

Appendix 6

Reflective Supervision

Ways to make most effective use of the time available in supervision whilst being reflective!

1. **What would you like to get out of today's discussion on this case?** *(It invites the practitioner to get into a reflective mode, rather than a descriptive mode, and take responsibility about how much information to share about the case. This is an invitation to focus on a practice dilemma)*
2. **How would you like me to listen to your concerns/dilemma?** *(It gives the responsibility to the practitioner to position the supervisor in a way that would be helpful for them. They can say "I'd like to you to give me some advice as to how to go on, or I'd like you to know how much I suffered meeting with this family, or I'd just want to you to listen, etc.)*
3. **Look at the genogram and notice patterns: intergenerational patterns of behaviour, relationships, problem patterns, strengths, etc.** *(Encourage practitioners to bring a genogram of the case or to draw one as they talk about the case to you. Use genograms as a tool not only to gather information, but also to notice patterns and encourage the curiosity about the case)*
4. **Look at the wider system and notice patterns** *(Encourage the practitioners to add to the genogram all services involved with the case, i.e. CSC, Education, Health, Police, Church or other religious institutions, Community Services, Voluntary Services, etc. In this way you get a better understanding of the wider system around this family)*
5. **What are your top concerns about this child/family?** *(It enables practitioners to use their critical thinking in prioritising concerns about the child/family)*
6. **What have you appreciated about this child/parent/carer?** *(This is usually a pivotal question that enables the discussion to move away from problem saturated stories into noticing positives and strengths. It's a point of entry to elicit what's been working well. You can use Appreciative Enquiry, i.e. what are you proud of about the work that you are doing with this client? Why are you proud? What have you learnt from this experience?)*
7. **Talk about how practitioners felt, not what they said or did.** *(Ask the practitioner to describe their last session in terms of how people felt and why. For example, rather than having the practitioner describe what people said and what they did, ask them to start by telling you how they felt as they prepared for the session. Did they feel nervous, excited, or worried? Why? Once they clients arrived, how do they think the mother and/or father and/or child was feeling and why?)*
8. **Bring the clients' voice into the room: What do you think the child/parents/carers have appreciated about your input?** *(This is a question that enables the practitioners to reflect on the impact they have had on the family). "Imagine the client/s are here – what would you say to them and what would they say to you? How might the client feel and what they might say having heard you talk about them? How would they want to respond if they heard you talking about them this way?" It's an opportunity for the practitioner to mentalise and empathise with their clients.*
9. **Be curious about parallel processes between the Practitioner and the family, feelings of stuckness, anger, anxiety, etc. and wonder whether they might be carrying these feelings into the supervision with you.** *(This is an invitation to pause and reflect. It's easy for such feelings to be transferred from the family to the Practitioner, then to their managers and very often create a lot of anxiety in the whole system of professionals. This invitation to **pause and reflect** offers the Practitioner the space to become observers to themselves and possibly see things from different lenses).*
10. **Let's think about the different options about this family and make a plan of actions** *(Think about the different contexts that inform our actions and our decisions)*