



DEVELOPING TOGETHER

SOCIAL WORK
TEACHING PARTNERSHIP

PE Webinar: Supervision Skills to Enable Reflection

Sarah Cave



Learning Outcomes



We hope the outcomes from this webinar will be:

- To have reviewed reflection in social work
- To have explored how to provide an appropriate supervisory environment to enable reflection
- To have explored a variety of reflection models to support and enable reflection
- To have reviewed and identified some of the barriers to reflection

Check - In



- Use of postcards for check-in
- Online images for virtual supervision
- <https://padlet.com/sarahevason/Bookmarks>
- https://drive.google.com/file/d/1xzRrNDeXeXuncLHGznu8L_F_Ck_oj1ON/view?usp=sharing



PCF 6: Critical Reflection & Analysis



By end of last placement - this is what the student is expected to demonstrate:

Apply critical reflection and analysis to inform and provide a rationale for professional decision-making.

Social workers critically reflect on their practice, **use analysis, apply professional judgement and reasoned discernment. We identify, evaluate and integrate multiple sources of knowledge and evidence. We continuously evaluate our impact and benefit to service users.** We use supervision and other support to reflect on our work and sustain our practice and wellbeing. We apply our critical reflective skills to the context and conditions under which we practise. Our reflection enables us to challenge ourselves and others, and maintain our professional curiosity, creativity and self-awareness.

What is Supervision?



Hawkins & Shohet (2012) p. 56 identify 3 main functions of a supervisor:

- **Educator**

Direct teaching and guidance regarding practice and agency processes **including enabling reflection**

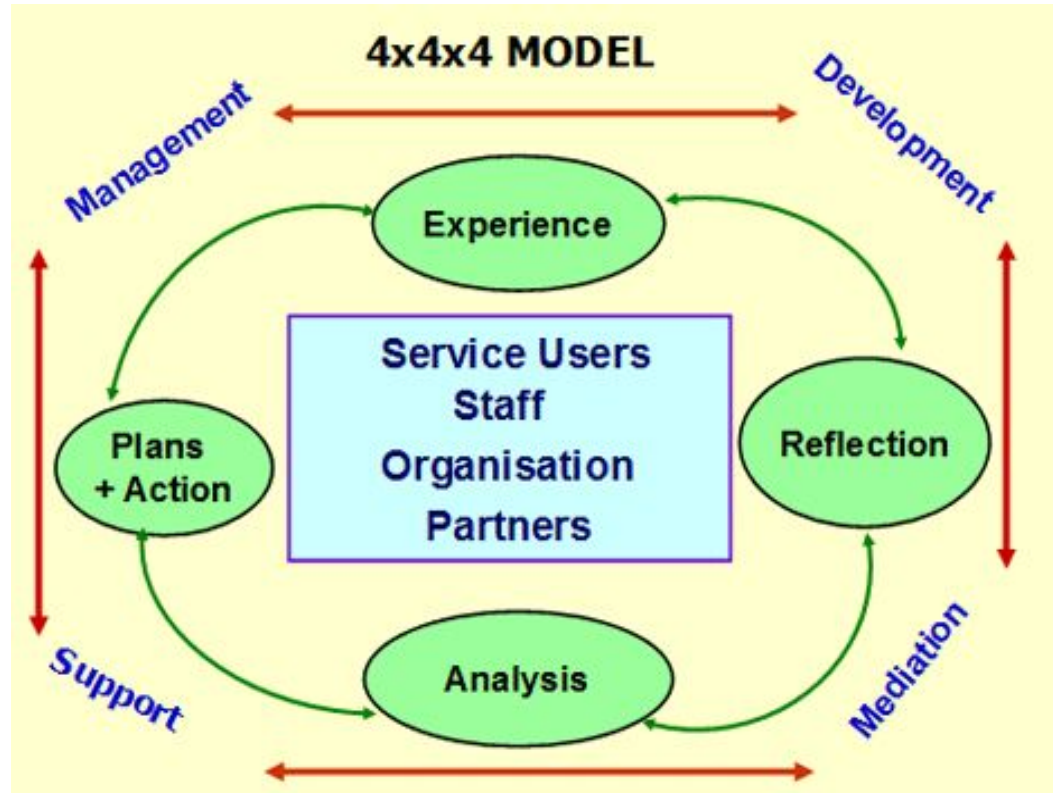
- **Supporter**

Providing support to student following new experiences, mistakes, workload - emotional and practical, **including time for reflection**

