



# **Courageous Conversations**

## **Supervising OT Students on Placement**

Presented By:

Felicity Kirby | Clinical Centre Leader Auckland DHB

Zainab Badat | Practicum Leader AUT

# Learning Objectives



Consider the skills and attributes of a supervisor



Examine different types of feedback



Explore tools on how raise concern with a student



Offer guidance on how to structure a discussion



Look into seeking support in challenging situations

# Supervisor Attributes

## The four As:

- **A**vailable (open, receptive, trusting, non-threatening)
- **A**ccessible (easy to approach and speak freely with)
- **A**ble (having real knowledge and skills to transmit)
- **A**ffable (pleasant, friendly, reassuring)

Powell and Brodsky (2004, p. 41)

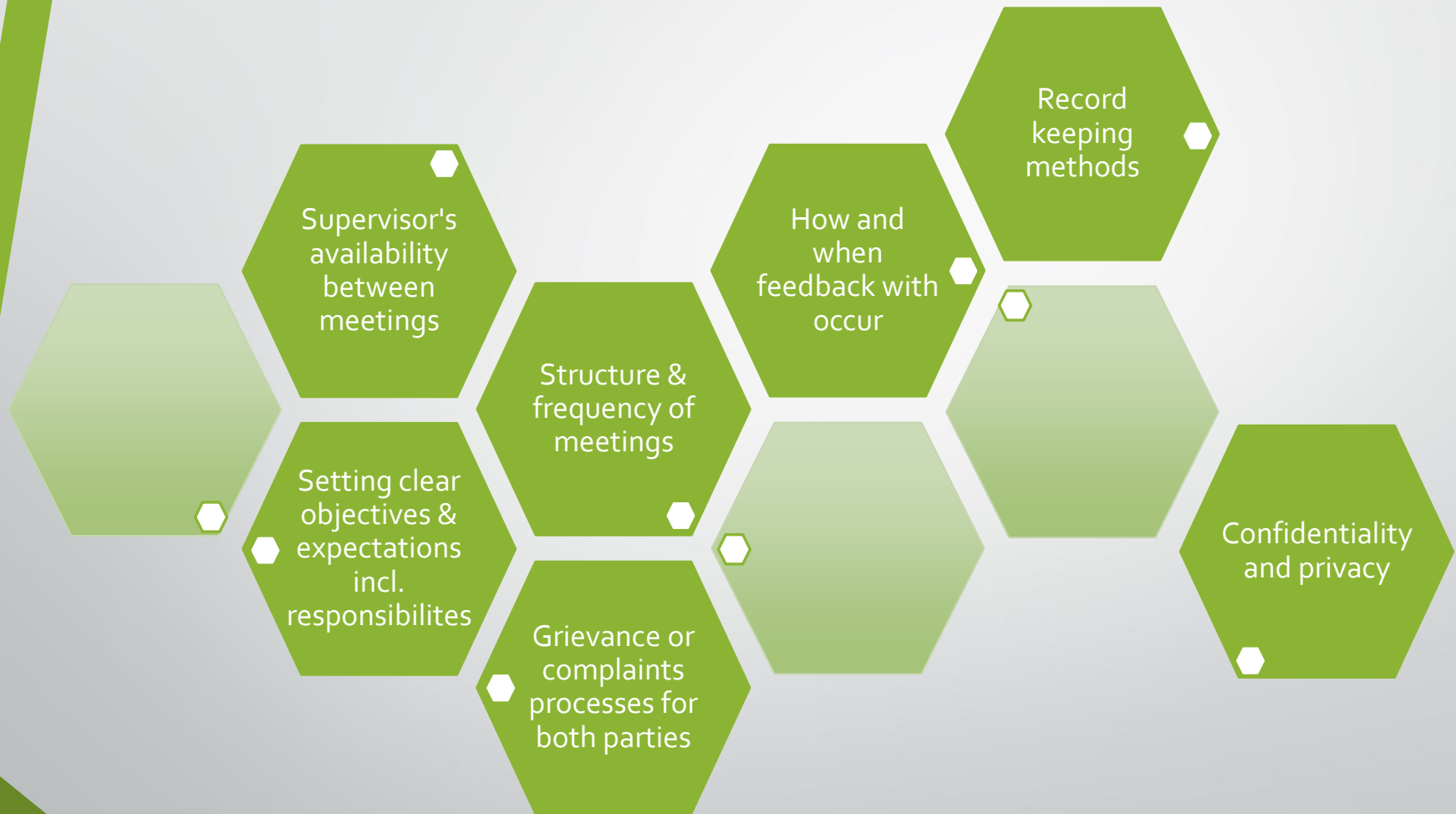
*"The ability to establish and maintain the supervisory relationship is a core requirement of a supervisor."* Davys and Beddoe, 2010

