



The Psychological Society of Ireland (PSI) Supervision Guidelines for Psychologists

Approved March 2017

**This supervision guidelines should be read in conjunction with the Society's Code of Professional Ethics*

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1. Introduction

The Psychological Society of Ireland (PSI) is the learned and professional body for the profession of psychology in Ireland. The Society has grown significantly since its foundation in 1970 and now has almost 3000 members. The primary aim for which the Society was established, as stated in the Society's Memorandum of Association, is to 'advance psychology as a pure and applied science in Ireland and elsewhere'. To further this aim, PSI strives to promote good psychological practice by setting and maintaining high standards of professional education, training and conduct for the profession. Furthermore, the Society seeks to establish and monitor standards of ethical behaviour, competence and practice within the profession.

These guidelines provide professional practice standards regarding attendance at supervision for psychologists who offer services to members of the general public (hereafter referred to as 'clients') in any professional context, including but not limited to educational, clinical, counselling, health, forensic, organisational, coaching, sport and research settings. The term 'supervision' in these guidelines refers to clinical or consultative supervision, which is distinct from, and in some professional contexts may be in addition to, line management supervision (as described in Section 2 below).

There are separate PSI guidelines on requirements for supervision attendance during postgraduate professional psychology training (PSI Accreditation Guidelines are in place for the various professional training routes) and on required supervision attendance for Chartered Membership with PSI (PSI Guidelines for Chartered Membership) and these should be consulted where appropriate.

These guidelines are underpinned by the understanding that attendance at supervision is a core professional activity and a "cornerstone of professional development" for psychologists throughout their careers (Bernard & Goodyear, 2009, p.218). PSI considers that the key purpose of supervision is the development and maintenance of high standards of psychological service provision for clients. Attendance at supervision is believed to promote such high standards through providing a forum for psychologists to continue to develop in ethical awareness, competence, skills, understanding, self-awareness, resilience and creativity in their work (Hawkins & Shohet, 2012; Inskipp & Proctor, 2001).

2. Definitions and functions of supervision

'Supervision' in these guidelines refers to clinical/consultative supervision. The combined term 'clinical/consultative' is used to reflect the fact that psychologists work in a variety of settings – for some psychology specialisms, the term 'clinical supervision' will be more appropriate, for others the term 'consultative supervision' will fit better.

In some work contexts, psychologists may attend line management supervision as part of clinical governance or accountability to their organisation's standards and goals. Line management supervision is normally concerned with operational issues and quality of service within the employing organisation, including a focus on monitoring and appraisal of performance, where the supervisee reports to the supervisor as a more senior staff member. The frequency and focus of line management supervision will depend to some extent on the level of responsibility the supervisee has within the organisation; his/her perceived experience, competence and need for supervision; and the standards set by the organisation.

Clinical/consultative supervision is understood to have two main and connected goals: firstly, to support best practice for the welfare of clients and, secondly, to support the supervisee's continuing professional development, including attending to his/her welfare and resilience in the work. It is understood that line management supervision normally shares these goals. However, a key difference is that clinical/consultative supervision does not normally include a managerial, reporting or evaluative component. Clinical/consultative supervision meetings are confidential, insofar as there are no competency or fitness to practise concerns, and are held with the understanding that the supervisee is a qualified professional with responsibility for his/her own practice. This supervision aims to provide a safe, bounded, reflective and discursive space for qualified psychologists to regularly review and develop their practice, and to experience ongoing support for their work. When there are concerns about competency or fitness to practise in relation to either supervisee or supervisor, these should be dealt with according to procedures agreed in the supervisory contract (see section 6 and Appendix B) and with reference to the PSI Code of Professional Ethics.

While psychologists may attend both clinical/consultative and line management supervision, it is considered important to separate these two activities conceptually. It is also recommended that the two types of supervision are practically separate, psychologists attending different supervisors for each type. Where this is not possible, clinical/consultative and line management supervision meetings should be held at different times, rather than in the same meeting.

