

Growing and developing as a supervisee



A resource for Uniting Church
in Australia ministers

Queensland Synod Supervision Working Group
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The Uniting Church in Australia
QUEENSLAND SYNOD

Growing and developing as a supervisee

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The Uniting Church in Australia requires Ministers¹ to participate in professional supervision². A Minister may commence professional supervision unsure of what to expect from a supervisor, what might be expected of them, or how to prepare for or participate in a session. With time, experience and intention people grow as supervisees.

To enable their growth and development as a supervisee, ministers need to understand the purpose of professional supervision, where it fits in the life of the church and ministry, and to acquire tools to enable their participation and engagement. This resource focuses on some of the tools³ needed to grow and develop as a supervisee. It is designed as a workbook and includes references for those who want to explore further, as well as a number of appendices. It is to be read alongside *Professional Supervision: a process of reflection on ministry experience*⁴ and *Getting the most out of professional supervision*⁵.

The topics it explores are:

- Professional supervision in the context of ministry
- Accountability and professional supervision
- Accessing professional supervision
- Responsibilities of the supervisee
- Responsibilities of the professional supervisor
- Preparing for a professional supervision session
- Negotiating the professional supervision agenda
- Exploring specific agenda items
- Concluding a professional supervision session
- Reflecting on professional supervision
- Feedback and professional supervision
- Signs of concern in professional supervision
- Ending professional supervision

Professional supervision in the context of ministry

Professional supervision is a specialist area of supervision practice that focuses on support, education and professional development. Professional supervision is a support⁶ and resource for ministers, and is to assist them to serve faithfully and effectively⁷. It is a space, time, activity and opportunity where, in the context of a supportive relationship, ministers are enabled to reflect on and learn from their ministry and ministry experiences⁸. At its heart professional supervision is about learning and transformation⁹. In the context of the Uniting Church, professional supervision is defined as the relationship the minister has with another professional whereby the minister is assisted to maintain the boundaries of the pastoral relationship and the quality of their ministry¹⁰.

The Ministerial Education Commission¹¹ in discussing professional supervision as a reflective process in the context of ministry identifies that professional supervision:

- honours the call to a ministry of authenticity and integrity that is open to the formative power of God's presence and purpose in oneself, in the church and in the wider society
- advocates wholeness in affirming strengths and addressing and/or accepting weaknesses
- respects the boundaries of the particular call to ministry and of the particular ministry placement
- requires theological reflection on the practice of ministry, leading to increased intentionality, creativity and quality of ministry
- points to God's restoring grace which enables ministers to take responsibility for times of failure and in times of brokenness
- trusts the God of hope for the future, sustained by one's call to ministry and encouraged by the signs of God's activity in the ministry context.

What would you say to explain your understanding of professional supervision and ministry?

1 Ministers here refers to ministers of the word, deacons, deaconesses, candidates, pastors and ministers from another denomination serving in an approved placement
2 Section 3.8b Uniting Church in Australia Code of Ethics and Ministry Practice (approved 2009) updated effective 1.1.10
3 Topics such as reflecting on previous experience of supervision, individual learning styles, reflection, theological reflection, the focus of professional supervision, good practice professional supervision, planning the first meeting, negotiating the supervision covenant/contract/agreement are not expressly explored in this document. These topics are explored in the resource *Getting the most out of professional supervision* Uniting Church in Australia, Queensland Synod 2014 Available on the Queensland Synod website
4 Uniting Church in Australia Ministerial Education Commission 2011 *Professional supervision: a process of reflection on ministry experience* Available on the Uniting Church in Australia Assembly website
5 Uniting Church in Australia, Queensland Synod 2014 *Getting the most out of professional supervision*

6 Professional supervision is one way in which ministers can receive support. Other ways include family, friends, colleagues, church council, congregation, presbytery, synod, Assembly, networks, spiritual direction, mentoring, coaching, workshops, training, worship, prayer, Continuing Education for Ministry, agencies, health professionals, retreats, personal reflection.
7 UCA Support document Interim COE 1997; UCA MEC 2011 *Professional supervision: a process of reflection on ministry experience*
8 Uniting Church in Australia, Queensland Synod 2014 *Getting the most out of professional supervision*
9 Shohet ed 2011 *Supervision as transformation: a passion for learning* Jessica Kingsley Publishers, London
10 Section 3.9c of the Uniting Church in Australia Code of Ethics and Ministry Practice (approved 2009) updated effective 1.1.10
11 Uniting Church in Australia Ministerial Education Commission 2011 *Professional supervision: a process of reflection on ministry experience*

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Accountability and professional supervision

Within the structure of the Uniting Church in Australia presbyteries have the responsibility of ensuring ministers are receiving professional supervision¹². A number of presbyteries have developed their own guidelines for supervision. The Ministerial Education Commission¹³ has offered an outline of a supervision covenant with the expectation that the supervisee (minister) and the professional supervisor will complete the covenant and then the minister will forward it to the pastoral relations committee of their presbytery.

