

# Introductory Supervision Training Day 3: Evaluation

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# [ Mindfulness Exercise ]

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- From 'Mindfulness for Two'

## Aims for the morning...

- To consider evaluation from trainee and supervisor perspectives
- To discuss trainee evaluation – ‘the how and the what’ from a Course perspective
- Dealing with difficulties – placement failure and how to handle it

# Reviewing Learning and Development

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- Clarifying your expectations; what are you hoping to get from today?
- Discuss your learning and development so far
- Identify your needs

# Evaluating competency from different perspectives

- *'Evaluation troubles most supervisors'*
  - Bernard and Goodyear, 2013
  - Does it??

# Exercise 1 – Challenging scenarios . . .

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- Do these YouTube clips resonate with your experiences?
- What are the issues relevant to evaluation?

# [ Supervisor training clips ]

- <http://www.youtube.com/watch?v=xlgJI1ZpJ1M>
- <http://www.youtube.com/watch?v=PrzIUw8Xdek>
- <https://www.youtube.com/watch?v=ICW4L1t7Zo4>

## Exercise 2 – in pairs / small groups

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- What does the term ‘evaluation’ mean to you?
- What difficulties/dilemmas can occur in evaluation processes?
- How might these difficulties be overcome?



# Understanding the trainee's context

- A model by Michael Carroll of:
  - – Survival mode
  - *Versus*
  - – Competency mode (frontal lobe)

# Survival Mode

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- Fight
- Flight
- Freeze
- Fragment

# Frontal cortex thinking: the biology of meaning-making

- Plans for the future
- Imagination and prediction
- Self development
- Ability to reflect
- Introspection
- Ethical decisions
- Managing emotions
- Creativity and change – “open mind, open heart, open will” (Scharmer 2007)

# A Compassionate Mind perspective: Gilbert, 2009

## **Drive seeking and acquisition focused system**

Designed to pay attention to advantageous resources and experience 'activation' to try to acquire them and pleasure in pursuing and securing them.

## **Contentment, soothing and affiliative focused system**

Designed to enable a state of peacefulness and openness when individuals are no longer threat focused or seeking resources.

## **Threat and self-protection focused system**

Designed to attract attention to, detect, process and respond to threats.

## Exercise 3

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- 1. How can you recognise if you or your trainee are in survival or threat mode?
- 2. What might be useful to help you / your trainee to move into competency or self-soothing mode?

# Measures of supervisor competency

- Trainee competency - pre and post supervision
- Client outcomes - anecdotal, formal measures, Friends & Family Test
- Supervisee feedback
- External ratings / questionnaires & feedback – e.g. ‘the Session Rating Scale’, supervision of supervision, LAAS

# Making your expectations and ways of working clear

- Generic versus specific model of therapy
  - what is your preferred model or way of working
- Generic versus specific model of supervision – how do you supervise? Do you have your own model or do you take a more formalised approach?
- Be open about what you can and cannot supervise
- Where is your ‘bar’ of expectation set in relation to standards

# Evaluating Trainee Competencies: A Model of Good Practice

- Contract with the trainee within the first 2-3 weeks of the placement. Be specific about what is expected using the course documentation as guidance. Use the ACC form to guide you
- Be explicit about your own model of competence and expectations (eg. minimum standards to be met)
- Negotiate when, how and why to 'challenge'



# [Evaluating Trainee Competencies: A Model of Good Practice . . .ct'd . . . ]

- Use direct observation (sitting in, reviews of audio or video tapes, live supervision) on which to form your opinion and be explicit about which aspect of the trainee's work you are assessing – \*\*a minimum of 3 times
- Gain direct feedback from service users / clients - a minimum of at least 2 feedback questionnaires should be completed by the end of the placement and discussed in supervision (eg. session rating scales, symptom measures, outcome measures)