- **Manager (Assessor for student)**

For a student you are not only a manager (ensuring work is completed to set standard), but an assessor of their practice

Tony Morrison 4x4 supervision model



What is reflection?



Ruch (2000) has described [4 levels of reflection](#). Students should be encouraged to use all 4 levels as appropriate (quoted in Wonnacott 2012, p.29)

1. [Technical](#)
Comparing performance with knowledge of 'what should be done'
2. [Practical](#)
Student's self-evaluation, insight and learning (drawing on Schon's 'reflection in action' and 'reflection on action')
3. [Process](#)
Awareness of the impact of unconscious processes and intuitive responses on professional judgements
4. [Critical](#)
Involves the questioning of the influence of power relationships and assumptions underpinning our view of the world in order to develop practice



Critical Reflection

The bringing together of reflection and critical theory. Considering power and the socio-political context of practice.

Macleane

Reflexivity

Considers the circularity and the relationships between things. Recognises the different components of the reflective process and the depth of layers and circularity of ideas. It also involves a consideration of the impact of relationships on practice.

Macleane

Why is Reflective Practice so Important?



- Significant in integrating theory and practice - making sure our actions are drawing on a professional knowledge base
- Reflection is intrinsically linked with learning so it can enhance professional development
- It improves accountability
- It can improve practice and lead to better outcomes
- It helps us to explore the basic assumptions that underpin our work and so helps to ensure ethical practice.
- Service users deserve to work with practitioners who make the time to think about the work they do and the impact on the service user and their circumstances
- It helps us to explore our feelings and the impact upon us

Barriers to reflection



- Time
- Lack of confidence
- Organisational culture
- Issues in student's personal life, so no space to think
- Previous negative experience of supervision
- Attitude to learning
- The experience relates to an aspect of their own life, which is painful/emotional
- Fear / Concern about showing vulnerability
- Lack of trust
- PE lacks ability to create a reflective environment

What are some of the barriers to reflection?



Providing Reflective Supervision



The Importance of the supervisor/supervisee relationship (Wonnacott p. 39)

- Impact of this relationship on practice (mirroring)
- Centrality of power and authority within supervision (role, professional and personal authority)
- Explore role, boundaries and extent of supervisor's authority
- Time needed to get to know each other

The importance of creating a 'Safe' space

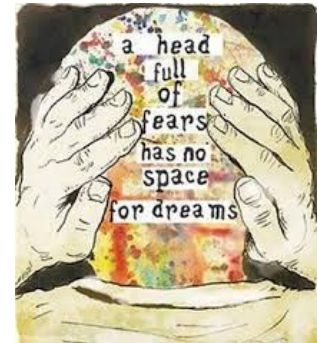


A safe space can be created by the supervisor by:

- Being open and honest in exploring issues of power early on in the placement
- Ensuring the student feels valued through listening skills, empathy, respect and understanding
- Providing constructive feedback respectfully and using mistakes as learning opportunities

If a student feels safe they are more likely to:

- talk about uncomfortable feelings
- be able to review and challenge themselves and reflect
- be more open to constructive criticism
- be able to pay attention to managerial instructions



Reflective Supervision



Reflective Supervision offers:

- A space in which students can build their capacity to think about and analyse complex situations
- Containment for students emotional responses to direct work
- A means for students to make use of their own experience and develop awareness of how their experience informs their practice
- Exploring student's practice and factors influencing their practice responses - emotions/ assumptions/power relations
- Develop a shared understanding of the knowledge base informing their reflections and analysis
- Use this understanding to plan and inform next steps
- Reflective Supervision driven by the experiences of the student