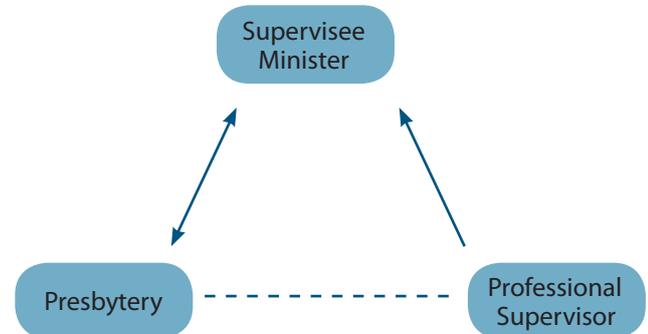
In the life of the Uniting Church ministers¹⁴ are accountable and responsible in matters of faith and discipline to the presbytery in which their name is listed on the presbytery roll¹⁵. Pastors¹⁶ are accountable to the presbytery which has oversight of the pastor in matters of faith and discipline and to the appointing body for their exercise of their ministry.

In professional supervision, the professional supervisor is accountable to the supervisee for good, effective, appropriate and ethical supervision practice. While the supervisor and supervisee will develop mutually agreed expectations, tasks and processes this is about ensuring a good working relationship and that the purpose of professional supervision is achieved, not about accountability. A supervisee will be encouraged to report back to the supervisor on how they have completed tasks/used material arising from a supervision session. A supervisor would use such reflection and feedback to enhance their work with the supervisee.

Recognising the accountability of ministers to presbytery, it is important that the supervisee (minister) and the professional supervisor discuss how the presbytery will be informed by the supervisee of the professional supervision arrangement, under what circumstances the supervisor and the presbytery will connect, and how this would be done¹⁷.

This accountability would look like this:

Accountability in professional supervision



NOTE: There are limitations to this diagram. This diagram only refers to lines of accountability in relation to professional supervision and the minister. It does not, for example, include reference to the accountability of ministers to the placement (and surrounding community) in which they are serving or the responsibility of the placement to the minister. It does not refer to the accountability of the minister to an agency, council, Board or Commission. It does not refer to the responsibilities of the presbytery to the minister other than in relation to professional supervision.

How will you ensure the professional supervisor understands accountability in the life of the church?

¹² Regulation 3.1.3a(ii)

¹³ Uniting Church in Australia Ministerial Education Commission 2011 *Professional Supervision: a process of reflection on ministry experience*

¹⁴ Regulation 2.9.1

¹⁵ There are other accountabilities in the life of the Church that are not referred to here.

¹⁶ Regulation 2.9.2a

¹⁷ This discussion would include reference to the previously discussed supervision covenant from the 2011 UCA MEC document *Professional supervision: a process of reflection on ministry experience*. Negotiating a professional supervision arrangement provides an opportunity to explore these questions.

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Accessing professional supervision¹⁸

Professional supervision is intended to be a regular commitment¹⁹. If supervision is a new experience for you, you may find it helpful to talk to another minister about their experience of supervision. When looking for a supervisor you should try to identify someone who:

- has been trained to provide supervision
- you can communicate well with
- will challenge you to reflect creatively
- has an understanding of the ethos of the Uniting Church
- will understand the role and responsibility of the minister.

As a guide, some of the issues that might be raised in supervision are when:

- you felt uncomfortable in a situation
- other people are unhappy with you or an outcome of an issue you were involved in
- you have been involved in a critical incident
- you have been involved in a conflict
- you are avoiding an issue or a task
- you need to make a difficult decision.

During supervision you should be encouraged to look at incidences or experiences in your day to day work, and to ask questions like:

- Why did I respond in the way I did?
- How am I feeling about this situation? What are these feelings telling me?
- Was this the most appropriate response in this situation?
- How would I act the same/different given a similar circumstance?
- Are there skills that I need to develop to assist me in this situation?
- What have I learnt from this experience?
- Are there implications for me in the way I carry out my ministry?