There are various definitions of supervision, many of which include an evaluative component or expectation that senior members supervise more junior members of the profession (e.g., Bernard & Goodyear, 2009; Milne, 2007). However, as already noted, an evaluative role is not considered a normal aspect of clinical/consultative supervision. In addition, while supervisory experience and competence is necessary (see section 5 below), supervisors do not need to be senior to their supervisees. Thus, within this guidelines document, PSI endorses the following definition of supervision:

Supervision is a joint endeavour in which a practitioner with the help of a supervisor,

attends to their clients, themselves as part of their client-practitioner relationships and the wider systemic context, and by doing so improves the quality of their work, transforms their client relationships, continuously develops themselves, their practice and the wider profession (Hawkins & Shoet, 2012, p.60).

Within this joint endeavour, supervision is understood to have three key functions (Proctor, 1988):

- a restorative, supportive function, maintaining resilience and protecting against stress and burnout;
- a quality assurance function, a fellow professional sharing the supervisee's exploration and review of ethical, professional and anti-discriminatory practice in his/her work; and
- a developmental function, enabling professionals to continue to learn in complex fields of practice. This may involve learning from the supervisor's experience and knowledge but also involves facilitation by the supervisor of a reflective, generative space where new learning can occur, contributing to the continued growth of professional practice and understanding for both supervisee and supervisor as well as for the wider profession (Carroll, 2011; Hawkins & Shoet, 2012).

3. Statement of Best Practice

As part of ethical, professional practice, it is highly recommended that all psychologists, at all stages of their career and in all work contexts will attend regular supervision for their own work. Attending supervision is regarded as a core professional activity to support the delivery of effective, ethical and high quality psychological services to clients and the general public. While it is regarded as essential to attend supervision, for many psychologists, providing supervision may be a core part of their work. Additionally, psychologists may provide supervision for practitioners in other professions. Given its importance, PSI considers it essential that those offering supervision should undertake training.

4. Recommended frequency of attendance at supervision

It is highly recommended that supervision be attended on a consistent, regular basis. Its frequency and duration should be of a standard that allows all aspects of the psychologist's work to be discussed and that enables the development and maintenance of a productive supervisory relationship.

Various factors will determine the appropriate frequency of supervisory meetings, the most important considerations being the size and complexity of the supervisee's workload and the level of experience of the supervisee – both general level of experience and experience in his/her current area of professional practice.

A minimum standard of attendance at supervision for all psychologists is one hour per month. More frequent attendance is required for psychologists with large or complex workloads, or when working in an area where they have limited experience. For early career psychologists, more frequent attendance at supervision is required in line with requirements for PSI Chartership (as specified in the Guidelines for PSI Chartered Membership).

As part of ethical, professional practice, psychologists are expected to be alert and responsive to changes in the nature of their work, their resources or their capability, and should seek extra supervisory support as required to maintain and enhance competency.

Thus, while a minimum of one hour's formal supervision a month is required, it is expected that the frequency and duration of supervision will be needs-led and contracted for on a case-by-case basis.

Psychologists may choose or combine different types and formats of formal supervisory support for their work. They may attend supervision in a one-to-one or group setting, with an identified supervisor or in a peer context:

One-to-one supervision: This may involve a psychologist attending an identified supervisor or the supervisory role may be alternated between two peers. When two peers are alternating the supervisory role, each person must have a minimum of one hour per month as supervisee.

Group supervision: In a group context, there may be a designated supervisor or the supervisory role may be shared amongst peers. When group supervision (either supervisor led or peer-led) is the only form of formal supervision attended, a minimum average of half an hour per group member per month is required. For example, for a four-person group, a minimum of two hours' group supervision per month is required.

In addition to formal, planned supervision meetings, psychologists are expected to seek informal supervision and consultation with their professional peers as needed, and also to schedule regular time for individual reflection on practice.

5. Supervisor requirements

To facilitate productive supervision, supervisors should be experienced, competent and to have engaged in training/CPD (continuing professional development) in supervision. It is expected that supervisors will be chartered psychologists with PSI, or psychologists eligible for chartered membership. However, PSI also recognises supervisors from related professional bodies, who practise according to a code of professional ethics.

The specific recommendations by PSI for psychologists or other professionals providing supervision are as follows:

- i. have a minimum of two years' experience, either following post-graduate qualification in psychology or following professional qualification/accreditation in a discipline relevant to the supervisee's practice (e.g., psychotherapy, coaching).
- ii. have attended at least 20 hours' formal training in supervision following postgraduate qualification in psychology or following professional qualification/accreditation in a related discipline (as above) (if qualified from 2015 onwards).
- iii. Those qualified before 2015 are exempt from this requirement if they have
- iv. significant experience of supervising (defined as having offered at least 100 hours of supervision to professionals of any grade or discipline).
- v. Those who do not have the required supervisory experience and who do not have 20 hours' supervisor training are accepted as Apprentice Supervisors.
- vi. Apprentice Supervisors, once recognised as such by PSI, are required to complete 20 hours' supervisor training within three years.
- vii. attend ongoing, regular supervision of their own supervisory practice;
- viii. undertake ongoing training in supervision over the course of their careers – a minimum average of one full day's training every two years or its equivalent (e.g., one half day a year) is required;
- ix. keep abreast of developments in research and literature on supervisory practice;
- x. have experience and competence in their supervisees' areas of practice, with a commitment to referring to other supervisors or resources when issues arise that are outside their experience or competence.

6. Standards of supervisory practice

As in all of their professional practice, both supervisors and supervisees are expected to work according to the four key ethical principles of respect, competence, responsibility and integrity (see Appendix A for more detailed ethical guidelines for supervisory practice).

Supervisors should take particular care to maintain appropriate boundaries with supervisees and to monitor the effect of any dual relationships (e.g., line manager and clinical supervisor) and any power imbalances on the integrity of the supervisory relationship; sexual relations between supervisor and supervisee are precluded.

The supervisory work is expected to occur within a relationship of mutual trust, integrity and respect for differing values and experiences. The relationship should be flexible, sensitive and responsive to the supervisee's particular work context, responsibilities and learning needs. The focus, content and process of supervision should be negotiated between supervisee and supervisor and should be reviewed and adjusted over time.

Supervisory meetings should take place on a regular basis, in suitable accommodation, and be free of unnecessary distractions and interruptions.

A regular, formal, and explicit arrangement should be mutually negotiated by the supervisor and supervisee, defining roles and responsibilities for both, as well as limits of confidentiality. To this effect, a written contract should be drawn up and agreed, including what steps will be taken if there is any concern about the competency or fitness to practise of either supervisor or supervisee (two examples of written contracts are included in Appendix B).

A table of potential roles, tasks and responsibilities for supervisors is given in Appendix C – this table can be drawn from as fits the particular context and needs of each supervisory relationship. The written contract and the supervisory work and relationship should be regularly reviewed, at least on an annual basis (guidance for a review meeting is given in Appendix D).

The minimum standard for the recording of supervision sessions is as follows:

- Copies of all supervisory contracts and updates should be kept by both supervisor and supervisee.
- The date and duration of each session should be recorded by both.
- A record of each session should be kept by both supervisor and supervisee, including at least minimal notes on the content of supervision, decisions reached and agreed actions. A possible template for recording a supervision session is given in Appendix E.

References:

- Bernard, J. & Goodyear, R. (2009). *Fundamentals of clinical supervision* (4th ed.). Boston: Allyn & Bacon. (5th edition published 2013)
- Carroll, M. (2011). *Supervision: A journey of lifelong learning*. In R. Shohet (Ed.). *Supervision as transformation*. (pp. 14–28). London: Jessica Kingsley.
- Hawkins, P. & Shohet, R. (2012). *Supervision in the helping professions* (4th ed.). Milton Keynes: Open University Press.
- Inskipp, F. & Proctor, B. (2001). *Making the most of supervision* (2nd ed.). London: Cascade.
- Milne, D. (2007). An empirical definition of clinical supervision. *British Journal of Clinical Psychology*, 46, 437-447.
- Proctor, B. (1988). *Supervision: A co-operative exercise in accountability*. In M. Marken & M. Payne (Eds.), *Enabling and ensuring*. Leicester: National Youth Bureau.

Suggested further reading:

- Bradley, L. & Ladany, N. (Eds.) (2010). *Counsellor supervision: Principles, process and practice*. (4th ed.). New York: Routledge.

- Creaner, M. (2014). Getting the best out of supervision in counselling and psychotherapy. London: Sage.
- Davys, A. & Beddoe, L. (2010). Best practice in professional supervision: A guide for the helping professions. London: Jessica Kingsley.
- Falender, C. & Shafranske, E. (2004). Clinical supervision: A competency-based approach. Washington, DC: American Psychological Association. (The authors also published a companion casebook in 2008)
- Fleming, I. & Steen, L. (Eds). (2011). Supervision and clinical psychology: Theory, practice and perspectives (2nd ed.). London: Routledge.
- Scaife, J. (2009). Supervision in clinical practice: A practitioner's guide (2nd ed.). London: Routledge.
- Scaife, J. (2010). Supervising the reflective practitioner. London: Routledge.
- Wosket, V. (1999). The therapeutic use of self: Counselling, practice, research and supervision. London: Routledge.

Appendix A: Ethical guidelines for supervisory practice

Supervisory practice should be based on ethical reflection and decision making, demonstrating congruence with the values and principles inherent in the Society's Code of Professional Ethics. The four main ethical principles of respect, competence, responsibility and integrity are applied here to the practice of clinical/consultative supervision (adapted from the 2006 BPS Counselling Psychology Division's Code of Ethics and Conduct for Supervision).

1. RESPECT

1.1 General Respect

Supervision should value all forms of difference and be anti-oppressive and non-exploitative in nature. It should model respect for different theoretical and professional approaches and experience as well as work undertaken in different contexts. It should take into account the multiplicity of relationships that affect the supervisory relationship and actively manage the different values that each person brings to the supervisory process.

1.2 Privacy and Confidentiality

Supervision is a confidential process, with normal professional caveats regarding safety to self and others. The boundaries of confidentiality between supervisor, supervisee, clients and any other stakeholders (e.g., employers, family members) should be negotiated at the outset of the supervisory relationship in order to enhance trust and facilitate open, transparent debate and learning. Exceptional circumstances which require the disclosure of confidential client information to others should be discussed with the supervisor whenever possible. The process of disclosing confidential information should be managed on a need to know basis, respecting the interests of all parties and any potential legal requirements.

The purpose for which records of supervision are kept and the limits of their confidentiality should be made clear to all parties. All records are subject to the relevant data protection legislation and, therefore, may be accessed in accordance with the provisions of that legislation.

1.3 Informed Consent

All clients need to know that supervision is a professional practice requirement for all psychologists. However, client confidentiality should be respected, their material treated with sensitivity and only information necessary for the task of supervision should be brought into the supervision. Where there are conflicts of interest because of other personal or professional connections, supervision with an alternative supervisor should be arranged.

1.4 Self-determination

Supervisors are expected to value the knowledge and experience of their supervisees and their right to determine how they will work with a client, within the boundaries of professional, ethical and legal practice. Where there is disagreement about the supervisee's work, both supervisor and supervisee should consult the PSI Code of Professional Ethics and its recommended procedure for ethical decision-making. When disagreement is continual and unresolved, both supervisor and supervisee should seek the opinion of a suitably qualified third person.

2. COMPETENCE

2.1 Awareness of professional ethics

All psychologists are bound by the current PSI Code of Professional Ethics. Where either supervisor or supervisee is subject to other professional codes, these should be made explicit and taken into account in the supervisory relationship and in the management of work.

2.2 Ethical decision making

The welfare of the supervisee's clients is paramount. The Society's Code of Professional Ethics requires that all psychologists be able to think through, explain and justify their decisions. Reflecting on and discussing the ethical grounds for decisions about practice are major functions of supervision. Good supervision also recognises the involvement of and relationship to other stakeholders (e.g., family members, employers, and the general public) and recognises their responsibilities (e.g. social, medical or legal care) as relevant.

2.3 Recognising limits of competence

A competent supervisor should demonstrate a considerable level of knowledge, skills and experience that have been learned through a combination of training and practice over time. Apprentice supervisors, or supervisors in training, should be conscious of their developmental level of competence and seek regular supervision of their supervision; experienced supervisors should also access regular clinical supervision and consultancy for their supervisory work as part of the ongoing monitoring, maintaining and extending of levels of competence.

As supervision is a form of experiential learning, it is recognised that sometimes supervisees will have to work at the developmental edge of their competence and they will need informed support and guidance from their supervisors. Supervisors should also recognise their own limits in offering specialist support and when necessary should refer the supervisee to other, more appropriate sources of help.

2.4 Recognising Impairment

All those involved in the supervisory relationship should seek consultation when circumstances negatively impact upon their competence, even for short periods of time. When necessary, and with respect for the disruption to the working relationships involved, the best course may be to suspend work for a period and transfer responsibility to others as appropriate.

3. RESPONSIBILITY

3.1 General responsibility

The primary responsibility of supervision is to ensure best practice in the interest of clients. Lines of responsibility should be clearly defined and negotiated with regard to different levels and domains of experience. This process is especially important when working within a peer supervision group. As part of ethical practice, all those in the supervisory group should be aware of what they are responsible for and to whom they are accountable.

3.2 Resolving dilemmas

It is essential that psychologists consult with their supervisors when a conflict of interest, a question of ethical priority, or a legal issue arises in their work; the Society's Code of Professional Ethics should also be consulted in these circumstances. Such

consultations and the decisions reached should be clearly documented by both supervisor and supervisee. In an emergency, client welfare takes priority.

3.3 Termination and continuity of care

The termination of a supervisory contract by either supervisor or supervisee should be undertaken with respect for the supervisory relationship and the ongoing care of all clients.

4. INTEGRITY

4.1 Honesty and accuracy

Supervisors should be open and honest about their qualifications and level of competence as supervisors and the services they offer. Supervisees are expected to be similarly open and honest about their qualifications, the circumstances and methods of their work and their requirements for supervision. Supervisors are responsible for providing the conditions necessary for the development of an environment of openness, trust and respect for professional vulnerability. Supervisees are responsible for presenting their work with transparency and with openness to the supervisor's reflections and feedback. Both supervisor and supervisee share responsibility for being aware of, and negotiating with respect and openness, any area of difference between them in order to further their own understanding, learning and development. The requirements of other stakeholders (such as employers) and their relationship to the supervision should be made explicit. All contracts should be reviewed at least once a year.

4.2 Avoiding exploitation and conflicts of interest

Both supervisor and supervisee should be aware of, recognise and contract for differences in power in their relationship and in their working context to protect against any form of exploitation or misuse of power. The supervisory relationship may intersect with other professional and personal boundaries. Such interconnections need to be made explicit and held in awareness as they have ethical implications for managing confidentiality and the dynamics of the supervisory relationship.

4.3 Maintaining personal boundaries

Personal relationships between supervisor and supervisee affect the integrity of the supervisory relationship and should be carefully monitored. Sexual relations between supervisor and supervisee are precluded.

4.4 Addressing ethical misconduct

Both supervisor and supervisee are responsible for addressing the potential for ethical mistakes in the practice of supervision and for seeking external consultative support in redressing any errors of judgement or practice made by either party as quickly as possible.

Appendix B: Examples of supervision contracts

Contract for Individual Supervision

This contract is agreed to by the signatories below from _____ (date) until its review/ending on _____ (date)

We both understand and agree that:

- All supervision arrangements are based on trust and the professional integrity of both supervisor and supervisee.
- Both supervisor and supervisee practise legally, ethically and abide by a Code of Professional Ethics (e.g., PSI).
- Both supervisor and supervisee will be open about their qualifications, experience, competence and limits to their competence.
- Supervision is needs-led and has the overarching goal of facilitating the best possible service to clients through the continuing professional development of the supervisee.
- The agendas and goals of supervision, the expected means of preparation for meetings, and ways of engagement during meetings will be jointly developed by supervisor and supervisee.
- There will be formal, scheduled and protected time for supervision meetings, with both parties being prepared and on time for meetings.
- Both supervisor and supervisee will work to create safety and openness in the supervisory relationship and will be receptive to two-way feedback.
- Supervision is not therapy – while personal process and experiences relevant to client work may be discussed and explored, this will only occur as agreed by supervisor and supervisee.
- At any time either supervisor or supervisee can initiate a review or renegotiation of the contract.
- Arrangements will be discussed and agreed to cover:
 - Timing, duration, frequency and location of supervisory meetings
 - Procedure for cancellation and rescheduling of meetings
 - Emergency contact procedures
 - Recording of supervision, the purposes for which supervisory records may be used and the storage of supervisory records
 - Monitoring of boundaries and of the impact of any dual roles in the supervisory relationship
 - Confidentiality and limits to the same, including procedures for reporting or feedback to any third parties
 - Financial arrangements (if relevant)
 - Professional insurance requirements (if relevant)
 - Frequency of reviews of the supervisory work and relationship
- What will be done if there are difficulties working together, if there is a professional or ethical breach in the supervisory relationship, or if either supervisor or supervisee has a concern about the other's competence or fitness to practise

- In addition to the above:

- As Supervisor, I agree to:
- Aim to provide a safe, productive and generative space for the supervisee to reflect on and learn from his/her practice.
- Help support and review ethical practice as part of the supervisee's ongoing professional growth.
- Share relevant resources and knowledge with the supervisee and, when appropriate, teach/model skills or offer opportunities for skills rehearsal (e.g., role play).
- Be willing to refer on to other supervisors or resources when issues arise that are outside my experience or competence.
- Provide the supervisee with honest and constructive feedback about his/her work, when appropriate.
- Seek, and be open to, receiving feedback about my supervisory work and the supervisory relationship from the supervisee.
- Provide accurate records of supervisee attendance and reports of supervisee capability as needed (e.g., as required by employers, PSI or other professional bodies), reviewing any evaluations or written reports regarding the supervisee in person with him/her.
- Communicate any concerns or difficulties regarding the supervisee's practice or our relationship directly with him/her, with respect for due process.

As Supervisee, I agree to:

- Be responsible for reflecting on, monitoring and evaluating my work between supervision meetings.
- _ Strive to be self-aware, to identify my learning needs, and to use supervision time effectively.
- Present my work openly and honestly, with a willingness to share successes, mistakes and uncertainties.
- Ask for guidance when needed and be open to constructive feedback.
- Apply learning from my supervision to my work.
- Keep notes of supervisory sessions as agreed.
- Provide the supervisor with honest feedback about supervision and the supervisory process.
- Communicate any concerns or difficulties regarding the supervisor's practice or our relationship directly with him/her, with respect for due process.

