

# Professional Supervision for Dietitians

Dietitians New Zealand Guidelines

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NZDA guidelines for Professional Supervision

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# 1. Background

## 1.1 Introduction

A growing number of NZ dietitians appear to be giving and receiving the type of supervision described as “the provision of protected time for regular, facilitated, in depth reflection on clinical practice”.<sup>1</sup> This concept of professional supervision is a move away from the traditional understanding where an experienced professional observes and monitors a novice’s performance with subsequent advice and education.<sup>2-4</sup> Senior dietitians recently revealed considerable understanding, acceptance and experience of professional supervision. It appears many of the concepts found in the helping profession literature were considered workable in dietetics but further clarification still needed for the profession.<sup>5</sup>

## 1.2 Purpose of document.

The purpose of this document is to provide guidance and clarity around professional supervision concepts so that they can be implemented as a component of dietetic practice in NZ. This guideline is intended for dietitians in all domains and settings of dietetic practice (clinical in-patient, out-patient or community, foodservice management, public health, industry, education, and in leadership or management roles) and applies equally to those who are employed or in private practice. Where dietitians are employed by an organisation/company that already has policies and procedures in place for professional supervision, those documents would take precedence over these guidelines. References to an organisation/company or employer do not apply to private practice dietitians.

## 1.3 Benefits of professional supervision

In agreement with the literature, senior NZ dietitians believe supervision’s main purpose is to support safe and competent practice. They also link supervision strongly to its supportive role and to the promotion of professional development and see supervision as valuable and necessary for all dietitians.<sup>5</sup> The literature for other health professions also indicates supervision improves professional identity, promotes multi-professional practice, improves communication and teamwork and enables reflection on care provided.<sup>6,7</sup> It increases self-confidence, self-value and feelings of confirmation in work performed and impacts positively on such things as projects and careers.<sup>4,8</sup> Support is a very important benefit of supervision and this has been confirmed by a number of respected writers in the field.<sup>1,9,10</sup> Hawkins and Shohet claim that “supervision gives the chance to engage in the search for new options and to discover the learning that often emerges from the most difficult situations”.<sup>9</sup> They suggest that new learning can emerge in the space between supervisor and supervisee. The ability of supervision to reduce stress is speculative<sup>3,11</sup> but most studies have not been rigorous. Lack of evidence may not mean professional supervision is not valuable for stress reduction.

Professional supervision, implemented effectively, has the potential to make a difference to the development of a dietitian professionally. The dietitian’s expertise is extended, their confidence to practice increased and their performance improved, because personal responsibility is nurtured in the confidential trusted relationship that is foundational to good supervision. Supervision is a way to build the profile of dietetics both in the wider sense of New Zealanders’ experience of dietitians and by individual dietitians transferring knowledge and skills within the profession. This will ultimately impact positively not only on an individual’s experience of dietetic care, but also on the profession’s longevity and response to the changing nutritional needs of the population.

# 2. What is supervision?

## 2.1 Definitions

There are a plethora of definitions of supervision in the literature and some discrepancies in the terminology used to describe it. The terms clinical supervision and professional supervision are often used interchangeably in the literature. The descriptive ‘clinical’ is less desirable as it often leads to the incorrect assumption that the scope of the process is limited to acute services.<sup>12</sup> The term ‘Professional Supervision’ is more appropriate for dietetics because it encompasses a broad holistic perspective and is intended for all domains and settings of dietetic practice.

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The following four definitions from the literature are useful for dietitians. Professional supervision is:

1. Regular, protected time for facilitated, in-depth reflection on clinical practice. It aims to achieve, sustain and creatively develop a high quality of practice through means of focused support and development.<sup>1</sup>

2. A working alliance between a worker or workers in which the worker(s) offers an account of their work, reflects on it, receives feedback and guidance if appropriate. The object of the alliance is to enable the worker to gain in ethical competency, confidence and creativity to give the best possible service to clients.<sup>13</sup>

3. A structured, formal process that enables dietitians to discuss their work with an experienced practitioner, trained to facilitate supervision. This discussion should be a guided reflection on current practice and should be used to learn from experience.<sup>14</sup>

4. A process in which one worker is given the responsibility to work with another in order to meet organisational, professional and personal objectives. The objectives relate to competence, accountable performance, continuing professional development and personal support.<sup>10</sup>

## 2.2 Essential elements

Professional supervision .....

