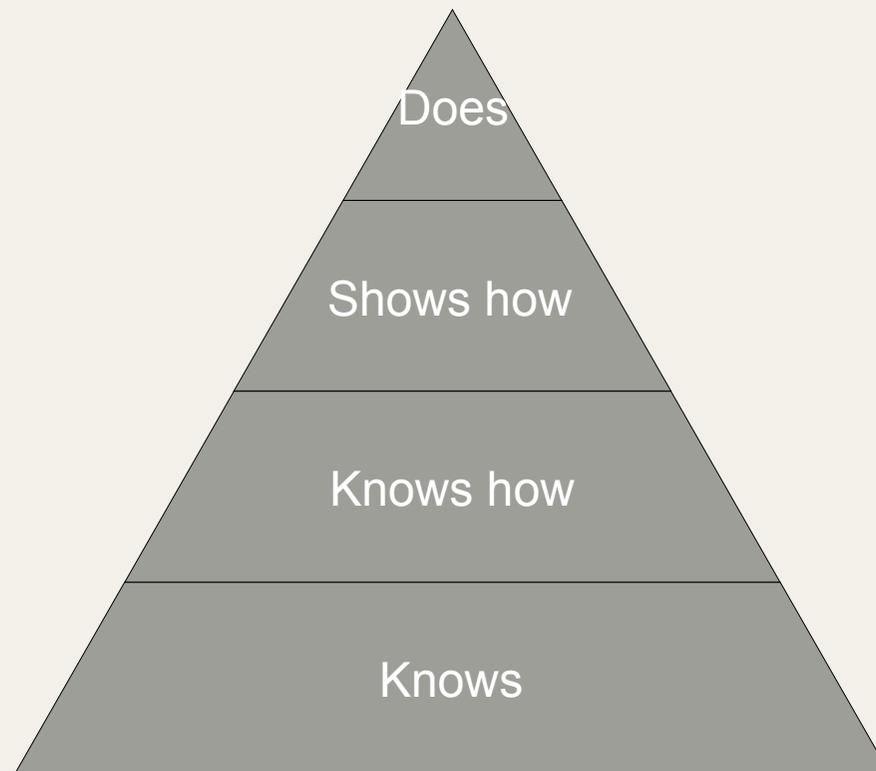
# Observation on Placement

- Encourage supervisors to share their practice – through both direct and indirect observation
- Minimum standards for observation on each placement
- **At least** one direct observation of trainee
- **At least** one audio / video recording and review

# How can I get the information?

- Feedback from trainee
- Feedback from service users/carers
- Feedback from colleagues
- Direct observation (clients/supervision/meetings/setting)
- Audio recordings
- Video recordings
- Case notes
- Letters/reports
- Supervision records
- Presentations
- Exercises

# Pyramid of clinical competence (Miller, 1990)



# Issues in the Use of Recordings (Scaife, 2009)

- Self consciousness
- Confidentiality, consent and security
- Contracting
- Purpose
- Whole, part, focus
- Adherence and transtheoretical issues
- Multiple perspectives
- Dealing with doubts about competence
- Enhanced empathy
- Accountability
- Participant becomes observer
- Adjunct to therapy

# Scaife (2009) on live supervision

## advantages

- Immediate
- Shared responsibility
- Visible quality assurance
- Appreciation of the parallel process
- Avoids over-reliance on supervisee's reports
- Fosters collaborative enquiry

## disadvantages

- Time
- Anticipatory anxiety
- Changes the dynamics of a session
- Responsibility can be blurred
- Risk of underplaying supervisee's observations and intuition

# Pulling it all together...

- How can you incorporate this into the contracting process?

# Exercise 1

Planning – 5 minutes

- *What is important for you in supervision*
  - *'My image of successful supervision is.....'*
  - *'What I fear happening in supervision is.....'*
  
- Write down some responses to these questions
  - *As a supervisee*
  - *As a supervisor*

Discussion in pairs – 5 mins

- *write down some agreements that will address these issues*

# Exercise 2 – Role Play: Feedback on Competence

- Use the example supervision contract as a guide and the previous conversation.
- Role play in pairs (10 minutes each way) beginning the contracting process.
- How are you going to negotiate the discussion about feedback?
- What would you like to see in the contract to reflect this discussion?

# ‘Comments on Learning’ from Trainee Clinical Psychologists

- Quality of feedback is key
- Self appraisal
- Process issues (e.g. keeping to agenda, endings, silences)
- Development of technique
- Dealing with difficult moments
- Insight
- Directions for development
- Confidence

# References

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