

WELCOME

**Supervision for
Professionals Working in
the Field of Sexual
Violence**

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Contents

- ▶ Define supervision
- ▶ Explore why ?
- ▶ Core functions of supervision
- ▶ Models to support reflective

How can this help me as a supervisor?

How can I benefit as a supervisee?

Time for reflection, contribution - encourage you to ask questions, reflect on what we are discussing means for your own work context.

Learning together

- ▶ Learning to be shared in public domain – respect right for confidentiality
- ▶ Have respect for the feelings, experiences and perspectives of others – we will have all been touched by the topic in different ways professionally and personally.
- ▶ Adhere to principles for practice which is inclusive, respects diversity and promotes equality.
- ▶ Take responsibility for your own learning.

What is supervision?

“the process of overseeing, directing, coordinating, enhancing, and evaluating the on-the-job performance of workers for whom the supervisor is responsible.”

Kadushin and Harkness (2002, p. 23)

What is supervision?

‘Supervision: is a **process** by which one worker is given responsibility by the **organisation** to work with another worker in order to meet certain **organisational, professional and personal** objectives which together promote the best outcomes for **service users**’.

Morrison, T. (2005)

Impact of abuse (sexual violence)

What stops children/women
telling us...?

Child



Fear

Fear of racism, sexism
homophobia, disablism -
victim blaming

Shame

Guilt

Not knowing its wrong

Not being believed

Fear of getting it wrong

communication

Fear of reprisals

Not wanting to get
into trouble

Loyalty

Worried about others its normal

Barriers for professionals

What stops professionals from taking action...?



