

## APPENDIX 2

### ELEMENTS OF REFLECTIVE SUPERVISION

Supervisors and Supervisees take part in Reflective Supervision understanding the elements of Reflective Supervision and their role and responsibilities in maximising the effectiveness of the experience. Registrants may select an appropriate element of depending on the focus of the reflective supervision session. The following elements of Reflective Supervision align with **Proctor's Supervision Model** (Proctor 1993) and emphasise how each element has a separate purpose and can be used separately or interchangeably depending on the purpose of the Reflective Supervision session.

**EFFECTIVENESS (NORMATIVE)**  
supporting individuals to  
develop ability and effectiveness  
in their clinical role to uphold  
professional standards  
supporting reflection on practice

**LEARNING (FORMATIVE)**  
enables participants to  
develop their skills, knowledge,  
attitude and understanding  
fostering insight through  
guided reflection

**SUPPORT (RESTORATIVE)**  
focuses on health and wellbeing  
and how participants respond  
emotionally to job demands;  
fosters resilience through  
nurturing supportive relationships  
that offer support and  
encouragement in times of stress

## EXAMPLES IN PRACTICE EXEMPLIFYING HOW EACH ELEMENT COULD BE USED DURING THE REFLECTIVE SUPERVISION SESSION

EFFECTIVENESS (NORMATIVE)	LEARNING (FORMATIVE)	SUPPORT (RESTORATIVE)
<p>A newly qualified nurse has received positive feedback from one of his patients in relation to the care they have received during a hospital stay. He wishes to reflect on the experience with his supervisor endeavouring to continue to uphold high values and personal accountability in his practice.</p>	<p>A nurse has attended a leadership programme and wishes to use the Reflective Supervision session to reflect on the skills and knowledge that she has gained and how she may utilise this in practice to work collaboratively with teams and support improvements in practice.</p>	<p>A midwife attends a delivery where the baby is born with an undiagnosed cardiac defect. She wishes to attend Reflective Supervision to reflect on her emotional response to the event and consider ways where she could offer support to parents if a similar situation arises in future</p>
<p>A midwifery team leader has received a complaint that there were communication failings during and following delivery of her baby which affected her experience during and after her baby's delivery. She wishes to use the Reflective Supervision session to reflect on the care delivered and to identify personal and professional objectives that could change or improve communication processes within her team.</p>	<p>A newly qualified staff member has completed a preceptorship programme and wishes to use the Reflective Supervision session to reflect on the skills and knowledge that they have acquired during the process and how these skills can provide the foundation to continue their journey of personal and professional development.</p>	<p>A registered staff member is experiencing a situation where she perceives a colleague is treating him unfavourably in comparison to other staff. She wishes to discuss these concerns with her supervisor as it is now affecting his job performance and causing a level of personal stress.</p>
<p>A medication error has resulted in a patient not receiving a critical medication as part of her plan of care. The patient has not come to any harm but this has been reported through the appropriate governance processes and ensuring confidentiality the ward manager has given feedback to the team. A group of staff wish to discuss this event during a group Reflective Supervision session and reflect on ways that they could improve practice and minimise medication error risks in the future.</p>	<p>A team leader has successfully completed a Quality Improvement initiative and has been nominated for an award for her work. She wishes to reflect on the learning gained through this process and identify how she could provide support to colleagues and peers in their Quality Improvement journey.</p>	<p>A nurse has been asked by her manager to prepare a presentation for a regional conference. She is content to prepare the work but does not feel confident to deliver the presentation as this would be the first time she has presented to groups outside of the organisation. This is causing her concern and she is experiencing a moderate level of stress. She wishes to discuss this in confidence with her supervisor and identify strategies that could help build her confidence and self-esteem prior to the event.</p>
	<p>A midwife has completed a piece of research in her field of practice which is due for publication in a peer reviewed journal She wishes to reflect on the learning acquired with her supervisor and how she could use this to develop her career pathway.</p>	<p>A staff nurse working in a regional Emergency Department is struggling with the emotional demands of the clinical role. She wishes to discuss this at her Reflective Supervision session and identify coping strategies to minimise stress and foster resilience in this role.</p>