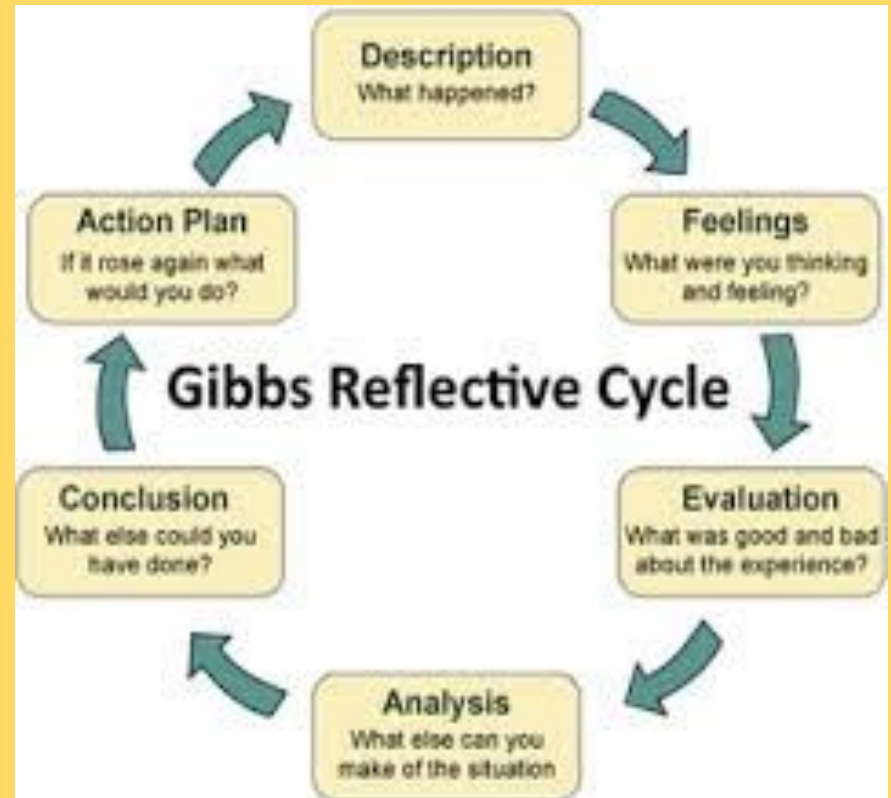
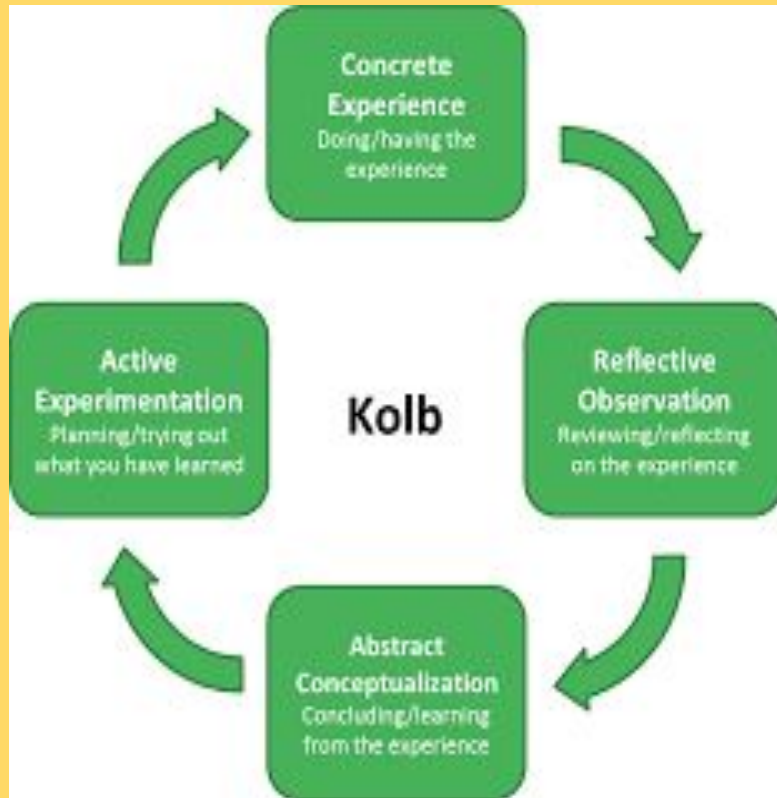
Modelling and enabling reflection in supervision