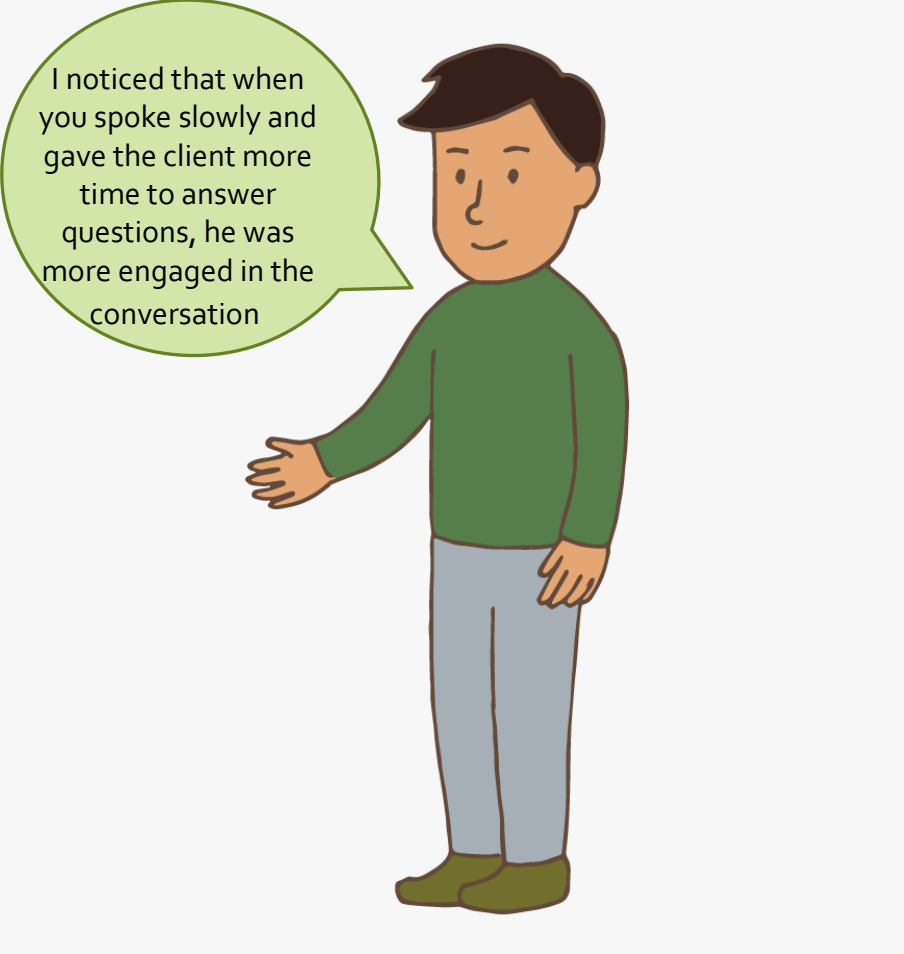
# The Reflective Practitioner



- Reflecting can help identifying what is important for you in your practice
- Be attentive to aspects of social GGRRAAACCEEESSSS: gender, geography, race, religion, age, ability, appearance, class, culture, education, ethnicity, employment, sexuality, sexual orientation and spirituality. (Burnham 2013)
- Recognise the different bases of social power dynamics when giving feedback (French and Raven 1959)

# Supervision Agreement



A cartoon illustration of a man with dark hair, wearing a green long-sleeved sweater and light grey trousers. He is standing and gesturing with his right hand. A light green speech bubble is positioned to his left, containing text. The entire illustration is set within a white rounded rectangular frame.