Professional

Fear for self and family

Triggered

Shame

Not knowing its wrong - skills & knowledge

Guilt

Not wanting to loose job

Fear of getting it wrong

Loosing respect/value

Fear of reprisals

How will it reflect on my race, culture, sexuality

Loyalty

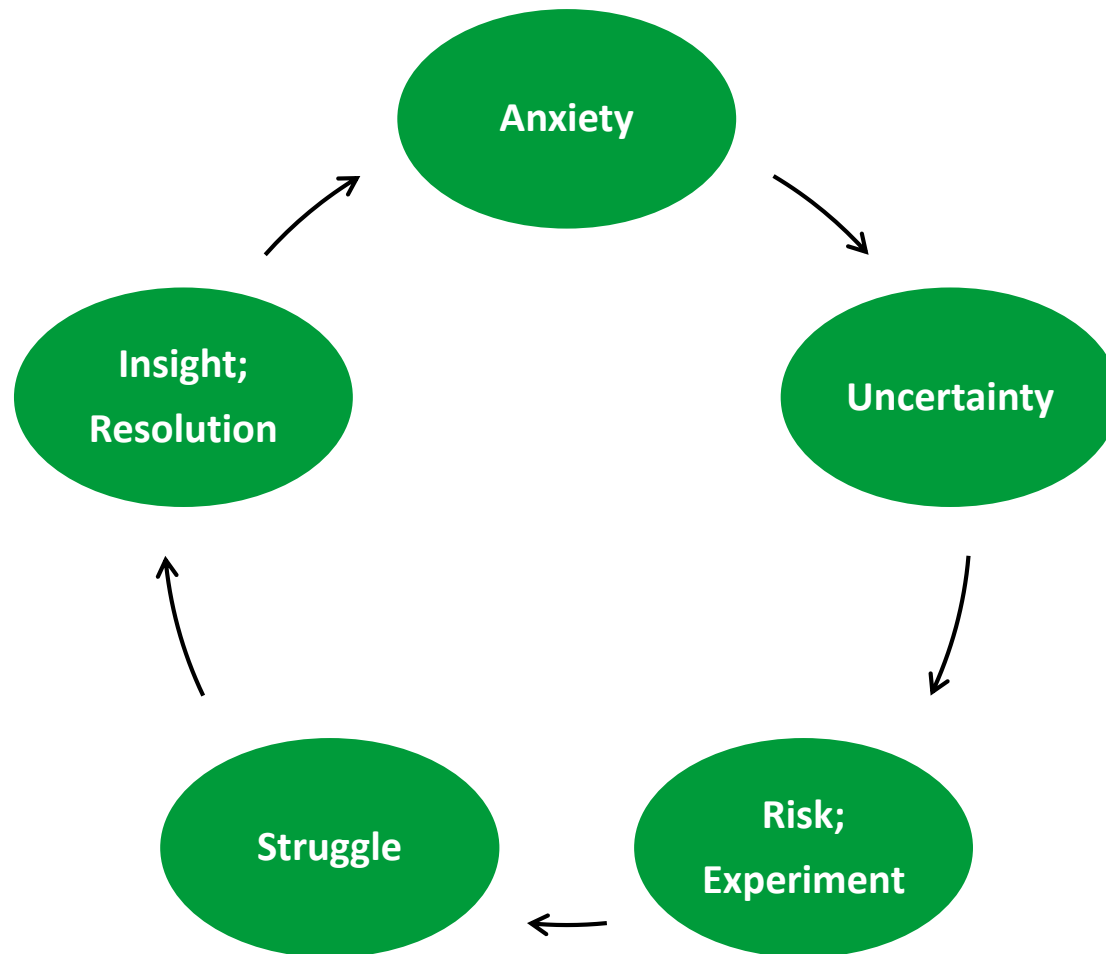
Worried about what colleagues think

Child



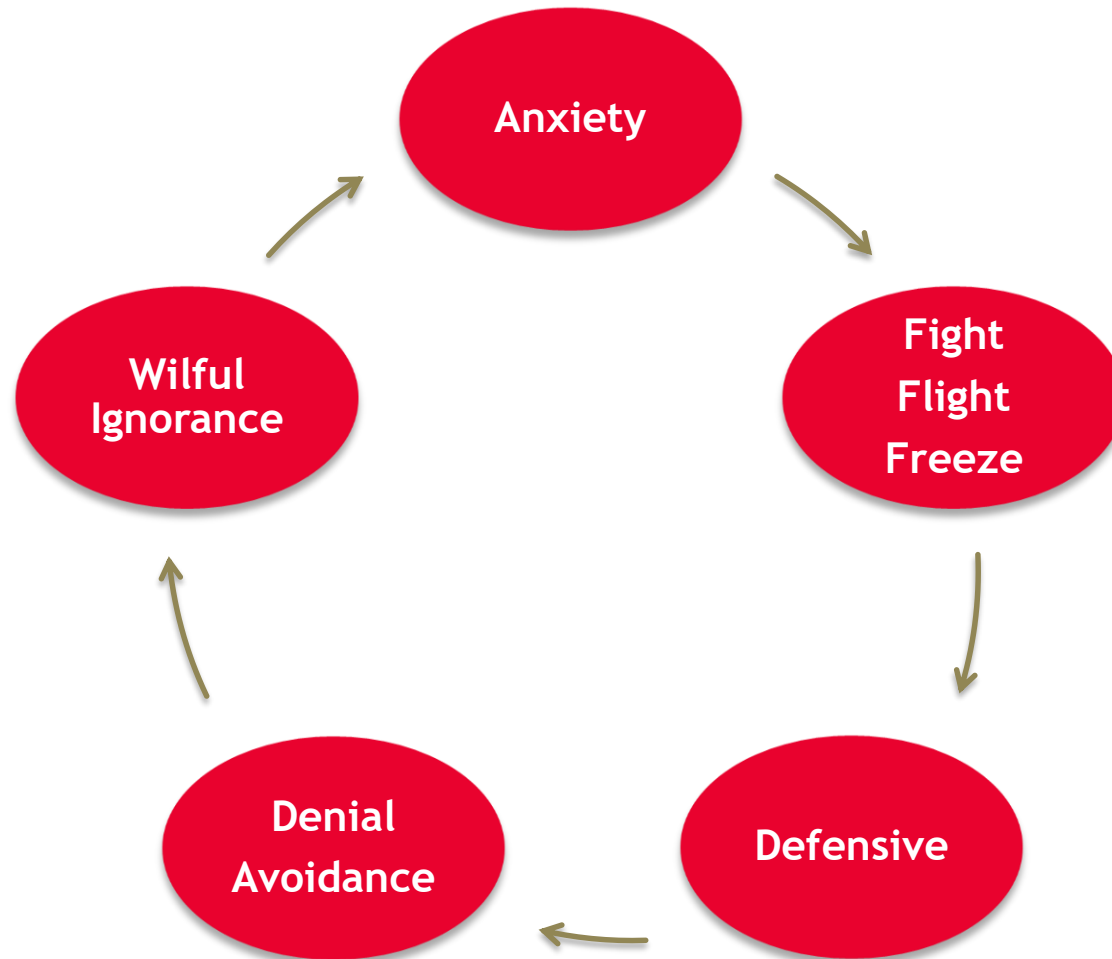
**Fear/Fear of racism, sexism
homophobia, disablism - victim
blaming** Not knowing its
Fear for self wrong/Not knowing its
and family wrong - skills &
Shame knowledge
Shame Not wanting to get into
Guilt/Guilt trouble/Not wanting to
Fear of getting it loose job
wrong Loosing family/Not
Fear of making a wanting to loose job
mistake Worried about what
Fear of reprisals/ colleagues think
fromfamilycommunity/organisation/
Loyalty. Worried about others