How will you ensure that your participation in professional supervision is a regular commitment?

Responsibilities of the supervisee

Here are some of the responsibilities of being a supervisee.

- Maintain ethical guidelines, standards and practice
- Understand the purpose and function of professional supervision
- Be clear on the mandate for and accountability of professional supervision in the Uniting Church
- Be committed to the process and event that is supervision
- Establish a relationship with the supervisor that is a working alliance²⁰
- Tell the supervisor how you learn best²¹, how you like to receive feedback and how you respond to being challenged
- Assist the supervisor to understand how your cultural traditions and practices impact on the supervision relationship
- Expect competency from the supervisor
- Prepare and plan for each session – bring agenda items to a session
- Actively create an agenda at the start of each session with the supervisor
- Be fully present and engaged in the session, making the most of each session
- Participate with honesty and vulnerability, willing to be open to reflect on and learn from ministry
- Be committed to your own learning
- Take notes for your own record²²
- Offer feedback and evaluation to the supervisor²³
- Take supervision conversation, resources, reflections and insights back to ministry context and experience
- Be intentional about growing and developing as a supervisee

Consider what these responsibilities mean for you and how you might fulfil them.

18 This section is an extract from the support document to the Uniting Church in Australia Interim Code of Ethics 1997

19 3.9d Uniting Church in Australia Code of ethics and Ministry practice Approved Twelfth Assembly 2009 updated effective date 1.1.10

20 Bond and Holland 1998 *Skills of clinical supervision for nurses* Open University Press, London use the phrase working alliance when discussing the supervision relationship

21 Refer to Uniting Church in Australia, Queensland Synod 2014 *Getting the most out of professional supervision* for material on learning styles

22 A useful strategy for a supervisee is to have a supervision work book (paper/electronic) where issues to raise in supervision are recorded as well as points that emerge during and after sessions

23 The concept of "supervisee glasses" as a tool for reflection and feedback on professional supervision is explored in Uniting Church in Australia, Queensland Synod 2014 *Getting the most out of professional supervision*

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Responsibilities of the professional supervisor

As a supervisee what might you expect of a supervisor?
Here is a possible list.

- Maintain ethical guidelines, standards and practice
- Understand the purpose and function of professional supervision²⁴
- Have the capacity for and commitment to good practice professional supervision
- Be clear on the mandate for and accountability of professional supervision in the Uniting Church
- Be aware of the ethical guidelines and requirements of the supervisee
- Ensure supervision is a safe and trusted space for the supervisee²⁵
- Provide an environment for supervision that is conducive to learning
- Respect and honour the ministry of the supervisee
- Be present, attuned and responsive²⁶ to the individual supervisee
- Be culturally sensitive and appropriate
- Establish a relationship with the supervisor that is a working alliance
- Be aware of power in supervision and use it appropriately
- Prepare and plan for each session
- Work with the supervisee to create an agenda for each session
- Be committed to the process and event that is supervision
- Develop appropriate strategies that work with the learning style of the individual supervisee
- Be aware of own biases, history and responses
- Share experience, information and skill appropriately²⁷
- Be fully present for the session, making the most of each session
- Be appropriately challenging
- Be aware of the limitations of expertise
- Ensure regular feedback and evaluation of the professional supervision
- Maintain appropriate records and record security
- Be intentional about growing and developing as a supervisor²⁸

Consider when and how you might discuss these responsibilities with the supervisor.

A professional supervisor who is culturally aware, sensitive and appropriate²⁹:

- recognises their own cultural bias and the importance of the cultural background of the supervisee
- is open to learning and engaging with others
- acknowledges difference in cultural background, traditions and practices
- seeks to be present, aware, conscious and appropriate
- seeks to be culturally responsive, safe and sensitive
- dialogues with the supervisee about culturally appropriate behaviour within professional supervision – such as language, words, expressions, eye contact, body language, body movement, expression of emotion, pace of talking, gender issues, power, clothing, touch, time and gifts
- uses supervision interventions and processes that are sensitive, anti-oppressive and respectful of the culture of the supervisee while maintaining the purpose and function of supervision.