Ways to model and enable reflection in supervision:

- Spending time getting to know your student and [developing your relationship](#)
- Enable the student to [step outside particular experience/understanding](#) about situation
- Ensure you have [time](#) in supervision to reflect
- Understand about [relationships of power](#) within narratives
- [Not always providing answers](#), but asking student's view - in supervision and day-to-day
- Modelling by [reflecting your own experiences](#) as appropriate
- Create a [safe space](#) for the student in supervision -physically and emotionally
- Provide [reflection models](#) for the student to use

Models to Support Reflective Supervision: Traditional Models



Thinking and Reflecting: Models to Support Reflective Supervision

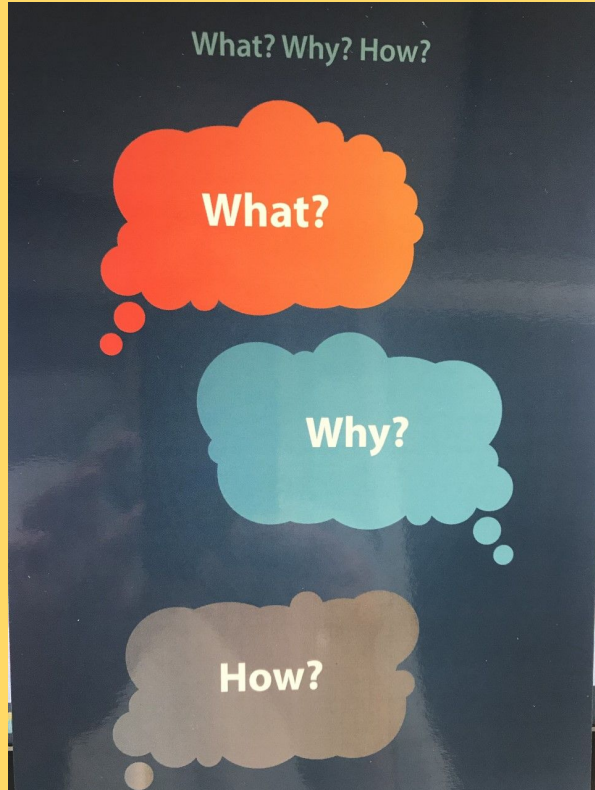
WHAT? , WHY? , HOW?

To reflect on completing an assessment

- **What** is happening for this person/child/family
- **Why** did this situation come about
- **How** can I best intervene and bring about more positive outcomes

To explore a difficult incident

- **What** happened?
- **Why** did it happen?
- **How** did I deal with it? How could I have responded differently?



Models to Support Reflective Supervision: Mc Clure's Reflective Questions



- What exactly did I do? (describe it precisely
- Why did I choose that particular action?
- What was I aiming for when I did that?
- What theories and models informed my practice?
- What research informed my practice
- What was I trying to achieve?
- What did I do next
- What were the reasons for doing that
- How successful was it?
- What criteria am I using to judge success?
- What alternatives were there?
- Could I have dealt with the situation any better?
- How would I do it differently next time? Why?
- How do I feel about the whole experience?
- What knowledge and skills were demonstrated
- Did my values impact on my practice? How?
- How did the service user feel about it? How do I know?
- What sense can I make of the whole of the experience in light of my past experience?
- How has this changed the way I will do things in the future? How?

Models of Reflection



- York Model
- What, So What, Now What
- Head, Heart and Hands
- Greenaways 4 Fs
- The Weather Model

Surprises to Learning: the University of York (2000)



18. Surprises to Learning: the University of York (2000)

Strictly speaking, this is not specifically a model of reflection. It is drawn from the collaborative model of direct observation of social work practice developed by the University of York. The model suggests that after the direct observation the student and practice educator have a reflective discussion - in part using the following headings:

Surprises

Satisfactions

Dissatisfactions

Learning

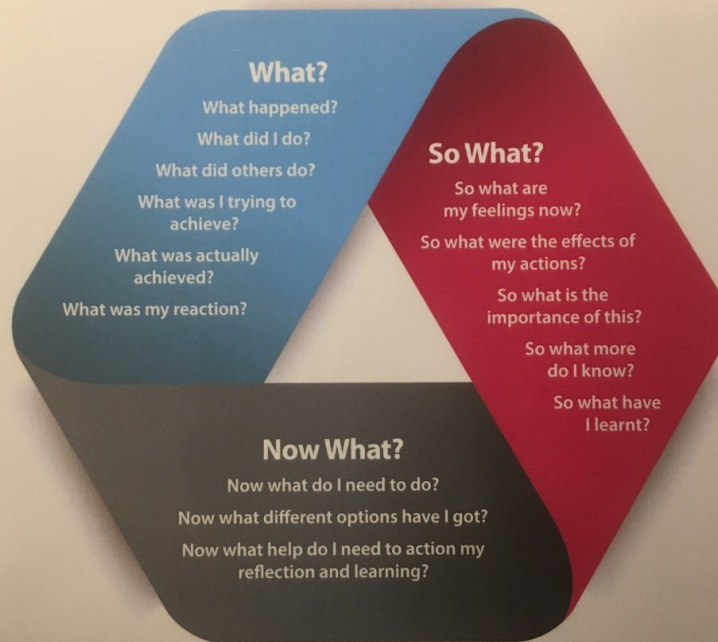
As a practice educator I began using these headings as suggested, to prompt reflective discussion after direct observations of practice. However, I found these four simple headings facilitated really interesting reflections and so I now use them much more widely. I use the headings myself to reflect on experiences – often when I am driving home after a day at work I think to myself what surprised me today? What was I satisfied with? What was I dissatisfied with? and what have I learnt?

I also use the headings to conclude supervision sessions. This helps provide a clear ending to supervision and helps to make sure that the supervisee begins to reflect on the supervision experience.

This also provides a really useful set of points to consider in relation to any CPD activities.

Since there are just four simple headings to this 'model' it can be useful to encourage and guide reflecting *in* action. Once the four headings become part of your thinking they can be helpful as you experience something. As such I find it is one of the only models which is straightforward enough to influence reflection in action.

What? So what? Now what?



11. What? So what? Now what?

This model was originally developed by an American teacher, Terry Borton (1970). Borton's book 'Reach, Touch and Teach' is seen as a key text in promoting a humanist approach to learning. Borton's model of reflection is based on an experiential learning approach and was developed through open learning experiments with pupils, particularly in developing creative writing.

Borton's model is often criticised as being overly simplistic. However, it can be useful where time is short and where reflection is important to lead to some action. It is also useful for more experienced practitioners who are confident about reflection and who do not want, or need, a highly structured framework.

Borton's original model has been further developed by Driscoll (eg: 2000) and Rolfe et al (2001) - so it is referenced in a range of ways - often differently in different professional groups.

This model is often used by supervisors to enable a practitioner to move from description and 'story telling' towards analysis and planning for future action.

The following questions form the framework for reflection:

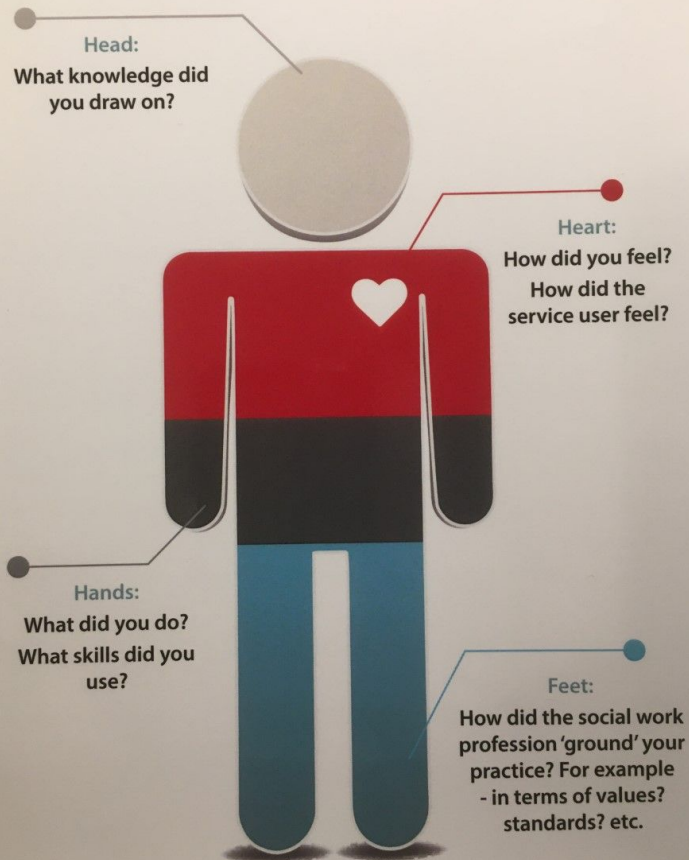
What? which can be seen as relating to reflection in action.

So what? which can be seen as relating to reflection on action.

Now what? which can be seen as relating to reflection for action.

This card contains some questions which can be used in relation to each of the three key questions.

Head, Heart and Hands



20. Head, Heart and Hands

Head, heart and hands is a phrase commonly used in social pedagogy. Cameron (2005) described the idea that:

Head: refers to the use of reflective skills and a body of theoretical knowledge to help the worker to assess a situation and develop actions.

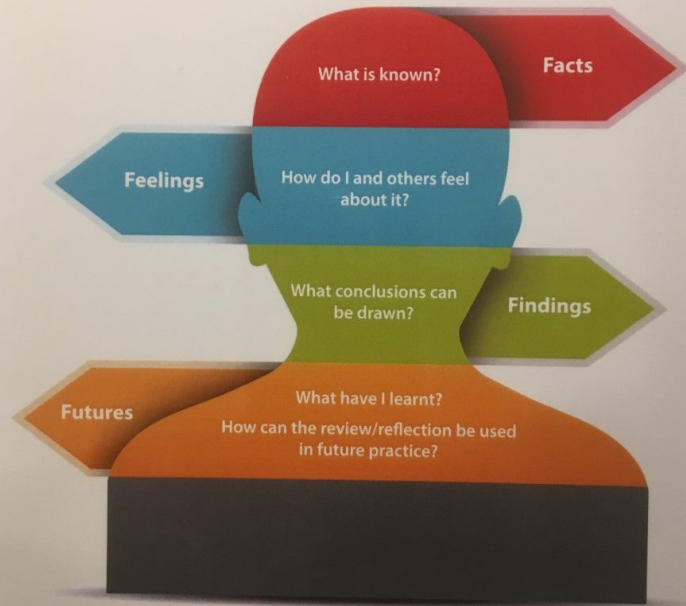
Heart: refers to the importance of the relationship between the worker and service user.

Hands: refers to the skills a worker uses - particularly skills in developing relationships.

Ingram (2013) highlights the way that the idea of a practitioner using their head, heart and hands can be built on to conceptualise practice and discuss situations in supervision. Ingram adds a fourth dimension - that of feet. The feet 'ground' the practice and can be seen in a variety of ways. Ingram discusses the way that the feet can be seen as making use of the professional value base as a motivation to persevere in challenging situations - treating the service user with respect and seeing them as central at all times.

It may be worth using the head, heart and hands concept as a framework to guide reflection. Some key points which use the head, heart and hands framework are outlined on this card.

Greenaway's 4Fs



19. The 4F Framework

This framework was developed by Roger Greenaway (see for example 2014 online) as a review framework. It is often referred to as an active reviewing cycle. It is commonly used in relation to outdoor activity centres and youth work activities with young people. However, it has been brought into social work by social pedagogues who, in many ways, straddle the fields of education and social work in the UK.

It is now used as a model of reflection in social work practice in a number of teams and areas. The model is based on the following 4 Fs:

Facts

Feelings

Findings

Futures

In common with the surprises to learning (University of York) 'model' this model is again straightforward in outlining just four key points. So it can be used to help develop reflection *in* action as practitioners become used to using the four headings.

The weather model



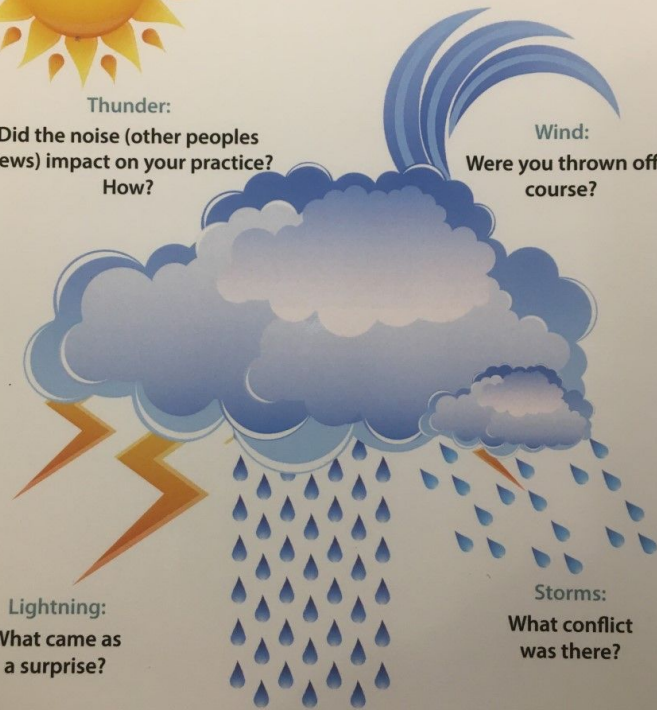
Sunshine:
What went well?

Thunder:

Did the noise (other peoples
views) impact on your practice?
How?

Wind:

Were you thrown off
course?



Lightning:
What came as a
surprise?

Storms:
What conflict
was there?

Rain:
What didn't
go so well?

22. The weather model

This simple yet powerful model was developed by a group of students. They decided to use the weather as a metaphor because they felt that a key aspect of 'English' culture is to discuss the weather almost every day. Their view was that the weather could be used to encourage practitioners to reflect on their practice as often as possible. They took different types of weather and linked them to a key reflective question, as follows:

Sunshine: What went well?

Rain: What didn't go so well?

Fog: Was there a point where you got lost and didn't know what to do? What couldn't you see?

Thunder: Sometimes it can be difficult to think about what you would do or recommend because so many other people are all talking at once and drowning out your thoughts. Has that happened? (ie: was there any thunder in this situation?) What couldn't you hear? (is anyone's voice missing?)

Snow: Was there something that you saw differently today – if so what? Why did it seem different? There may be times where we see the same thing over and over again and so we fail to really 'see' it any more. Sometimes snow helps us to see these things differently.

Lightning: What came as a surprise?

Wind: Did anything blow you off course? If so, what?

Storm: In some situations there is such a lot of conflict that things become very 'stormy'. Were there stormy conditions? If so, what? How did you weather the storm?

The concept of power can be explored using this method by considering who is controlling the weather and who is forecasting it.



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**Thank
you!**

References and Bibliography



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