I noticed that when you spoke slowly and gave the client more time to answer questions, he was more engaged in the conversation

# Types of Feedback

*Motivational Feedback*

Is there another approach that you might try next time?



# Types of Feedback

*Developmental  
Feedback*

Describe: *when you talk too quickly..*  
Explain: *the client struggles to keep up ..*  
Solution: *and so you will need to slow down your speech...*  
Consequence: *otherwise he will not understand*



FWE

Student

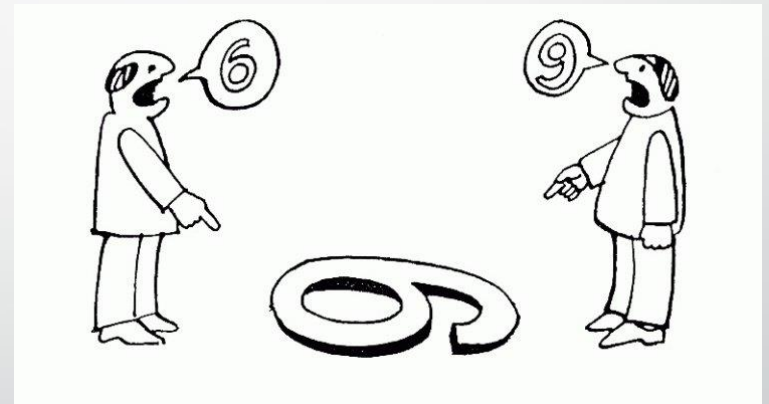
# Types of Feedback

*Corrective  
Conversation*



# Obstacles to Initiating a Conversation

- Fear of offending, or causing distress
- Fear of being blamed or being unable to handle a possible emotional response
- Fear of the negative effects on the relationship, and fear of compounding the problem



This may evoke the “delay, avoid or delegate” response

(Beddoe & Davys, 2016, p. 197).

