

Restorative Reflective Supervision: A Paradigm for Professional Healthcare Practice






What do we mean by ‘supervision’ ?

‘It is with the heart that one sees rightly, what is essential is invisible to the eye.’

– Antoine de Saint Exupery, The Little Prince

Supervision is about seeing rightly and is therefore a carers most important relationship.

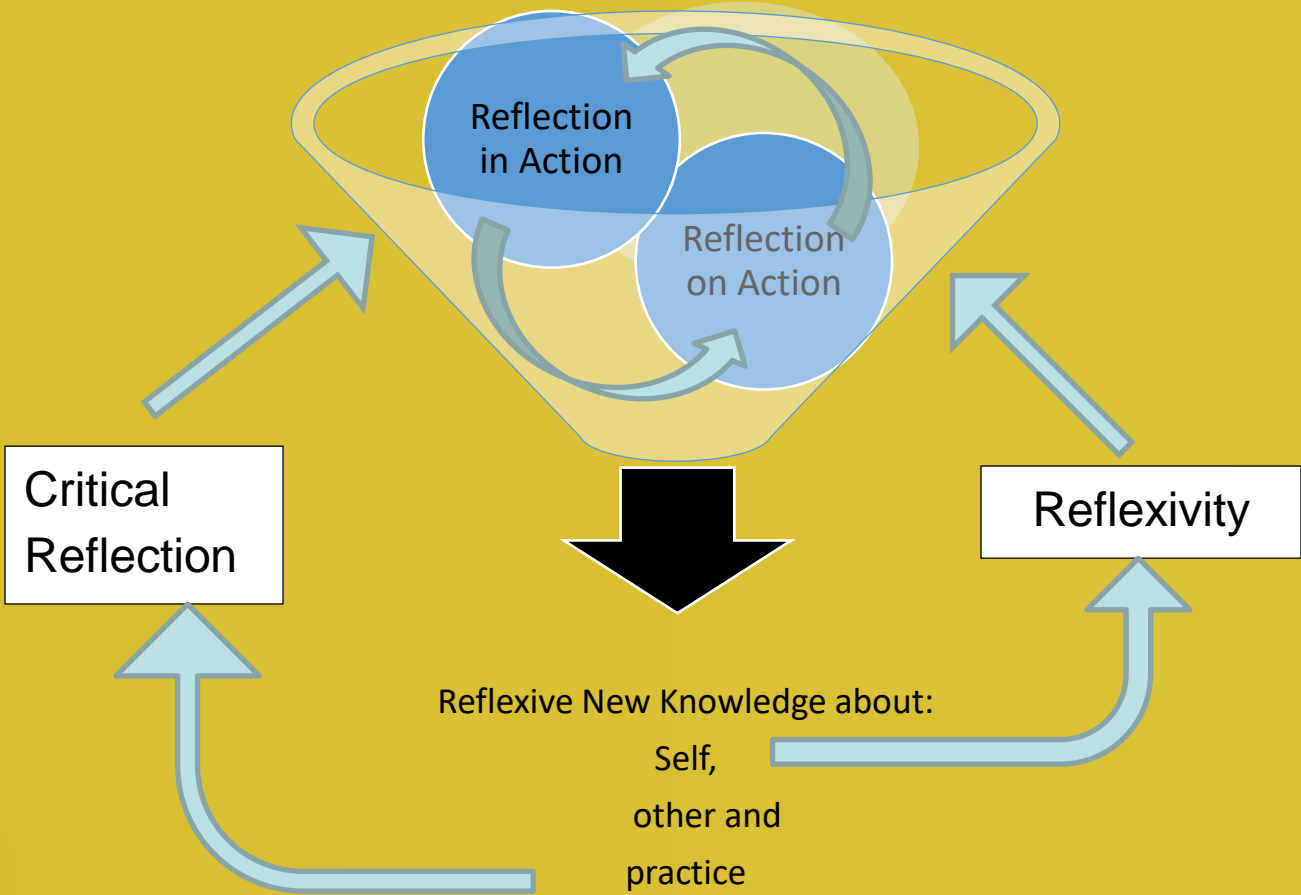
- A relationship characterised by trust...
- Clinically/spiritually/theologically rich
- Psychologically informed
- Contextually sensitive
- Praxis-based
- A way of growing in vocational identity...
- Attentive to issues: eg fitness to practice...

A vertical strip of five images showing colorful puzzle pieces and letters. The top image shows red and orange puzzle pieces. The second image shows a pink puzzle piece with a black shape. The third image shows a yellow puzzle piece with a black shape. The fourth image shows a yellow 'W' and a blue 'A' puzzle piece. The bottom image shows a green puzzle piece with a black shape.

What do we mean by reflective supervision?