- is a process aimed at ensuring the safe and effective delivery of dietetic services and fostering professional competence and development
- facilitates critical reflection upon practice
- applies to dietitians in all domains and settings and spans professional, clinical and cultural aspects of practice
- is undertaken by all dietitians regardless of level of experience or responsibility. It is as important for a new graduate dietitian as it is for a senior dietitian who is an expert clinical practitioner or who is in a leadership role
- is undertaken ethically within the context of a supervision contract or agreement which outlines the responsibilities of the supervisor and supervisee and, where applicable, the requirements of the employer
- is an open and transparent relationship between the supervisor and the supervisee and is, in the main, supervisee-led
- is confidential to the supervisor and supervisee except in the case of unsafe, unethical or illegal practice
- has a clear purpose and is strengths-based with a focus on finding solutions to problems
- is a forum for recognising, learning from and celebrating achievements
- does not include personal counselling/therapy but should include identifying and clarifying any personal issues affecting work
- has a balance of challenge and support
- is regular with the frequency of encounters depending on the supervisee's stage of development, level of experience in the current work setting and current stress levels

- usually takes place for a minimum of one hour per month for full time dietitians and 6 weekly for part time dietitians. In some circumstances e.g. new graduates, supervision is fortnightly
- expects that supervisors are also supervised themselves
- should be supported by management

Supervision may follow a different model depending on the developmental stage of supervisee. A student or new graduate might experience more direct structured clinical coaching or teaching in supervision compared to an experienced practitioner's facilitated reflection on practice. The model of supervision changes as the supervisee becomes more experienced. Howard, Burns and Waitoki<sup>21</sup> succinctly describe the variants of supervision as existing as part of a continuum:

*The many variants of supervision range from formal pre-registration or 'training' supervision to peer consultancy (supervisee seeks non-binding advice from a consultant). Each could be considered as being located on opposite ends of a continuum where dimensions such as level of accountability and responsibility of supervisor, extent of evaluation, and power difference between supervisor and supervisee vary, these being typically high in training supervision and lower in peer consultancy.*

### 2.3 Distinction from other professional and complementary activities

There are other activities that occur in the workplace and within the profession which are complementary but distinct from professional supervision.

#### 2.3.1 Performance review

A performance review is an opportunity, at least once a year, for an employee and their manager to sit down and formally discuss the employee's *performance* in their job and their future *development*.

#### 2.3.2 Mentoring

A Mentor for the NZ Dietitians Board Continuing Competency Programme (CCP) is defined as a trusted and wise counsellor, someone selected by an individual to assist, be a friend, to guide, advise and counsel.<sup>15</sup> The Board recommends that all dietitians have a mentor but this is not mandatory. The mentor encourages, maybe challenges and gives feedback to the participant in his/her pursuit of professional growth and development. It is desirable that a Professional Supervisor also takes the role of mentor for the CCP so that discussion on the programme requirements can be incorporated into supervision sessions.

#### 2.3.3 Coaching

This is a method of directing, instructing, training a person or group of people with the aim to achieve some goal or develop specific skills.

#### 2.3.4 Managerial (line management) supervision

It is important to distinguish between the activity of managerial (line management) supervision and that of professional supervision and to maintain the clarity of this separation by formal agreement before the commencement of supervision.<sup>16,17</sup> Appendix 10.1 provides a comparison between these two activities developed jointly in 2008 by professional leaders and line managers at Counties Manukau District Health Board.

#### 2.3.5 Practice review

It is appropriate and often useful for a supervisor to observe their supervisee's practice in person, or via audio or video recording, and for the supervisor to provide confidential feedback to the supervisee.

Dietitians also need to demonstrate continuing competency by arranging formal observations of their practice such as live peer review, documentation audit, feedback from their team, critique of written documents and evaluation of their oral presentations. These activities can be defined as Practice Review and it is recommended they occur outside the confidential supervision context. Results can be reported via the dietitian's performance review process with his/her manager where appropriate and/or in the Dietitians Board Continuing Competency Programme. Practice Review is usually conducted by an appropriately experienced peer who may or may not be the supervisor.

### 2.3.6 Supervision as defined under the Health Practitioners Competence Assurance Act 2003

The HPCA Act provides the following definitions of supervision:

“Supervision means the monitoring of, and reporting on, the performance of a health practitioner by a professional peer” Part 5(1)

The Act also refers to certain practitioners “practising subject to the supervision of one or more nominated health practitioners or health practitioners” Part 2 S22(3)(a).<sup>18</sup>

The Dietitians Board may require or recommend this type of supervision for some categories of practitioners, such as new graduates, those returning to practise in New Zealand after a period of three years or more, or overseas qualified dietitians. Supervision may also be required of individual practitioners when undertaking a competence programme to address competence deficits. Supervisor assessment reports may be required by the Board at specified intervals.

In order to clearly distinguish supervision under the HPCA Act from the professional supervision described in this document, the following terminology is recommended:

For an identified practitioner, there may be a Dietitians Board requirement for that practitioner to be subject to practice supervision or to be under practice supervision BUT every practising dietitian is strongly encouraged to engage in professional supervision.