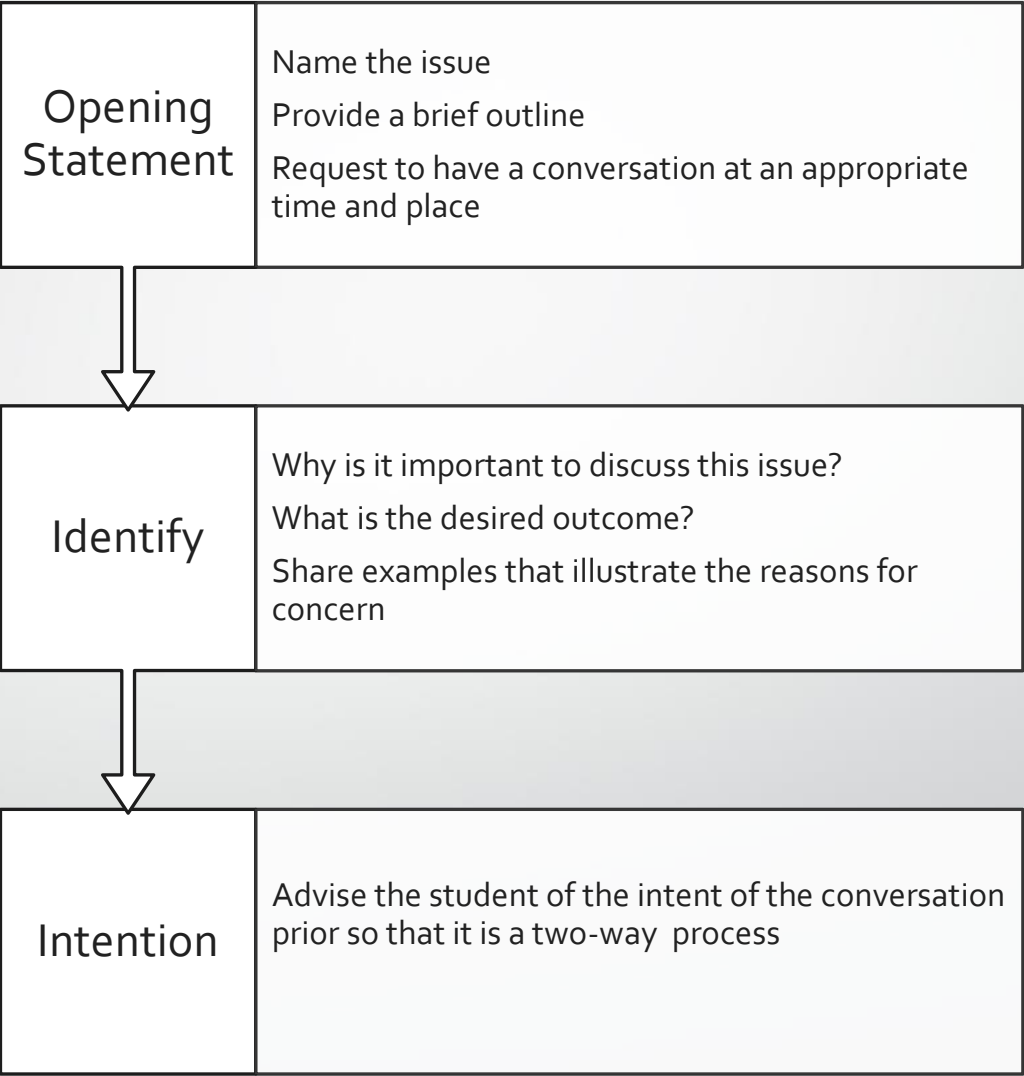
# Preparing for the Conversation

- What is the issue?
- What is the desired outcome?
- Feelings or emotions of supervisor & supervisee.
- How does this affect the supervisee's identity?

(Davy 2019, Triad 2018)

\*\*You and/or the student may wish to include an appropriate 3rd party (e.g. CCL)