# Evaluating Trainee Competencies: A Model of Good Practice – Cont'd

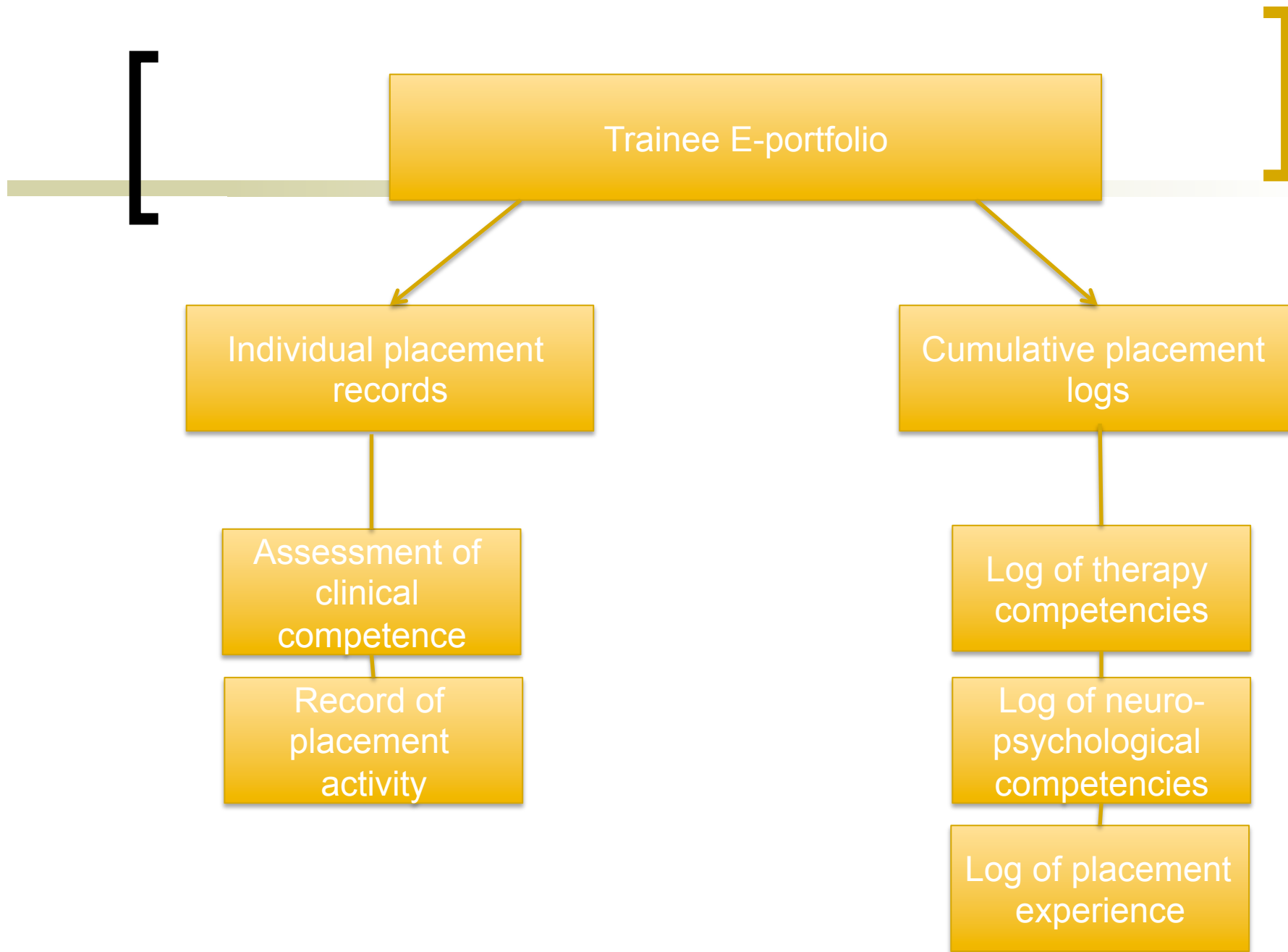
- Be aware of any barriers from either you or the trainee, which may affect openness or reflection (practical, personal)
- Be open throughout – there should be no surprises at the mid or end of placement evaluation points
- Consider the need for your own supervision of supervision
- Use the clinical tutor for advice and follow the course guidelines if there are any areas of concern

## Evaluating model specific competencies – ‘Therapy Competency Log Book’

- Began with CBT competencies – based on the Roth & Pilling framework – CBT + 1
- Also - CAT, Systemic, Psychodynamic, Compassion Focused & ACT competency frameworks
- Evaluation may possibly count towards accreditation in a model specific therapy . . .

## Methods of evaluation relating to placements:

- Competencies assessed by supervisor using Assessment of Clinical Competence Form (ACC) at mid and end of placement on 8 competencies
- Case Studies (1-4) in first 2 years of training
- Therapy Competency Log Book
- Neuropsychological Competency Log Book



# Other methods of evaluation – Course

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- Literature review, single case study, service evaluation, SAQs
- Formative feedback from service users and staff members during clinical skills teaching
- Observed Clinical Skills Assessment in year 1 (using CSA-RF)
- Research and case study presentations

# General methods of evaluation

- Live supervision / Joint working / mutual observation
- Role-playing within supervision
- Formal / objective measures
- Feedback from trainee – self report
- Feedback from service users / carers (e.g. Friends & Family Test, Session rating scales)
- Feedback from colleagues e.g. team members
- Case notes – paper, electronic

## [ General methods of evaluation, ct'd . . . ]

- Supervision records
- Letters/reports
- Audio tapes
- Video tapes
- Presentations
- Discussion exercises/role plays



# Observation on placement:

- Minimum standard for observation on placement – of direct and indirect work
  - A minimum of 3 occasions of direct observation per placement
  - A formal record is held across the 3 years of training