### 2.3.7 Cultural supervision

Professional supervision is one way cultural competence can be developed both biculturally and more broadly to encompass other cultural groups and gender, religious, sexual identity disability and age diversity. Additionally, a specific form of supervision is kaupapa Maori supervision-an agreed supervision relationship by Maori for Maori.

## 2.4 Formats/Types of Supervision

### 2.4.1 One to one

This is the most common format probably because a relationship of trust can develop enabling greater disclosure and ability to focus on the supervisee's needs. It is dependent on having sufficient suitable supervisors.

### 2.4.2 Group

This supervision can be facilitated or peer led and is cost and time effective. Another advantage is that peers can learn from each other but the risk is that all participants may not have equal opportunities to be heard. It is still important at the outset to set this supervision up well and develop a group contract with clear expectations and definition of roles and responsibilities

### 2.4.3 Peer reciprocal<sup>8</sup>

This is effective for experienced practitioners who do not have a hierarchical relationship with each other. Each person takes a turn as supervisor then a turn as supervisee. There can be a risk of this supervision becoming a social event unless the structure and process is agreed and followed rigorously. There are resources available that can be used to keep this

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type of supervision more structured and ultimately safer for all contributors e.g. the Credo tools available through the NZ Coaching and Mentoring Centre, Auckland. The website address is: <http://www.coachingmentoring.co.nz/>

#### 2.4.4 Internal versus external supervision

Most organisations require supervision to be provided internally because it is cost effective, the supervisor has organisational knowledge and context and it is advantageous for their own staff to develop supervisor skills for leadership. Except for newly registered, return to work or overseas trained dietitians or those undergoing performance improvement processes, it is not necessary for the supervisor to be in the same area of practice or specialty as the supervisee. This can provide greater safety for the supervisee and encourage disclosure. This is one reason why some practitioners prefer external supervision but the disadvantage is the potential cost and the supervisor's lack of knowledge of the work environment. In some cases it will be essential because of the unavailability of a suitable supervisor or due to specific developmental needs of the supervisee. In the case of external supervision for employees, clarity around accountability to the supervisee's employer is especially important.

#### 2.4.5 Using technology

Technology can be used when it is difficult for dietitians to access supervision locally. Telephone, video conferencing or Skype can work well. E mail may also be useful but is more limited for in depth reflection on practice.

### 3. Organisational/Company implementation

#### 3.1 Implementing and embedding supervision

Hawkins and Shohet have written an excellent chapter on the development of supervision policy and practice in organisations.<sup>9</sup> They underline the importance of undertaking processes that investigate what is already happening, then awakening people's interest and dealing with resistance to change before implementing supervision. Establishment of a supervision policy and facilitating training can then follow.

#### 3.2 Training for supervision

Effective and successful supervision requires the development of understanding and skills that are best acquired by attending supervision training. Both supervisees and supervisors should receive training and supervisors need regular updates to further develop supervision skills. Group 'supervision of supervision practice' is a way to offer continuing support for supervisors.

#### 3.3 Sustaining supervision

Ongoing support from senior management is essential for the long term success of supervision in an organisation. Ideally an appropriately experienced person should be appointed to oversee, troubleshoot and keep an updated supervision register of supervision. Continuing review will ensure the process is sustained.

### 4. Setting up supervision

#### 4.1 Finding a supervisor

If possible, a supervisor and supervisee should have an opportunity to have some choice and input in to who they work with. However this may not be possible in some organisations.

Supervisors would usually be dietitians and be more experienced than the supervisee. They may not necessarily have expertise in the supervisee's area of practice but need to have had training in supervision and have sufficient self-awareness and inter-personal competence. NZDA are proposing to develop a list of available supervisors.

Usually a supervisor would also take the role of mentor in the Dietitians Board CCP programme. It is possible that a dietitian may have other mentors as well for their career or an additional supervisor or coach for a specific purpose.

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In some situations including geographical isolation, it may be appropriate or necessary for supervisors to be from a different profession. As supervision is more about skilled facilitation and questioning than about profession-specific knowledge, this arrangement can be advantageous.

In dietetics, the newly registered practitioner may benefit from receiving supervision in the first year from a dietitian team leader or senior dietitian in their team whilst orientating to the processes and culture of their organization and building their confidence. This does have the disadvantage that the new supervisee may not bring some agenda items for fear of reprisal. In larger organisations this could be overcome by providing newly registered dietitians with additional group supervision from an experienced dietitian who is not their manager.

#### 4.2 The importance of relationship

The relationship between supervisor and supervisee is pivotal to the success of supervision.<sup>19</sup> Essential features include trust, rapport, honesty, openness to feedback and emotional safety.