- Reflective Supervision a form of supervision that is underpinned by a reflective practice mindset.
- Uses the potential of ‘reframing’ of situations to unearth creative responses to those situations.
- Uses the potential of ‘reframing’ of situations to develop new knowledge of practice for those situations.
- Seeks to develop practitioners as advancing reflective practitioners
- Becomes a developing state of mind rather than a once a month activity

The Reflective Practice Paradigm

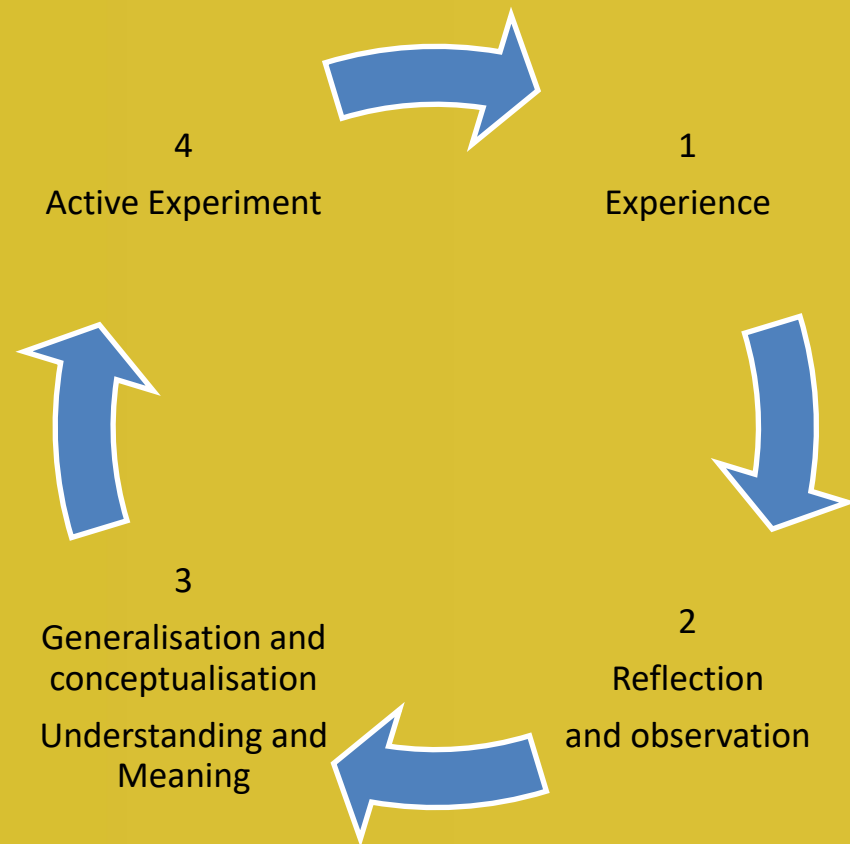


What do we mean by restorative reflective supervision?

- By using a model of reflection on action (RonA) described below, RRP enables the empathetic affect of care to be processed and so relieve the individual of the emotional workload and also to be used as a means to understand and listen more fully to others in an embodied empathetic way.
- Create safe space to explore the emotional affect of care and identify how it impacts on the behaviours in and on teams. i.e. Move from 'acting out' to 'talking out'.
- Provides a space for clinical supervision for case work
- Generates 'new knowledge' of self, other and practice
- Develops a practitioners capacity to be able to reflect in action (RinA) as an advancing reflective practitioner.



Reflection on Action and The Reflective Cycle



(Kolb 1984)



Experience

What happened?

What do we know?

Who is the person encountered?

What do we know about their history?

What was said?

Lyrics

Reflection

What was the person like to be with?

What was stirred up/generated in me?

What is mine/theirs?
Harmony

Melody

Meaning

Bringing the lyrics, melody and harmony together to create a song.

What does it say about our interaction?

What does it reveal about the nature of the client?

Who are they?

Song

Experiment

What happens next?

How does the reflective cycle change the care given?

What must happen for the whole person (client) to be cared for/healed?

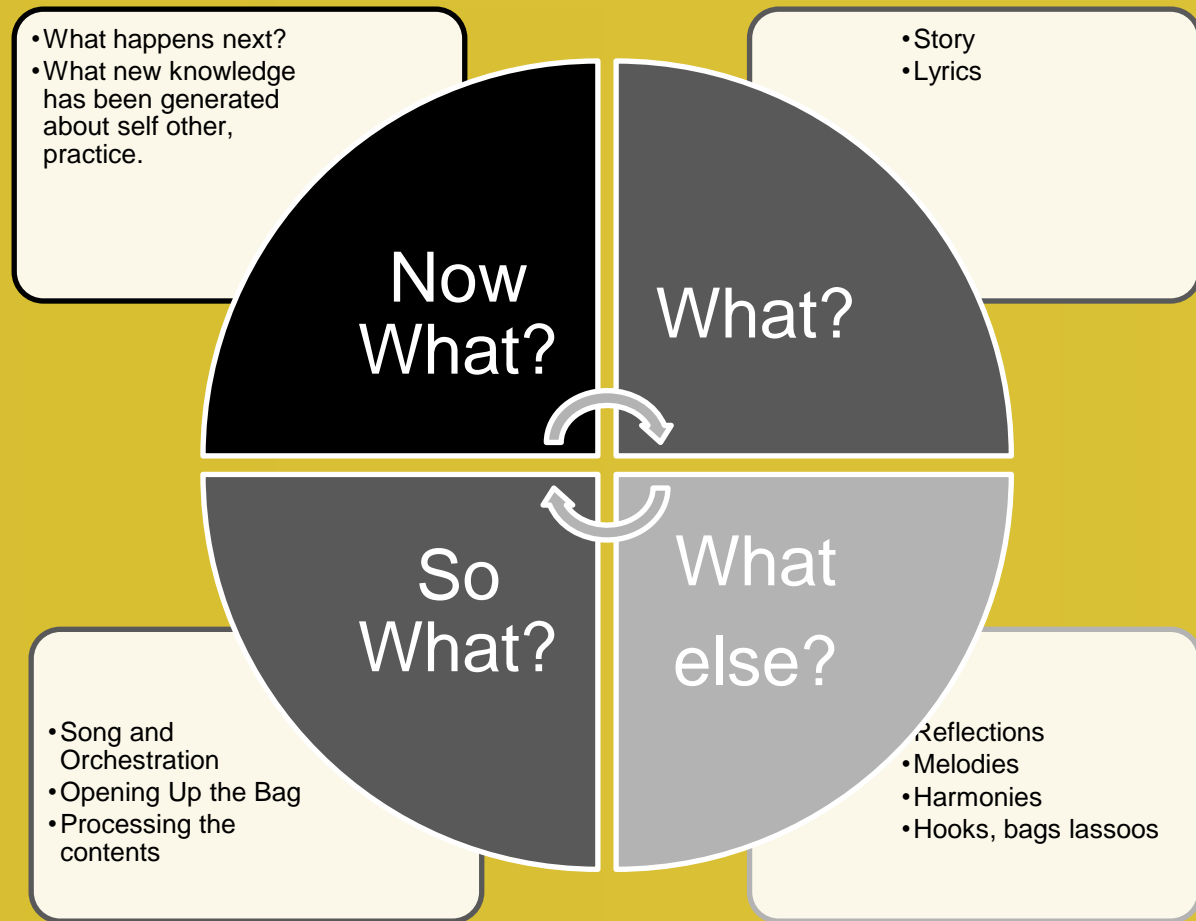
How does the song lead to the dance?

Dance

The Reflective Cycle



Integrating the 'What? So What? What?' Next Reflective Framework



Professionally Artistic (Holistic) Reflective Practice





The Reflective Practice Paradigm

In the varied topography of professional practice, there is the high, hard ground overlooking the swamp... manageable problems lend themselves to solution through the application of research-based theory and technique.

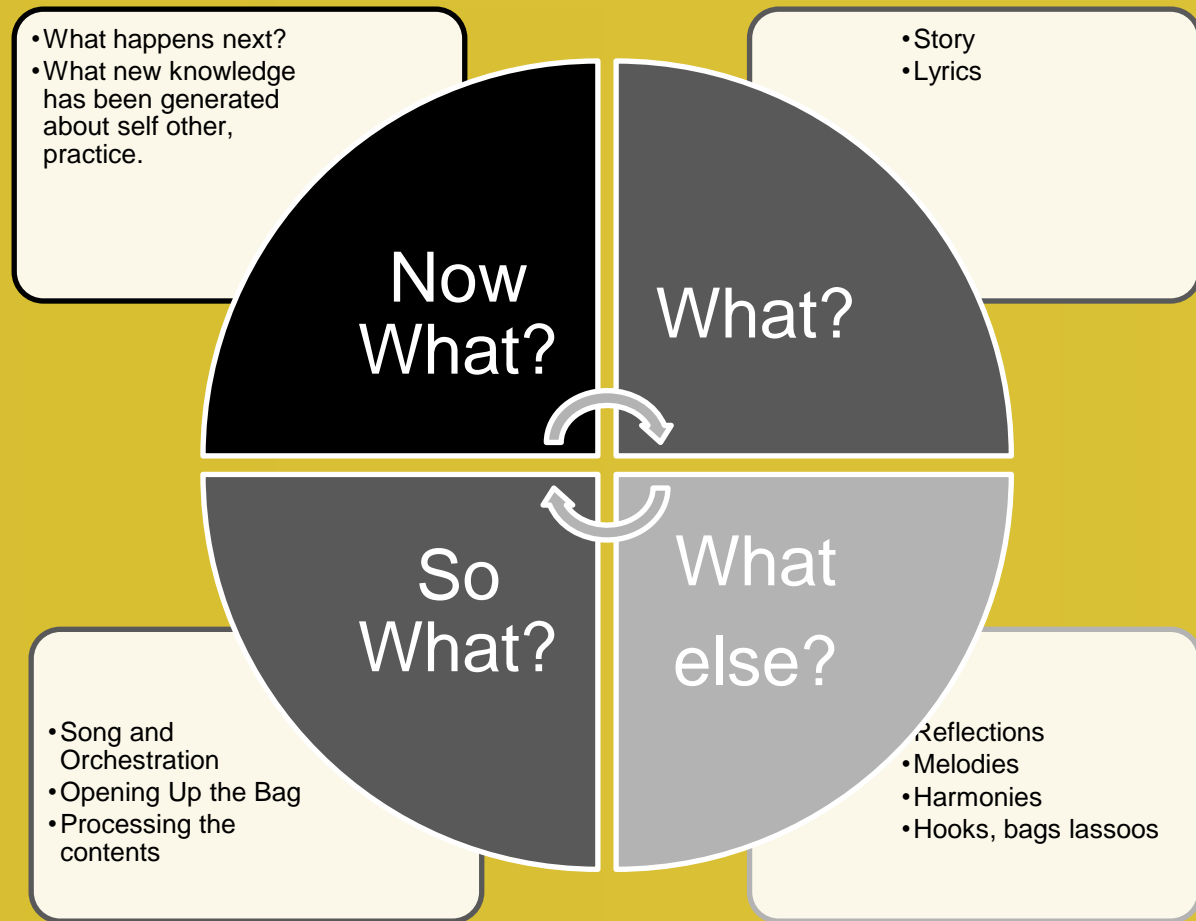
In the swampy lowlands problems defy technical solution...problems of the high ground tend to be relatively unimportant to individuals or society at large, while in the swamp lie the problems of greatest human concern. Schon (1983)



The Reflective Practice Paradigm

The practitioner must choose. Shall he/she remain of high ground where he/she can solve relatively unimportant problems according to prevailing standards of rigor, or shall he/she descend into the swamp of important problems and non-rigorous inquiry? (1987)

Integrating the 'What? So What? What?' Next Reflective Framework





Descriptive narratives phase

Telling story and reciting the lyrics


...happened?

...was said?

...was done?

...who was there?

What?



What
else?

Feelings and emotional narratives phase

Hearing the melody and harmonies

...is happening underneath the narrative/to me

**...was it like to be the person/situation/in the
group?**

**...did I notice happening around me/within me/in
others?**

...did I wonder?

**...emotional bags were left on my emotional
hooks?**

...was stirred up in me?

**...am I experiencing hearing/telling the story
(again)?**



So
What?

Critical/Reflective Phase

Reflective analysis of situation

Reflective analysis of intentions

Creating the song and developing the orchestration

**...is the reflective analysis against espoused theories
(nursing, medical, managerial, scientific, ethical and
aesthetic)**

...sense do I make of events?

...meanings are there?

...theological understanding do I need to bring to bear?

**...critique of practice regarding conflicts, distortions &
inconsistencies is possible?**



Emancipatory Phase

Engagement in emancipatory & change process

Finding the dance

...new knowledge of self/other/practice can be discovered?


...needs to happen for the patient/myself/other to be cared for holistically?

...are the Slow Question?

Now
What?



FACILITATING THE REFLECTIVE SPACE AND PROCESS



Descriptive narratives phase

Telling story and reciting the lyrics

...ground rules are required for safe space to be created?

tools are required for the setting?

- VBRP cards
- Post its
- Thought bubble exercise
- Blank page

What?



What
else?

Feelings and emotional narratives phase

Hearing the melody and harmonies

...safe space is needed to encourage openness and sharing?

...who needs to hold the space?

...what does the facilitating environment look like?

- Face to face
- 1-2-1
- Group
- Zoom
- Journal
- Solo



So
What?

Critical/Reflective Phase

Reflective analysis of situation

Reflective analysis of intentions

Creating the song and developing the orchestration

**...is the reflective analysis against espoused theories
(nursing, medical, managerial, scientific, ethical and
aesthetic)**

...knowledge base needs to be accessible/available?



Emancipatory Phase

Engagement in emancipatory & change process

Finding the dance

...sign posts for further help?

...referrals need to be made?

...further actions need to happen for the group?

...escalation needs to occur?

...will hold the Slow Questions?

Now
What?

From Once a Month Activity to a Developing State of Mind

More
Intimate Space
is Developed

Reflective Practice
creates a safe
container
In which to explore
the
empathetic affect of
relational patient
focused care

Empathetic affect
becomes a tool
not a burden

By understanding
their
empathetic response
staff can further
their
understanding of
their patients.



How?