24 Good practice professional supervision is discussed in the resource *Getting the most out of professional supervision* The Uniting Church in Australia 2014

25 Hawkins and Shohet 1989 *Supervision in the helping professions* Open University press, Philadelphia

26 Siegel 2007 *The mindful brain: reflection and attachment in the cultivation of well-being* WW Norton, New York

27 Hawkins and Shohet 1989 *Supervision in the helping professions* Open University press, Philadelphia

28 Negotiating a professional supervision covenant/contract/agreement provides one opportunity for the responsibilities of the supervisor to be explored.

29 This section includes material from Dennis and Dhillon-Stevens in Carroll and Tholstrup 2001 *Integrative approaches to supervision* JKP, UK; and Pederson *The making of a culturally competent counsellor* in Lonner, Dinnel, Hayes and Sattler eds 2002 online readings in *Psychology and culture* Centre for cross-cultural research Western Washington University, USA

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Preparing for a supervision session³⁰

Preparing and planning for a supervision session will increase the effectiveness of the professional supervision and enable the supervisee to get the most out of it. Consider when and how you will prepare for supervision sessions. Here are some suggested steps to use in your preparation for a professional supervision session.

- Set time aside to prepare³¹ for supervision
- Create an environment for reflection, honesty and openness with oneself
- Recall ministry (using any diary or other notes)³²
 - » What has been happening overall
 - » Are there any experiences that stand out – perhaps as affirming, difficult, challenging, unexpected, unsettling, keeping you awake, that you are going over and over in your mind, that you are grappling with, that you would want to respond to differently if presented with again, that you identified as a very different experience, that gave you an “ahh haa” moment, that you are curious to explore further, that have changed you
 - » Any points of celebration and joy
 - » Any points of conflict, tension, difficulties in relationship (pastoral, particular, collegial)
 - » Any incidents you would describe as ‘critical’
 - » Any Code of Ethics concerns
 - » Anything you need to check, clarify, process
 - » Any situations where you have been out of your depth, unsure how to proceed, concerned re your competence or capacity
 - » Points of anxiety, pressure, stress
 - » Any follow up from a previous supervision session
 - » Any feelings and thoughts in relation to recent ministry experiences that you consider you need to work through
 - » Situations, experiences, concerns that you need to unpack
 - » Topics that you need to explore (may be linked to supervision goals, Continuing Education for Ministry)
- Identify agenda items (note: if appropriate send the supervisor information about agenda items prior to the session)

Reflect on the way you prepare and plan for professional supervision sessions.

Negotiating the session agenda

The agenda for each session will be negotiated at the start of a session. It is important to remember that while the supervisee and the supervisor will both contribute to the agenda it is the supervisee’s needs that are to be met through supervision. Here is a suggested process for negotiating a supervision agenda.

- Commence the session (including getting settled³³ and re-connecting³⁴)
- Supervisee identify items they want to explore in the session
- Supervisor potentially suggest other possible items, e.g. what is on your radar³⁵, what’s been happening/ different since last session, follow on from previous session, previously identified tasks/goals that are yet to be addressed, self-care, family matters, Code of Ethics concerns
- Create an agenda – if appropriate prioritise
- Explore the agenda

Reflect on your experience of negotiating the professional supervision agenda.

30 Carroll and Gilbert 2011 *On Being a Supervisee: creating learning partnerships* 2nd ed Psychoz publications, Australia

31 Preparation for professional supervision needs to include inner preparation alongside the outer preparation and planning for the supervisor and supervisee. Benefiel and Holton eds 2010 *The Soul of Supervision: integrating practice and theory* Morehouse Publishing, New York

32 Appendix 2 contains a list of possible topics to be explored in professional supervision.

33 Pyle and Seals 1995 *Experiencing ministry supervision: a field based approach* Broadman and Holman Publishers, USA

34 Some supervisees and supervisors may want to include prayer in the re-connecting in supervision.

35 Lowe and Deal 2014 *A vision for supervision* St Luke’s innovative resources, Australia

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Exploring specific agenda items

In exploring specific agenda items, the supervisor will assist the supervisee to identify the outcomes they want in relation to that agenda item. This process is called 'mini-contracting in supervision'. It enables the supervisee to be clear on what they are wanting from the session³⁶.

For example the supervisee wants:

- Space to process what has been happening
- The opportunity to debrief
- To make sense of something that has happened
- To further their reflection - this happened, this is what I have recognised, these are my questions, this is what I need to explore, understand further³⁷
- Help with a specific situation or circumstance
- To check ethical concerns
- Information and resources to assist with ministry
- To develop a specific skill
- To determine ways forward with a situation/issue

Reflect on how you identify outcomes wanted from a session. How do you ensure the outcomes wanted are achieved?