It is important to spend time in the initial stages of the supervision relationship finding points of connection and difference. Pre-supervision meetings are useful to share professional history (training, work experience, supervision experience, professional goals, interests, responsibilities, strengths and weaknesses, specialist skills/gaps in clinical expertise). Revealing some personal information as far as one is comfortable helps establish the relationship (values/beliefs, culture, life experience, life stage, personal style of interaction, how one manages conflict, learning styles).<sup>20</sup>

#### 4.3 Contract or agreement

##### 4.3.1 Checklist for supervision agreement

A written contract or agreement is best practice for professional supervision and in many cases mandatory. To be effective, the contract needs to be discussed and negotiated by both/all parties. It should include the following:<sup>21</sup>

- Purpose - defining nature of supervision and clarifying boundaries and limitations e.g. professional/clinical not managerial/personal
- Supervisee's goals for supervision
- Methods of supervision: group, individual, peer. Expectations regarding structure of sessions and preparation required.
- Roles and responsibilities
- Documentation/record keeping-who takes notes, where kept, what is recorded
- Evaluation process
- Link to management or regulatory authority
- Confidentiality: extent and limits.
- Dual relationships and how they will be managed
- Problem resolution and who will mediate
- Practical issues: frequency, length, location, protocol for cancellation, emergency contact, payment of fees where applicable
- Signed and dated by both/all parties

The provision of emergency supervision should be discussed. If a dietitian finds themselves needing to urgently discuss a case or situation they have been in, the supervisor should try within reason to accommodate this on the day requested even if by telephone.

Possible templates for a supervision contract are found in Appendices 10.2.

##### 4.3.2 Conflict resolution

If irresolvable conflict occurs within the supervisory relationship either party may seek mediation. This could be provided by a professional leader/advisor, cultural supervisor team leader or manager.

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#### 4.3.3 Dual relationships

It is important to carefully consider whether the supervisor and supervisee have any other relationships together such as colleague, friend, manager, senior, or professional leader/advisor. It is preferable that these relationships don't exist as they could conflict with the supervision relationship. If unable to be avoided, it is very important that these dual relationships are declared and discussed before supervision begins and a plan developed as to how potential conflicts will be handled.

Although not ideal, in some situations a supervisor also has a managerial relationship with the supervisee. In this case it is the supervisor's responsibility to ensure that clear boundaries are maintained around supervision. Managerial concerns and authority should not hinder the purpose of supervision. It can be useful in this case to separate the venue and times of managerial and supervision meetings. Vigilance is required to ensure managerial agenda items are not discussed at the supervision session. Identifying and declaring which "hat" is worn in a particular meeting is also helpful for both parties.

#### 4.3.4 The exceptions/limits to confidentiality and process of disclosure

A distinguishing principle of supervision is that the content of discussions remains confidential. There are exceptions to confidentiality in supervision. The supervisor may seek the support of their own supervisor and take issues from the supervision to them. The supervisor's supervisor must maintain confidentiality in regard to that information. The supervisor should endeavour not to identify their supervisee.

"Red flags" indicating supervisors should consider breaching confidentiality are:

- Any unsafe, unethical or illegal behaviour
- Risk of harm to anyone, including the supervisee, as a result of the dietitian's actions
- Breaches of the supervisee's organisational code of conduct, policies, procedures or values
- Breaches of the Dietitians Board Code of Ethics
- Reports of bullying or harassment
- Repeatedly failing to action strategies agreed in supervision
- Observations of inappropriate behaviour
- Prolonged unwillingness to engage in supervision

Attempts should be made within supervision to resolve relatively minor issues but in the event of the above "red flags", the supervisor should seek the supervisee's agreement for disclosure. If the supervisor is unable to obtain the supervisee's agreement to take the concern further, the supervisor must inform the supervisee of their intended action. In the first instance, the supervisor would take the issue to the employee's manager or clinical/professional leader/advisor or if appropriate and of sufficient seriousness to the Dietitians Board.

## 5. Clarifying roles

### 5.1 Responsibilities and rights

Effective supervision depends on clarity of the roles and responsibilities in supervision.