Functional learning - Role of anxiety



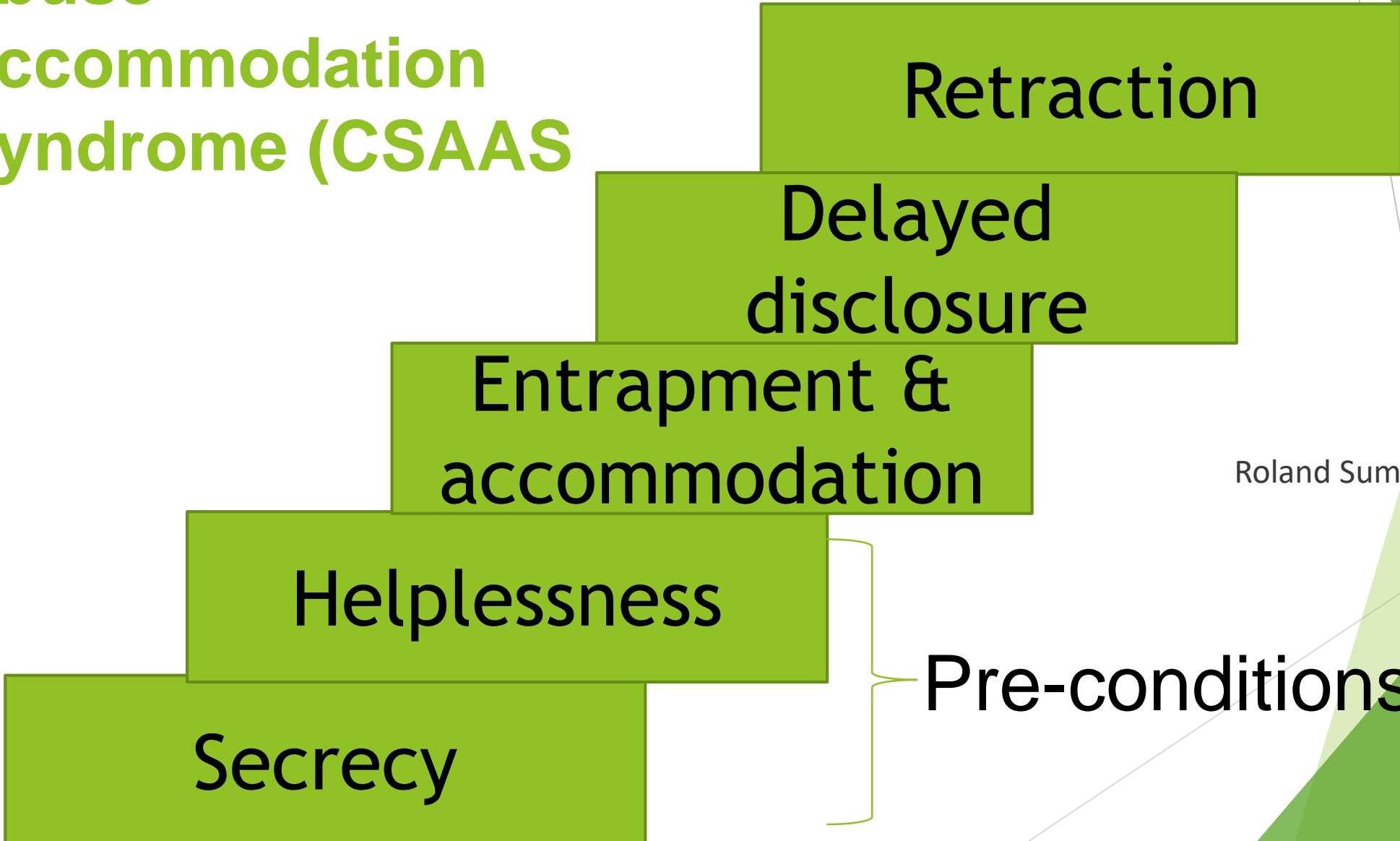
Vince and Martin (1993)