Concluding a supervision session

Supervision sessions draw to a close. Ending a supervision session well³⁸ may involve:

- A reminder of the agreed agenda items for the session
- Checking that all agenda items were covered (and if not discussing why an agenda item was not covered)
- Recapping on the session (content and process)
- Naming what is being taken away from the session
- Identifying any follow on tasks from the session
- Reflecting on the session overall³⁹
- Giving and receiving feedback on the experience of the session
- Arranging a next session date (and payment of fees)
- Closing the session⁴⁰

Reflect on how a professional supervision session currently ends.

³⁶ McKittrick 2012 *Supervision* Open University Press, England

³⁷ *Supervision* NZ Presbyterian Church revised 1996

³⁸ Leach and Paterson 2010 refer to healthy endings in supervision in *Pastoral Supervision: a handbook* SCM Press, London

³⁹ Reflection on the session may include reference to working with the learning style of the supervisee, and creative and imaginative methods used by the supervisor Schick and Wood 2011 *Inspiring Creative Supervision* Jessica Kingsley Publishers, London

⁴⁰ Some supervisees and supervisors may want to include prayer as part of ending a supervision session.

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Reflecting on professional supervision⁴¹

The supervisee and the supervisor need to work together to ensure that the professional supervision meets the needs of the supervisee. Reflection on professional supervision will happen at multiple points⁴² and explore a range of topics. Reflection might occur:

- At the start of a session – looking back at a previous session
- During a session – seeing how a topic is being explored, looking at the process being used
- At the end of the session – what happened through the session, what is happening across sessions
- On the reflection itself – how are the supervisee and supervisor reflecting on supervision and what needs to change to make reflection more effective

Reflection might explore⁴³:

- The focus of supervision
- The content of sessions
- The process used in sessions
- Technology⁴⁴
- Outcomes from the session
- Thoughts and feelings⁴⁵
- Supervision relationship
- Supervisor's skills and capacity to work with the supervisee
- Learning style and methods used in supervision
- The supervision covenant/contract/agreement

Consider how you currently reflect on your experience of professional supervision, what that reflection explores and when it takes place.

Feedback and professional supervision⁴⁶

Reflection on professional supervision leads to feedback. Feedback needs to be given, received and acted upon⁴⁷. Both the supervisee and the supervisor need to offer feedback. Feedback and review of supervision needs to explore:

- That the purpose of supervision is being fulfilled (maintain the boundaries of the pastoral relationship and the quality of ministry)
- The supervision relationship
- The ethical and appropriate practice of the supervisor
- Whether the supervisee and the supervisor are fulfilling their responsibilities within the supervision
- How agendas are negotiated, explored and completed
- The environment for sessions
- How time is used in sessions⁴⁸
- The effectiveness of the process of supervision for the learning of the supervisee
- Whether the supervision is continuing to meet the needs of the supervisee
- Any changes that the supervisor needs to make to work more effectively with the supervisee
- Whether the supervision covenant/contract/agreement needs to be re-negotiated

Reflect on how you and the supervisor give and receive feedback on the professional supervision. What could enhance that feedback?

41 Appendix 3, 4 and 5 are sample reflection sheets for a supervisee to use in relation to supervision sessions.

42 Schon 1987 *The reflective practitioner* (Jossey-Bass, San Francisco) writes of reflection before action, in action, after action and reflexivity.

43 *Getting the most out of professional supervision* (the Uniting Church in Australia, Queensland Synod 2014) refers to 'supervisee glasses' as a tool to use when reflecting on professional supervision and the practice of the supervisor.

44 Professional supervision sessions that are held via skype and telephone will require reflection on managing the technology associated with supervision.

45 One aspect of this reflection is in relation to supervision held over distance (e.g. via skype and the telephone) where it will be important to check that the supervisor is picking up on and responding appropriately to emotional cues.

46 Appendix 6 is sample feedback sheet for the supervisee in relation to the supervisor's practice of professional supervision

47 Zachary 2000 uses the notion of a feedback circle – where feedback is asked for, given, received, accepted and acted upon – *The Mentor's Guide: facilitating effective learning relationships* Jossey-Bass publishers, California

48 McKitterick 2012 *Supervision* Open University Press, England

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Feedback prompts

Here are a number of feedback prompts that can be used in professional supervision. As a supervisee you might want to share this list of feedback prompts with your supervisor and/or identify some other feedback prompts that you might want to use. Across time in supervision you could use a range of prompts. It will be important to check what changes have been made to the supervision as a consequence of the supervisee/supervisor receiving and acting on the feedback. At times it may be appropriate to wait to give feedback until after leaving a session rather than giving immediate feedback at the end of the session.