# [ Tackling Difficulties ]

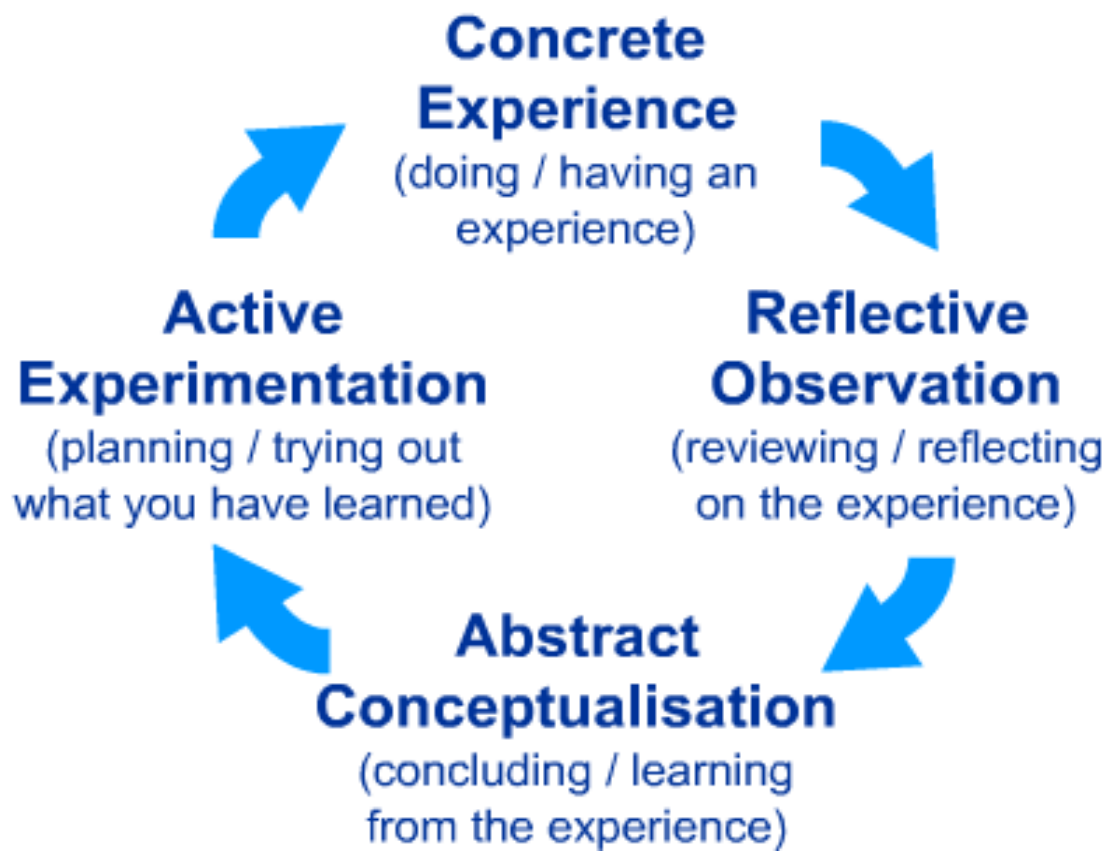
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- We can sometimes find this challenging to get hold of . . . it can be messy
- We may give the Trainee the benefit of the doubt, hold a belief / hope in change processes, compassion, fear of supervisory relationship rupture, hope it will be picked up by the next supervisor
- Supervisors play a vital gate-keeping role into the profession . . . duty of care to patients

# Tackling Difficulties

- Tackle it when you see it – do it in ‘competency mode’
- Listen to the individual – try not to make assumptions
- Negotiate how and when the feedback can be given
- Be clear, open & consistent about the message
- Avoid a defensive or confrontational approach
- Understand your own philosophy re. learning (remember Kolb)

# Kolb's Learning cycle



## Tackling difficulties (cont'd)

- Don't ask people to do what you haven't done yourself
- Deal with the emotion (eg: shame, anger, hurt)
- Use the relationship – and be aware of what you bring to this
- Ask for support if you need it
- And follow due process

# Exercise 5: Role play

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- Identifying and managing difficulties in evaluation processes -
- Managing placement failure

# Peer Supervision

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- Peer supervision groups
- Your next assignment

# A Model of Core Qualities

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- 1. Core quality
- 2. Pitfall
- 3. Allergy
- 4. Challenge
- Ofman 2001



Exercise 6 – you can use this in your peer learning groups if you wish to

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- Use the model for one of your own core qualities or someone you are supervising

You might want to think about  
the following . . .

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- Can you identify a core quality of someone you are supervising?
- How might you use this model to give feedback constructively within supervision – and help you manage difficulties?

# Action Plans

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- Review what you have learnt today
- Consider your learning in the next 6 months
- Plan what steps you can actively take to ensure this learning occurs
- Have a look at the GAS form – see if you feel you are on track

Questions and reflections ?

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