Signed: _____ (Supervisor) Date: _____

Signed: _____ (Supervisee) Date: _____

Contract for Group Supervision

This contract is agreed to by the signatories below from _____ (date) until its review/ending on _____ (date)

All group members, supervisor and supervisees, understand and agree that:

- All supervision arrangements are based on trust and the professional integrity of all group members.
- All group members practise legally, ethically and abide by a Code of Professional Ethics (e.g., PSI).
- All group members will be open about their qualifications, experience, competence and limits to their competence.
- Supervision is needs-led and has the overarching goal of facilitating the best possible service to clients through the continuing professional development of the supervisees.
- The agendas and goals of supervision, the expected means of preparation for meetings, ways of engagement during meetings and the general format of the supervision group (e.g., a cooperative or supervisor-led group) will be jointly developed by supervisor and supervisees.
- There will be formal, scheduled and protected time for supervision meetings, with all parties being prepared and on time for meetings, or giving due notice if a meeting cannot be attended.
- All group members, including supervisor and supervisees, will work to create safety and openness in the supervisory group and will be receptive to both giving and receiving feedback.
- Supervision is not therapy – while personal process and experiences relevant to client work may be discussed and explored, this will only occur as agreed by group members.
- At any time the supervisor or any supervisee can initiate a review or renegotiation of the contract.
- _ Arrangements will be discussed and agreed to cover:
 - Timing, duration, frequency and location of meetings
 - Procedure for advising regarding non-attendance and for cancellation and rescheduling of meetings
 - Size of group membership, including minimum and maximum numbers, and the minimum number needed to run a scheduled meeting
 - Procedures for leaving the group or for bringing in a new group member
 - Emergency contact procedures
 - Recording of supervision meetings, the purposes for which supervisory records may be used and the storage of supervisory records
 - Monitoring of boundaries and of the impact of any dual roles between group members
 - Confidentiality and limits to the same, including procedures for reporting or feedback to any third parties
 - Financial arrangements (if relevant)
 - Professional insurance requirements (if relevant)
 - Frequency of reviews of the supervisory work and relationships

- What will be done if there are difficulties working together, if there is a professional or ethical breach by any group member or between group members, or if any group member has a concern about another group member's competence or fitness to practise
- In addition to the above:
- As Supervisor, I agree to:
 - Aim to provide a safe, productive and generative space for supervisees to reflect on and learn from their practice.
 - Help support and review ethical practice as part of the supervisees' ongoing professional growth.
 - Share relevant resources and knowledge with the supervisees and, when appropriate, teach/model skills or offer opportunities for skills rehearsal (e.g., role play).
 - Be willing to refer on to other supervisors or resources when issues arise that are outside my experience or competence.
 - Provide the supervisees with honest and constructive feedback about their work, when appropriate, and encourage/facilitate other group members to offer support, feedback and challenge in relation to each other's work.
 - To monitor the fair distribution of working time amongst supervisees in the group.
 - Seek, and be open to, receiving feedback about my supervisory work and my relationships with supervisees.
 - Provide accurate records of any one supervisee's attendance and reports of a supervisee's capability as needed (e.g., as required by employers, PSI or other professional bodies), reviewing any evaluations or written reports regarding the supervisee in person with him/her.
 - Communicate any concerns or difficulties regarding any supervisee's practice or our relationship directly with him/her, with respect for due process.
- As Supervisee, I agree to:
 - Be responsible for reflecting on, monitoring and evaluating my work between supervision meetings.
 - Strive to be self-aware, to identify my learning needs, and to use group supervision time effectively and fairly, with consideration for other supervisees' needs.
 - Present my work openly and honestly, with a willingness to share successes, mistakes and uncertainties.
 - Ask for guidance when needed and be open to constructive feedback from the supervisor and other group members.
 - Apply learning from my supervision to my work.
 - Keep notes of supervisory sessions as agreed.
 - To have good group manners, that is, to engage with other group members respectfully, honestly and fairly, and to not gossip about other group members outside of group.

- To offer support, feedback and respectful challenge when engaging with other supervisees' work so that most value can be gained from the supervision group.
- Provide the supervisor and other group members with honest feedback about the supervision group and process.
- Communicate any concerns or difficulties regarding the supervisor's practice or another supervisee's practice, or about my relationship with the supervisor or another supervisee directly with him/her, with respect for due process.

Signed: _____ (Supervisor) Date: _____

Signed: _____ (Supervisee) Date: _____

Signed: _____ (Supervisee) Date: _____

Signed: _____ (Supervisee) Date: _____

Signed: _____ (Supervisee) Date: _____

Appendix C: Table of potential tasks, roles and responsibilities of supervisors

Following is a table listing potential tasks, roles and responsibilities of supervisors. No one supervisory relationship will require the supervisor to work according to all the listed elements – it is suggested that the list can be drawn from as fits the particular context and needs of each supervisory relationship.

TASKS		
To be available and provide a psychologically safe environment to foster reflective dialogue	To review, or in some cases monitor, professional practice, including ethical issues, clinical efficacy, client safety, administration, etc.	To identify strengths and challenges in all aspects of work and across competencies
To manage	To teach	To evaluate
To support	To counsel	To facilitate learning and development
To contract	To consult	To collaborate
ROLES		
Facilitator	Reviewer	Evaluator
Organiser	Gate-Keeper	Teacher
Mentor	Consultant	Supporter
Challenger	Sounding board	Adviser
Recorder and documenter	Empowerment provider	Collaborator
RESPONSIBILITIES		
Clinical governance and duty of care	Ethical, professional practice	Legal responsibilities and accountability
To clients, self, supervisee, employer	Collaborative case management, time management and following up on professional issues arising	Being competent, fit to practice and knowledgeable regarding supervisee's work
Being psychologically present and facilitating processing and reflexivity	Provision of feedback and opportunity for professional learning and development	Monitoring of personal and professional boundaries.

Appendix D: Guidance for a formal supervision review meeting

While informal reviews and feedback may happen at any time, it is recommended that formal reviews of the supervisory work are held on a regular basis, at least annually. Formal reviews should be scheduled, both supervisor and supervisee having time in advance to reflect and prepare for both giving and receiving feedback. Feedback is most helpful when it is open, direct, relevant, descriptive, specific, checked with the other for understanding, and two-sided (recognising the part that both play in the working relationship).

As part of the review, it is recommended that both reflect and give feedback on the following:

- The supervisee (e.g., how does s/he bring his/her work into supervision, respond to feedback, reflect on work? etc.)
- The supervisor (e.g., how does s/he give feedback, offer guidance, facilitate learning or space for reflection? etc.)
- The practical supervisory arrangements (e.g., have meetings happened as scheduled, without interruptions? etc.)
- The general format and focus of the supervisory work (e.g., have all aspects of the supervisee's work been attended to in supervision, has the supervision offered more teaching/guidance or more reflective space? etc.)
- The supervisory relationship (e.g., is there trust and openness in the supervisory relationship, what areas still need development? etc.)

Some questions both supervisor and supervisee may find useful are:

- What do I value about this supervision/supervisory relationship?
- What do I find difficult, challenging or disappointing about this supervision/supervisory relationship?
- How would I describe the usual dynamic in our supervision sessions (e.g., challenging, respectful, empathic, supportive, critical, constructive, cautious, brave, etc.)?
- For continued learning and development in supervision, what would I like to stay the same and what would I like to change (e.g., how I bring my work into supervision, how I engage in the supervisory relationship, how I offer feedback and guidance, etc.)?

Alternatively, the following questions may be helpful in reviewing supervision:

- What did we set out to do?
- What went well?
- What didn't go well?
- What have we learned?
- What might we do differently?
- Is there anything we should change?

Appendix E: Possible template for recording a supervision meeting

Supervision Record Form

Supervisor: _____

Supervisee: _____

Date: _____ Duration: _____

Review of previous meeting, if relevant:

Brief description of work/issues discussed during the meeting:

Decisions reached or agreed actions, if relevant:

Signed: Supervisor _____

Supervisee _____

Date/time of next supervision meeting: _____