My hopes for this session were ... and ...

Two words I would use to describe the session today are ...

A piece of music that reflects this session ...

A colour that reflects this session ...

An image that this session reminds me of ...

During the session I found it helpful/unhelpful when ...

During the session I was able to ...

It helped me learn when you ...

The content/process of the session was ...

During the session I felt (listened to/supported/respected) when ...

I felt (frustrated/uncomfortable/unheard) when ...

I was (surprised/pleased) in the session when ...

I feel (anxious/frustrated) in supervision when ...

Resources used in the session were ...

Consider the list of feedback prompts. What feedback prompts have you experienced in professional supervision? What other prompts might you use?

Signs of concern in professional supervision

Growing and developing as a supervisee will involve consideration of the effectiveness and appropriateness of the professional supervision and the professional supervisor. What might be signs of concern for you as the supervisee? Here is a list of possible signs of concern in professional supervision:

- Not going to supervision – the arrangement is in place but no sessions happening
- Sessions are continually cancelled, parties arrive late, session time is regularly interrupted
- Going ‘too often’ to supervision (relationship of dependency has developed)
- Evidence of sexualised relationship between supervisee and professional supervisor
- Unwilling to reflect on and review the effectiveness of the supervision arrangement
- Unable to identify how supervision assists the minister to maintain the boundaries of pastoral relationships and the quality of ministry
- There is no negotiated agenda
- Limited issues are explored within supervision
- Supervisee actively avoids bringing issues to supervision
- Supervisor talks more than they listen⁴⁹
- Supervisor focuses on words and misses feelings
- Supervision is a question and answer forum⁵⁰ rather than a dialogue and exploration
- Supervision is characterised by negativity, judgement and lack of respect and honour for the ministry of the supervisee
- Supervision feels unsafe
- Supervision has become a therapeutic relationship
- Supervision has no challenging edges
- Supervision has become a vicarious practice context for supervisor
- Supervisee/ supervisor unable to identify if there are any limitations to confidentiality in professional supervision
- No understanding between supervisee and supervisor about what would happen if there was a breach of the Code of Ethics
- Supervisor lacks knowledge and understanding of the Uniting Church in Australia, Code of Ethics and ministry practice
- Multiple roles and potential conflict of interest are ignored
- Unethical conduct

49 Feist and Pullar 1993 *Supervision* Southland Presbytery NZ

50 Morrell 2013 *You deserve good supervision* Vibrant Training Australia

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- Supervisee or supervisor are playing ‘games’⁵¹ in supervision
- Code of Ethics and ministry practice never gets discussed in professional supervision
- Sense of exclusion of the presbytery and replacement by the supervisor
- Never any links back from supervision to presbytery such as “My supervisor said I need to let you know about this” or “My supervisor suggested I ask you about this”

How might you be alert to signs of concern in professional supervision? How could you raise and address such concerns with the supervisor?

⁵¹ Games in supervision can be played by the supervisee or the supervisor. Games can involve manipulation (redirecting the supervision), redefining (role reversal in supervision), controlling (managing the supervision). Kadushin 1976 3rd ed *Social Work Supervision Supervision in Social work* Columbia University Press, New York

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Ending professional supervision

Professional supervision has a beginning (when first commencing with a new supervisor), middle (the sessions that take place across time) and an end (when the professional supervision concludes). There are many reasons why a professional supervision covenant/contract/agreement might end. It can be ended by the supervisee or the supervisor.

Some of the reasons that a professional supervision covenant/contract/agreement ends are:

- The supervisee wants to explore their ministry and ministry experiences with a different professional supervisor
- The supervisor is no longer available
- The supervisee changes placement
- The supervisee is no longer in placement
- The supervisee cannot see growth and development and learning in their ministry through the professional supervision
- The supervisor lacks the capacity to work with the needs of the individual supervisee
- Signs of concern not able to be appropriately addressed and resolved.