# Structuring the Conversation



# Use **DESC** and **OARS** to frame the conversation

***Describe*** the situation

***Explain*** the effect

***Solution***

***Consequence*** be clear about what  
will happen if the behaviour continues

***Open*** questions

***Affirmations***

acknowledge strengths

***Reflective*** statements

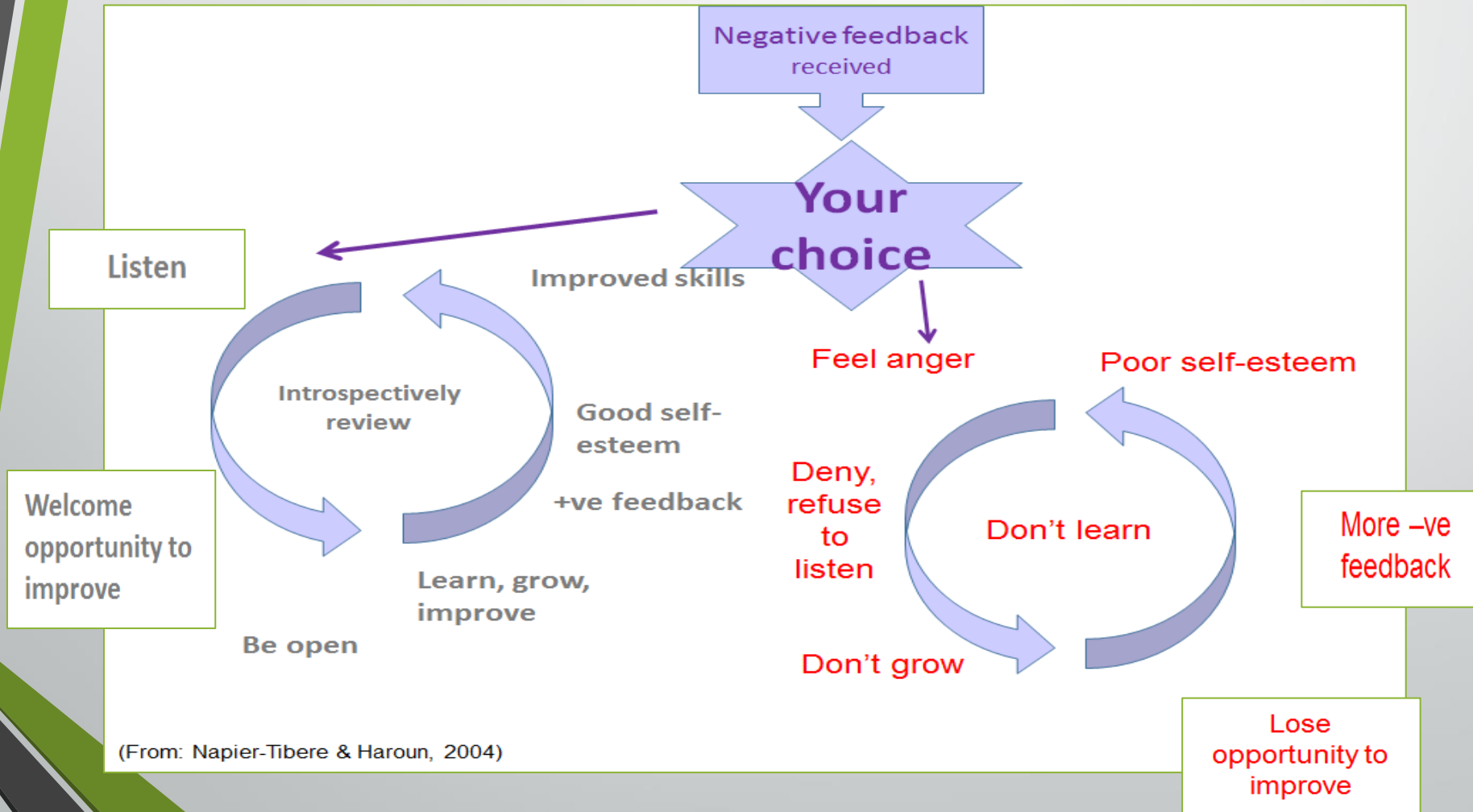
***Summarise***

Remember, it is a conversation and NOT an interrogation

# Characteristics of Effective Feedback

<b>Specific</b> focus on concrete, observable behaviours/actions	<b>In private</b> suitable environment
<b>Balanced</b> positive & corrective	<b>Fair</b> based on patterns of behaviour, not one-off incident
<b>Constructive</b> strategies for improvement given	<b>Honest</b> giving accurate feedback
<b>Useful</b> focus on patterns of behaviours/actions which are modifiable	<b>Timely</b> during or immediately after
<b>Supportive</b> descriptive rather than evaluative	<b>Focussed on behaviour</b> not personality

# Dealing with Negative Feedback



# Seeking Support

- Important to seek support for yourself before and after a challenging conversation.
- Involve your CCL as soon as you notice a concern arise. **Earlier is always better!**

# References

- Beddoe, L., & Davys, A. (2016). *Challenges in professional supervision : Current themes and models for practice*. Jessica Kingsley Publishers.
- Beddoe, L., & Davys, A. (2020) *Best Practice in Professional Supervision, Second Edition : A Guide for the Helping Professions*, Jessica Kingsley Publishers.
- Burnham J (2013) 'Developments in Social GRRRAACCEEESSS: Visible – invisible, voiced – unvoiced' Krause I (ed) *Cultural Reflexivity*. London: Karnac.
- Davys A (2019) 'Courageous conversations in supervision'. *Aotearoa New Zealand Social Work* 31 (3) 78–86.
- Harris T (2018) *Developing Leadership Excellence : A Practice Guide for the New Professional Supervisor*, Productivity Press.
- Powell, D.J., & Brodsky, A. (2004). *Clinical supervision in alcohol and drug abuse counselling: Principles, models, methods*. San Francisco: Jossey-Bass.
- Raven B H (1992) 'A Power/Interaction Model of Interpersonal Influence: French and Raven Thirty Years Later'. *Journal of Social Behavior and Personality* 7 217-244.



# GROUP EXERCISE



## Scenarios (choose 2)

1. The student is arriving late for placement repeatedly
2. The student has had several days off sick without any clear explanation or advance notice
3. A colleague tells you that she overheard your student having a personal conversation with another student within earshot of other patients
4. The student is arriving to placement looking tired and unkempt
5. The student informs you that they are feeling anxious and stressed on placement

# Questions

1. How will you prepare for the conversation with this student? I.e. what will be your opening statement
2. What is the desired outcome of the conversation?
3. How will you use the DESC or OARS to guide the conversation?