#### **Responsibilities of supervisors:**

- To prepare for supervision sessions
- To provide a safe haven
- To challenge when appropriate
- To be aware of the organisational context if applicable
- To make supervision a priority and provide regular, undisturbed supervision
- To be committed to the process
- To be free to put an item on the agenda if considered important
- To be trained, competent and receive supervision themselves
- To declare who their own supervisor is and how often they have supervision

**Responsibilities of supervisees:**

- To prepare for supervision and bring an agenda
- To share practice openly and honestly
- To identify issues for which help is needed
- To be responsible for ongoing learning
- To be open to constructive feedback
- To make supervision a priority, attending regularly and on time
- To seek personal therapy/counselling, if required, outside the supervision relationship

**Both supervisors and supervisees have rights:**

- To be respected and listened to
- To have uninterrupted time/ space
- To have confidentiality kept
- To evaluate the other
- To be culturally safe
- To be able to decline a supervision partner, with valid reason
- To discuss discontinuing the relationship if, after effort, it is not effective

The employer/organisation has a responsibility to provide the resources and establish policies and procedures to support professional supervision. The policies and procedures set out the purpose, process, expectations, limitations, roles and responsibilities of each party involved. Where supervision is not mandated in a place of work, a dietitian can access professional supervision privately.

**5.2 Changing supervisors**

It can be useful to change supervisors after a period of working together to avoid complacency (perhaps after 3 years). A change should definitely be considered after review under the following circumstances:

- rights and responsibilities are not being met
- if too cosy and collusive
- the supervisee's job has changed
- supervisee's needs not being met
- mismatch of personalities
- supervisor wants to change because doesn't feel not effective as a supervisor
- changes in circumstances

**5.3 Terminating a supervisory relationship**

It is important to have a final session and review supervision experiences before terminating a supervision relationship. It can be useful to identify unresolved issues, express regrets, identify achievements, celebrate, discuss the action plan for the supervisee and say good bye. Although the supervisee may choose to keep notes from past supervisory sessions, the supervisor should destroy all notes after the completion of the final supervision session.

**6. Supervision process and content****6.1 Structure of session**

Supervision takes place within a defined structure and should remain formal. It should not be a "chat" over coffee or a gossip session. The following format is suggested.<sup>22</sup>

- Preparing prior to supervision
- Greeting and rapport building
- Agenda setting
- Describing the issue
- Setting a goal for the discussion
- Exploring the issue (its impact and implication)
- Coming to an understanding or decision

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- Selecting the best plan
- Evaluating the process

The Kolb experiential learning cycle is also useful to guide the supervision process.<sup>23</sup> Honey and Mumford's assessment of the learning style of the supervisee is helpful to inform the supervision process.<sup>24</sup>

## 6.2 Content

Any topic relating to the supervisee's professional role is appropriate for the in depth discussion and facilitated reflection that should occur in supervision. Dietitians have made the following suggestions: clinical challenges, difficult professional relationships (dietitian colleagues, patients, clients, students), ethical dilemmas, workload issues, time management, review of clinical cases/client work, complex cases, working with students, identifying knowledge/skill gaps, determining professional development needs and how to meet them, role play, communication challenges, recurring themes in your work (e.g. cultural), future career, managing difficult people, finding management solutions, developing teams, supervision of others, developing and extending leadership, de-briefing after a difficult event, CCP goals, preparation for Dietitians Board audit, preparation for performance review, developing or reviewing progress with goals and objectives, reviewing documentation or reports or presentations, resource challenges, difficulty with organisational requirements, managing staff, unrealistic expectations from others, concerns about the competency/behaviour of others, boundaries and roles, requirement for support/affirmation/critique/challenge, undertaking projects/audit/research, celebrations, learning from successes, motivational needs, acknowledging difficult issues outside work and determining where support can be obtained (supervision is not counselling/therapy).

The following functions of supervision categorised by Inskipp and Proctor are a useful reference to ensure that supervision sessions encompass a broad range of topics over time:<sup>25</sup>

### **Formative**

The learning and development of the supervisee

### **Normative**

Every day work

Professional and ethical considerations

Effective practice

### **Restorative**

Emotional effects of the work.

Support, stress management, well-being.

## 6.3 Record keeping

The supervisor is responsible for keeping a record of the supervision and a copy should be provided to the supervisee at the end of each session. Notes may also be taken by the supervisee during supervision. It is important that the records match on issues such as ethical, safety or a crisis nature. The documentation remains confidential to both supervisory partners and should be stored in a locked filing cabinet.

A guide for supervision notes follows:

- Date of session
- Note agenda items brought
- Brief detail of issues or cases discussed (do not identify patients or clients)
- More detail is recorded if there is an issue of competency and the supervisor is providing specific advice
- Record actions, by whom, by when
- Record developmental needs of supervisee
- Note date/time of next session
- Any agenda items for next time

The supervisee is responsible for keeping a record of supervision session dates which may be required by their manager.

#### 6.4 Evaluation

Feedback should be an integral part of supervision and a brief review of the process at the end of each session is desirable. Supervisor questions such as “what was helpful?” and “what was unhelpful/less helpful?” are useful to ensure the supervisor continues to meet supervisee needs.

A brief review of supervision should be completed 3 months after signing the initial contract to ensure the relationship is effective.

A formal evaluation at the end of each full year of the supervisory relationship is recommended when the process, content and relationship should be reviewed. An evaluation or supervision report (outlining effectiveness, themes and level of engagement but not confidential content) might be provided to management where appropriate, as part of the performance review process.

### 7. Conclusion

The way forward is clear. The time is right to embrace this interpersonal interaction enabling dietitians to be more effective within their work environment. Supervision is a way to build the profile and impact of dietitians, strengthen the membership and ensure the longevity of the profession. The reputation and standing of the profession can therefore be enhanced and developed to meet the needs of the 21<sup>st</sup> century.

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## 9. Acknowledgements

The following documents and presentations were consulted in the development of these guidelines:

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Counties Manukau DHB (2009) Supervision Policy for Allied Health Professionals.

Counties Manukau DHB (2008) Nutrition and Dietetics Professional Supervision Framework for Dietitians.

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Occupational Therapy Board of NZ (2006). Supervision for Occupational Therapists in the context of the Health Practitioners Competence Assurance Act 2003.

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## 10. Appendices

### 10.1 Comparison of professional and managerial supervision

	Professional Supervision	Managerial Supervision
Objective	To promote client safety and sustain quality practice through enhancing professional skills, and providing personal support	To promote client safety and provide quality service delivery through ensuring organisational and team objectives are met including appropriate skill mix and staffing levels in service area
Agenda	Supervisee-led to which supervisor may add as appropriate	Set jointly by manager and staff member.
Structure	Regular and time protected meetings which will be governed by a supervision contract.	Protected regular meetings plus day to day (open door) as required
Choice	Choice in some cases as available and appropriate	No choice
Content	<p>Primarily on topics brought by supervisee as they relate to the professional role. Agenda content is led by the supervisee</p> <p>Provide personal support and ensure access to other appropriate support / PSA / mentorship/Employee Assistance Programme/ guidance/ education</p> <p>Facilitated in-depth reflection on professional practice</p> <p>Assists to identify and supports to achieve required learning and professional development</p>	<p>On topics seen/arising in the daily work or from service or organisational direction.</p> <p>Provide organisational support and ensure access to other appropriate support / PSA / mentorship/Employee Assistance Programme/ guidance/ education</p> <p>Performance management and service development/planning</p> <p>Conduct performance review and jointly develop performance plan. Provides support and resourcing via the Performance Plan</p> <p>Ensure following policies,</p>

	Work with supervisee to ensure accountable practice  Mediation/advocacy	procedures, organisational standards  Provide orientation to processes Allocate and manage workload Staffing plans Leave approval Managing difficult staff issues Disciplinary matters Complaints Management
Issues relating to: Unsafe/unethical/illegal practice Breaches of: Code of conduct Policies, procedures values	Challenges and supports change. Informs supervisee and refers to line manager and Professional Leader if safety or ethical practice is of concern and cannot be resolved within the supervisory relationship and continues to be of concern.	Challenges and supports performance improvement. Has responsibility to take disciplinary action if necessary. Liaises with Professional Leader and Human Resources as appropriate
Confidentiality	Complete with exceptions around red flags. Other content can be shared if mutually agreed	Discretion but confidentiality not necessarily guaranteed
Skills of role	Facilitates learning from experience. Questioning to enable self reflection and identification of own solutions. Supervisor also: Clarifies/ Directs supervision process Informs / Supports / Challenges / Confronts on relevant issues Validates / relates to evidence based practice	May use directive-informative approach but also may use wide range of skills such as coaching and mentoring depending on situation to assist the employee to problem solve and approach situations.
Recording	Record of attendance. The supervisee and supervisor retain a copy of the supervision agreement. Documentation confidential.	Meeting minutes. Issues can be used in appraisals and may be recorded on personal file



## 10.2 Professional Supervision Evaluation

To be completed by supervisee prior to a review discussion with supervisor.

Name of supervisee: \_\_\_\_\_  
 Name of supervisor: \_\_\_\_\_  
 Date: \_\_\_\_\_

*Please complete the following evaluation of your supervision.*

Basic Conditions	F/nightly	Monthly	Other - specify
How often have you had supervision?			

	Always	Often	Sometimes	Never
<b>Supervision was regular</b>				
Supervision was structured (time, place, agenda set)				
Supervision was undisturbed				
Content was negotiated				
At the end of the session issues brought had been dealt with				
Atmosphere was conducive to learning (open, risk-taking, trusting)				

Comments : \_\_\_\_\_  
 \_\_\_\_\_

Process / Content	Always	Often	Sometimes	Never
A contract was established by negotiation and open to change				
Issues covered in supervision were relevant to work				
Development of my knowledge was assisted				
Development of my skills was assisted				
Development of my potential was assisted				
Issues of time management were addressed				
Ongoing learning needs and training have been discussed				
Issues of professional & personal boundaries have been covered				
Efforts have been made to link theory and practice				
Range of resources available to Client / Patient were identified				

Comments: \_\_\_\_\_  
 \_\_\_\_\_

Supervision Relationship	Always	Often	Sometimes	Never
I have felt listened to				
I have felt supported				
I have been affirmed for good work				
I have been confronted and challenged appropriately				
Feedback has been constructive				
Feedback has been two way				
My supervisor's expectations of me have been realistic				
I was encouraged to use new ideas and practices				
My expectations / needs were met				
Where desired or appropriate supervision was culturally appropriate				

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**General**

Please comment on: The difference/if any, that supervision has made to your work:

\_\_\_\_\_  
 \_\_\_\_\_

The effect that supervision has had on your general stress, the effect of your work, on your life and relationships outside

\_\_\_\_\_  
 \_\_\_\_\_

Any needs that are not being addressed in supervision

\_\_\_\_\_  
 \_\_\_\_\_

Any changes you would like to see in the supervision offered

\_\_\_\_\_  
 \_\_\_\_\_

Do you wish to change your supervisor?                      Yes      No Reasons: \_\_\_\_\_

\_\_\_\_\_

**Further General Comments on Supervision**



### 10.3 Two examples of professional supervision contracts

#### 10.3.1 Contract A (more suitable for internal supervision)

Professional supervision provides a safe environment for the supervisee to reflect on their practice, gain support and identify areas of development. It is the means by which the organisation ensures good quality service delivery and maintains high standards of practice.

Agreement between:

\_\_\_\_\_ (Supervisor/Supervision partner)

and

\_\_\_\_\_ (Supervisee/Supervision partner)

Supervision will take place:

Where?

Time?

How often?

#### Responsibilities

Supervisor:

- To lead the engagement process and ensure negotiation of the supervision contract
- To prepare for each supervision session
- To ensure that supervision reflects the requirements of the dietitian's job description
- To encourage reflection by the supervisee
- To support, clarify, critique and challenge, assist in problem solving and coach as required
- To assist in the professional development of the supervisee
- To keep a confidential written record of each supervision session
- To be accountable to the professional leader/clinical manager for the supervision work carried out
- To ensure evaluation of supervision occurs
- To maintain confidentiality according to the organisational policy for Allied Health Staff
- The supervisor may take issues from the supervision session to their own supervisor, who will maintain confidentiality in regard to that information.

Supervisee:

- To ensure that supervision takes place, incorporating it into the regular working schedule
- To attend supervision regularly on time
- To prepare for supervision
- To identify issues for which help is needed
- To develop the ability to discuss practice issues openly and fully
- To identify the type of feedback required by the supervisor and to be open to that feedback
- To keep a copy of any documentation of the supervision session

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- To follow through on actions or tasks agreed in supervision
- To provide a written copy of the annual evaluation of supervision to the line manager at the end of each 12 month contract

Expectations:

Supervision will be uninterrupted time.

Both parties may bring issues to be discussed in supervision, these will be prioritised and an agenda set for each session. These items can be put forward prior to a session, i.e. in the form of a telephone or written message from either party.

Any items that are not addressed at a given session, may be carried forward to the following one if deemed necessary.

Cultural Supervision may be negotiated.

Boundaries:

The supervisor may take issues from the supervision session to their own supervisor, who will maintain confidentiality in regard to that information. The supervisor will endeavour to not identify the supervisee.

The supervisor will maintain confidentiality, unless there is a safety issue, risk of harm to anyone as a result of the worker's actions, ethical or legal reasons or when issues of accountability are breached. In the event of the above occurring, the issues will first be discussed with the supervisee. If necessary, after informing the supervisee, the supervisor will take the issue to the professional leader and line manager.

If irresolvable conflict occurs within the supervisory relationship either party may seek mediation to be provided by a professional leader / cultural supervisor or line manager.

Personal issues will be addressed in the context of their effect on the supervisee's client work or work with their supervisees. Any personal issues, which need to be resolved, will be the responsibility of the supervisee to pursue. Employee Assistance Program funds are available for limited private counselling sessions

Administrative supervision issues will be addressed with the line manager.

Contract for \_\_\_\_\_ months, to be reviewed by \_\_\_\_\_ (date)

Signed: \_\_\_\_\_ (Supervisor/Supervision partner)

\_\_\_\_\_ (Supervisee/Supervision partner)

Date:

## 10.3.2 Contract B (more suitable for external supervision)

### Professional supervision contract

---

#### Supervision Contract between:

#### Purpose of this Contract

This contract is to clarify our accountability to and expectations of each other within our respective roles.

#### 1. Definition of Supervision

Professional Supervision is a formally arranged process that enables a supervisee to work to the best of their ability. It is a relationship which has as its aim to meet certain organisational, professional and personal objectives, which include: competent, accountable practice, continuing professional development and personal support.

2. The supervisor and supervisee are responsible for informing each other about their training, experience, values and skills and their specific expectations and requirements of Supervision.
3. Generally management supervision will be provided within the agency and educative/developmental and supportive supervision will be the focus of external supervision. External Supervision is based on identified learning objectives - ideally in consultation between the supervisee, supervisor and the organisation/company. These learning goals may be included in the performance management system of the agency.

#### 4. Structure of Supervision

**Frequency:**

**Length:**

**Location:**

#### 5. General Expectations

- The Supervision will begin at the agreed time. If the appointment cannot be kept, another appointment is to be negotiated at the time of cancellation.
- Each will respect the confidentiality of the session. Confidentiality may be broken if either party identifies risk to self or others. It is expected that if confidentiality were to be broken, the supervisor or supervisee would be informed before further action took place.
- Primary responsibility for presenting material rests with the supervisee.
- Each will prepare adequately for supervision.
- Personal issues will be dealt with in so far as they effect the supervisee's work and the primary responsibility to raise these issues rests with the supervisee.
- Each session will have a mutually agreed agenda and there will be a brief evaluation at the end.
- The period of supervision will not be interrupted.
- The Supervisor will maintain a supervision record for the purposes of supervision. The record is only available to the supervisor and supervisee.
- Should the supervision be considered unsatisfactory by either party, appropriate steps are to be taken to resolve the issues.

**6. The supervisor is expected to:**

- (a) Inquire into the way the supervisee learns best in order to help them achieve their learning goals.
- (b) Consider with the supervisee what her/his learning goals are and help find ways to achieve them.
- (c) Support the supervisee with difficult situations relating to the work and challenge and question her/his work where appropriate.
- (d) Use their knowledge and skills in ways that are helpful to the supervisee.
- (e) Contribute to the development of the supervisee's learning goals.
- (f) If any concerns are not alleviated by joint discussion they are to be discussed by both parties together with the supervisee's manager.
- (g) Keep up to date with best clinical practice to develop staff including and supporting training needs, giving resources/reference material etc.
- (h) Inform supervisee of any supervisor concerns about their work.

**7. The supervisee is expected:**

- (a) To come prepared for supervision by identifying issues and areas of concern.
- (b) To follow through on any mutually agreed outcomes within the agreed timeframes.
- (c) To clarify their learning and objectives and the way they learn best.
- (d) Raise any conflicts that arise between external supervision and management supervision with both supervisor and manager.
- (e) Consult the supervisor in work they find difficult.

**8. The company/organisation expects the supervisor to:**

- (a) Abide by the principles of confidentiality as outlined.
- (b) Forward an invoice for payment following each session.

**9. The supervisor expects the company/organisation to:**

- (a) Support the learning objectives and supervision requirements of the supervisee.
- (b) Advise if there are performance issues for the supervisee.
- (c) Pay for the supervision at the agreed rate of \$..... per session

**10. Review**

This contract will be reviewed after 3 months. If satisfactory to all parties it will be continued for a further 9 months. Thereafter it will be reviewed annually.

**11. Report**

If required, the supervisor will provide a written report every six months to the line manager. This will outline the themes of supervision and the supervisee's engagement in it but will not provide detail of specific content.

Supervisee \_\_\_\_\_ signed \_\_\_\_\_ date

External Supervisor \_\_\_\_\_ signed \_\_\_\_\_ date

Line Manager \_\_\_\_\_ signed \_\_\_\_\_ date



## 10.5 Training Providers

Please note the following is not a complete list of available courses and providers. Additional courses and providers will be added as information comes to hand.

### Courses

NZ Coaching and Mentoring Centre, Auckland  
<http://www.coachingmentoring.co.nz/>

Wintec: Waikato Institute of Technology, Hamilton  
<http://www.wintec.ac.nz/index.asp?PageID=2145828465>

University of Auckland, Faculty of Education  
<http://www.education.auckland.ac.nz/ua/pgdipps>

### Training workshops tailored for dietitians

A range of workshops has been developed and implemented for dietitian groups including:

- Introducing Professional Supervision to Dietitians (3-4 hours)
- Supervision training programme:  
Supervisor training (2 days theory and practice plus 1 day follow up practical assignment)  
Supervisee training (1/2 day or 1 day)

Further information on these workshops is available from the NZDA website or by contacting [nzda@dietitians.org.nz](mailto:nzda@dietitians.org.nz)

### Private Providers

Beverley Burns [beverleyburns@xtra.co.nz](mailto:beverleyburns@xtra.co.nz)

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