

## Supervision Record

<b>Name</b>	CH	Covering period	January 2015 – January 2016	Registration number	xxxxx
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**You must not include confidential or identifiable material in your record**

Date and duration of supervision sessions	Format of session <i>(Group, one-to-one etc. Please give number of participants in group or peer supervision)</i>	Nature of delivery <i>(Face-to-face, Skype etc.)</i>	Work context of supervision <i>(Private practice work, school based counselling work, agency work etc.)</i>
1. 05/01/2015 (every 2 weeks for 90 minutes)	Group of 4 counsellors and one supervisor in voluntary sector agency	Face to face	Voluntary sector agency. Clients are self referred, or come via GP or social worker recommendation. Short term, low cost
2. 06/02/2015	Group (4)	Face to face	As above
3. 03/03/2015	Group (4)	Face to face	As above
4. 12/04/2015	Group (4)	Face to face	As above

5. 15/05/2015	Group (3, one member on leave)	Face to face	As above
6. 17/06/2015	Group (3, one member on leave)	Face to face	As above
7. 16/07/2015	Group (4)	Face to face	As above
8. 20/08/2015	Group (4)	Face to face	As above
9. 23/09/2015	Group (4)	Face to face	As above
10. 20/10/2015	Group (4)	Face to face	As above

11. 18/11/2015 (Did not attend as I was on annual leave)	Group (3)	Face to face	As above
12. 19/12/2015	Group (4)	Face to face	As above

SAMPLE

Please give three examples of how supervision has had an impact on your practice

**Voluntary sector – group supervision**

Mr P presented with anxiety. He was allowed 10 sessions. I had seen him for 3 sessions, and he did not turn up for session 4. The agency does not have guidelines about what to do in this situation. In supervision we talked about all the reasons that might lead a client not to turn up. I wondered if I had said something in session 3 that put him off. We explored this. People in the group shared their experiences of missed appointments, so it was comforting to know that I wasn't the only one. We talked about what to do if there was a risk issue (I thought that there wasn't in this case.) We also talked about when and what to write if it seemed that a letter to the client was needed. And when a phone call might be indicated, and how to manage that. I learned a lot. It also made me realise that it's really important to have a good way of recording and storing the client's contact details in a way that is in line with Data Protection rules. Our supervisor is really hot on this.

**Further Education setting– individual supervision**

About 3 weeks before her first appointment, I was told that my next client has a visual impairment. As I have no experience of working with such a person, and we hadn't done anything about this on my diploma, I was really worried. I am so glad that I had supervision the week before she was due to start. My supervisor gave me an article from Therapy Today and we talked about some practical things, like how I would show her into the room and where to sit, and what to do if she had a guide dog. I was helped to see that instead of focusing on her sight loss, I should relate to her like any other client, and to be open about my inexperience and ask her to tell me what she needed me to know. So in the first session, she told me what she had come for, like any other client, and she told me how she liked to have the room layout described, and how she would like to make a note of her appointments. She's a **person** with sight loss, and I was in danger of seeing only the sight loss.

**Voluntary sector – group supervision**

I had a difficulty managing the time with a young male client. It was almost impossible to get him out of the room on time – in this setting, there's a lot of pressure on room space, and there is no leeway for going over time. I had tried standing up, looking at the clock, telling him when there was 10 minutes left. Nothing worked, he did not get the hint. He always had something more to say with his hand on the door handle. I did not know how to "confront" him. In our supervision group, we used role play to explore what might be going on for him, as well as what was going on for me. It was quite painful, but what I learned was this: I needed to share with him how it seemed that there was never enough time for what he wanted to say. And then to explore what this might be about. I did this, and it turned out that all his attachment patterns were about being abandoned.