Dysfunctional learning - Role of anxiety



Vince and Martin (1993)

**Child sexual
abuse
accommodation
syndrome (CSAAS
)**



Retraction

**Delayed
disclosure**

**Entrapment &
accommodation**

Helplessness

Secrecy

Pre-conditions

Roland Summit (1983)

Professional accommodation syndrome

Retraction

Delayed
disclosure

Entrapment &
accommodation

Helplessness

Secrecy

“The expectation that we can be immersed in suffering and loss daily and not be touched by it, is as unrealistic as expecting to be able to walk through water without getting wet.”



Impact of working with trauma

What is the potential impact of engaging in sexual violence work?

Impact of working with trauma

Vicarious Trauma=VT

Secondary Traumatic Stress= STS

Research evidence – emerging themes:

Females higher risk of VT/STS

Professionals with childhood trauma at higher risk

Psychological symptoms - PTSD, loss of trust in the world, development of negative coping mechanisms, intrusive images, avoidance of places, startle responses and multiple triggers

Increased cynicism, a lack of a sense of value, loss of personal identity, and questioned their competency

More distrust of others and withdrawn from relationships

Burn out – higher level of exhaustion

Ability to do their work

Relationships with family and friends negatively impacted on

Fear for their family's safety

Overprotective of their own children and cautious about those who interact with them

Research evidence – emerging themes:

Workplace factors linked to levels of VT/STS:

Negative workplace = increased distress and greater level of STS, work overload, autocratic leader, lack of resources, role ambiguity, ability to do their work

Positive workplace = support/supervision associated with lower VT/STS, and post traumatic growth

Vicarious resilience

Compassion satisfaction (CS)

Functions of supervision



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Kadushin (1992)

Functions of supervision

4 Key functions:

- ▶ **Management** - To ensure competent, accountable performance/practice
- ▶ **Development** - To help continuing professional development
- ▶ **Support** - To provide personal support
- ▶ **Mediation** - To engage the individual with the organisation.

Functions of supervision

- ▶ What % of time do you spend/receive in each function?
- ▶ Which one are you most comfortable with – as a supervisor/supervisee?
- ▶ What might be some of the challenges be?

Evidence base

- Social workers receive variable access to supervision and that all too often report it is process-driven and focused on case management
- Process and performance often dominate.
- Many practitioners are not receiving supervision as often as procedures recommend
- Studies highlight that practitioners want more time for critical reflection

What is reflective supervision?

'We need to foster resilience by providing ... staff with the scaffolding they need to get out there, work with the most vulnerable members of our society with the emotional intelligence and compassion that will make a difference. Relationships are at the heart of good ... practice and relationships must be at the heart of the way we supervise and manage as well.'

(Wonnacott, 2013)

The power of you!

**"I've learned
that people will
forget what you
said, people will
forget what you
did, but people
will never forget
how you made
them feel."**

Maya Angelou



Reflective supervision

Reflective supervision is above all a learning process in which the supervisor engages with the supervisee to:

- Explore a supervisee's practice and factors influencing their practice responses (including emotions, assumptions, power relations and the wider social context)
- Develop a shared understanding of the knowledge base informing their analysis and the limitations of their thinking, and > Use this understanding to inform next steps.

(Wonnacott, 2014)

Kolb's Learning Cycle

Experience

- **Awaken awareness** Recollect and describe the event **Provide the context** Tell the story **Clarify the issue for supervision** Identify the goal of supervision

Reflect

- **Feelings** Beliefs **Behaviours** Intuition **Values** Identify patterns of behaviour, transference, links to the past, resistance

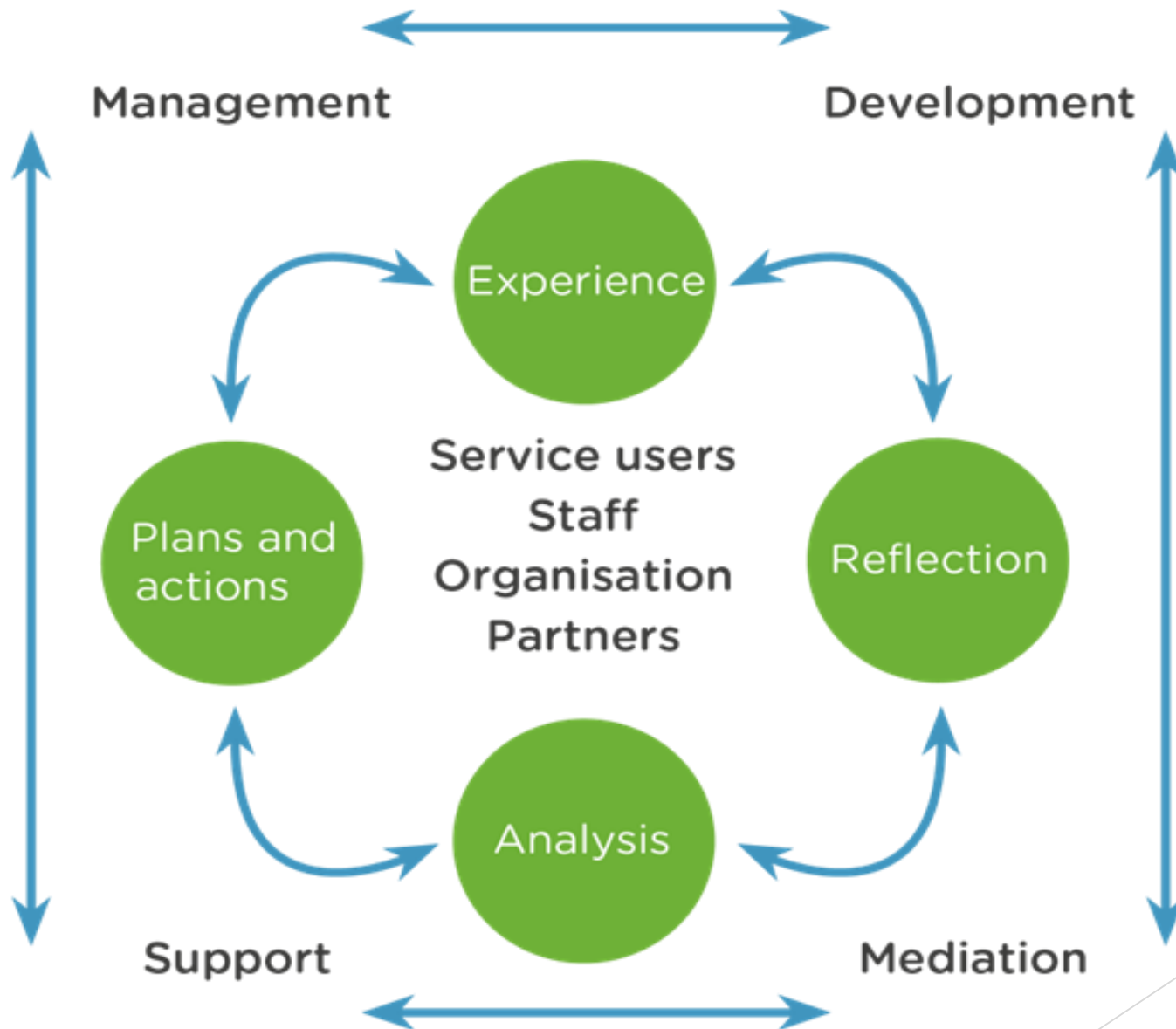
Analyse

- **Theory** Professional practice standards and values **Policy and protocol** Practice wisdom **Relationship dynamics** Roles and authority **Wider organisational, social and political context**

Plan and act

- **What has been learned by reflecting** How practice might change **Flexibility and limitations of plan** Strategies for implementation **Contingency plan** Skill or resource requirements **Follow up and recording** Review the plan **Evaluate whether the issue has been addressed** Review the session

The 4 x 4 x 4 model of supervision



Wonnacott (2012)

Any questions?

Thank you

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