Regardless of the reason that the supervision covenant/contract/agreement ends it is important that the ending takes place⁵². To use other language - the professional supervision is terminated. The process of ending a professional supervision covenant/contract/agreement includes:

- The supervisee or the supervisor placing ending the professional supervision on the agenda
- The supervisee and the supervisor discussing and then affirming that the professional supervision covenant/contract/agreement is to be ended
- Opportunity for reflection, feedback and evaluation on the experience of professional supervision and the practice of the professional supervisor
- Opportunity for the supervisee and the supervisor to identify growth, change and learning across the duration of the professional supervision arrangement
- The supervisee and the supervisor concluding the professional supervision relationship⁵³
- The supervisee and the supervisor saying goodbye.

What do you consider needs to be included in the process of ending a professional supervision covenant/contract/agreement?

A reminder

Growing and developing as a supervisee:

- requires the commitment to be a supervisee
- takes time, experience and intention
- is a journey of learning, discovery and transformation.

52 Bernard and Goodyear 1998 *Fundamentals of Clinical Supervision* Allyn and Bacon, USA

53 It may be appropriate for the supervisee and the supervisor to acknowledge that their paths may cross in future contexts and roles in the life of the church.



Appendix 1

Possible topics to explore in professional supervision (listed alphabetically)

Refer to the following documents:

Uniting Church in Australia Code of Ethics and Ministry Practice approved Twelfth Assembly 2009 (updated effective 1.1.10)

Uniting Church in Australia support document to the Interim Code of Ethics 1997

Uniting Church in Australia Ministerial Education Commission 2011 Professional supervision: a process of reflection on ministry experience

- | | |
|---|---|
| Accountability | Pastoral situations |
| Assembly matters | Placement location issues |
| Baggage | Planning and visioning |
| Boundaries | Presbytery matters |
| Call | Referral |
| CEM | Reflection |
| Changing placement | Relationships |
| Child safe | Resources for ministry |
| Church councils, committees and groups | Retirement |
| Church discipline | Reviewing ministry |
| Code of ethics and ministry practice | Self awareness |
| Community engagement and involvement | Self-care – stress, burnout out, compassion fatigue, vicarious traumatisation, time off, managing the pendulum of life and work |
| Competency for ministry tasks | Sexual matters |
| Compliance matters | Singleness and ministry |
| Confidentiality | Spiritual growth |
| Conflict | Supervision of student ministers/ministry colleagues |
| Congregational leadership | Synod matters |
| Consultations and reviews | Team matters |
| Critical incidents | Technology |
| Cross cultural issues | Theological reflection |
| Dealing with difference | Time management |
| Dealing with difficult people | Vulnerability |
| Debriefing | Wider church involvement |
| Developing projects and programs | Work load – time management, prioritising |
| Discerning direction | Working with people – individuals, groups, team |
| Family matters | |
| Faith crisis | |
| Financial matters | |
| Ghost of ministers past | |
| Goal setting | |
| Identifying strengths and “areas for growth” | |
| Identity | |
| Internet issues | |
| Issues: e.g. suicide, substance abuse, alcoholism, death and dying, ageing, grief and loss, power, bullying | |
| Learning and reflection | |
| Loneliness | |
| Minsters in association | |
| Networking | |



Appendix 2

Reflecting on a newly established professional supervision arrangement

I would use the following words to describe my experience of supervision sessions ...

I think I have gained the following through coming to supervision ...

Since the first session I have realised that professional supervision ...

I would like to suggest the following changes to professional supervision so that it is a better learning experience for me ...

If I was starting this supervision arrangement again, what would I want to say to the supervisor ...

What else might I want the supervisor to hear, know, understand ...



Appendix 3

Feedback sheet for a professional supervision session

Aspect of supervision session	Comments and suggestions for change
<p>Expect preparation and planning for a session</p> <ul style="list-style-type: none"> • Were you prepared? • Did you send material to the supervisor ahead of the session? • Was the supervisor prepared? 	
<p>Expect an agenda to be developed for a supervision session</p> <ul style="list-style-type: none"> • Was an agenda developed? • How was the agenda developed? • Did the session cover the agenda items? • Were there any follow on items? 	
<p>Expect the supervisor to be ready to start a session</p> <ul style="list-style-type: none"> • Did the session start on time? • Did you feel welcomed to the session? • Were you enabled to settle to begin the session? 	
<p>Expect to explore a range of topics across a supervision arrangement. Check to see where most time is spent and where no time is spent. What range of topics were explored during the session?</p> <ul style="list-style-type: none"> • Your health and well-being (physical, spiritual, emotional, mental, financial) • Your family matters • Code of Ethics • Continuing education for ministry • Your relationships with others in your ministry placement • Specific ministry situations • Your interventions in ministry situations • Theological reflection • Presbytery/synod/Assembly matters • Wider community (including ecumenical community) • Relationships with colleagues • Relationships with councils of the church • Relationship between you and the supervisor • The supervisor's practice of professional supervision 	
<p>Expect reflection on ministry experience</p> <ul style="list-style-type: none"> • Were you enabled to reflect on the issues you wanted to explore with the session? • Were learnings identified? 	
<p>Expect across a supervision arrangement that the supervisor will use a range of intervention skills (though not all may be seen during a single session). These may include:</p> <ul style="list-style-type: none"> • Supportive (approve, confirm, validate) • Cathartic (release tension, express feelings, emotions) • Catalytic (be reflective, encourage self-directed problem solving) • Confrontative (challenge, give direct feedback) • Informative (inform, give instruction) • Prescriptive (be directive, give advice) <p>Source: Based on Heron 1975 in Hawkins and Shohet (1989) <i>Supervision in the helping professions</i> (Open Uni Press, Phil.)</p>	



Appendix 3

Aspect of supervision session	Comments and suggestions for change
<p>Expect to give and receive feedback</p> <ul style="list-style-type: none">• Were you asked to give feedback on the session?• Did the supervisor give you feedback during the session?• Was the feedback clear and specific?• How will the feedback be used?	
<p>Expect to evaluate the professional supervision and the practice of the professional supervisor on a regular basis. Possible topics to address in an evaluation are:</p> <ul style="list-style-type: none">• the purpose of professional supervision• the focus of sessions• the Code of Ethics• continuing education for ministry• the content and process of supervision session• the practice of the supervisor• the supervision relationship• the supervision covenant/contract/agreement	

Other reflections:

Date:



Appendix 4

Reflecting on the experience of professional supervision sessions

How is professional supervision assisting me to maintain the boundaries of pastoral relationships and the quality of my ministry?

How have my ministry gifts grown and my ministry developed through supervision?

In what ways has my self-awareness and capacity to reflect on and learn from ministry grown through professional supervision?

How effective is professional supervision in encouraging me to be aware of the Code of Ethics and ministry practice?

What am I doing to ensure that I am getting the most out of professional supervision? What changes are needed to make supervision more effective for me?

What do I value about professional supervision and the supervisor?

Is my current professional supervision a good match for my ministry placement?



Appendix 5

How effective is your professional supervisor?

Material adapted from Professional Supervision: a process of reflection on ministry experience
UCA MEC 2011

Professional supervisor:

How often do you go to professional supervision?

What is the usual length of a session?

How often is the Code of Ethics discussed?

How often is continuing education for ministry discussed?

An effective supervisor provides:	Comment on your experience of working with your professional supervisor
<ul style="list-style-type: none"> • a supportive, safe environment • cultural awareness and sensitivity • full attention to the person coming for supervision • an explanation of the limits of confidentiality • an explanation of what happens if there is a breach of the Code of Ethics • encouragement and space for theological reflection on what you do and how it is done • specific feedback • relevant information, resources and referral 	

An effective supervisor encourages those in ministry to:	Comment on your experience of working with your professional supervisor
<ul style="list-style-type: none"> • be intentional and committed in supervision • accept responsibility for their own thoughts, feelings, attitudes and actions • observe and clarify thoughts, feelings, attitudes and actions • find other ways of looking at things • discover and explore a range of options • come to their own conclusion, choices and decisions • acknowledge their own strengths and successes • respect and maintain confidentiality • keep the focus on the process and response to the material the minister has presented for supervision • pursue ecumenical openness in all expressions of ministry • consider cross cultural dimensions • keep in mind the fundamental goal of improved quality of ministry 	



Appendix 5

An effective supervisor has knowledge, experience, integrity and skill to:	Comment on your experience of working with your professional supervisor
<ul style="list-style-type: none">• maintain “professionalism”, that is to assist in setting a safe space to work on the issues those in ministry bring to supervision• help those in ministry identify things that are happening in their ministry practice that they might not see or understand• recognise when they do not have the level of skill to assist those in ministry appropriately and so offer a referral to a suitable person who does have the needed skills• have a working knowledge of the ethos of the Uniting Church in Australia, guided by the <i>Basis of Union</i> and observing the Code of Ethics• respect the processes and diversities of learning modes• recognise when cultural expectations may be affecting ministry practice• name under what circumstances a supervision relationship needs to end	

Other reflections:

Date: