

Ability to incorporate direct observation into supervision

Ability to use audio/ video recordings

Establishing a context for recording

Knowledge of the potential advantages of using recordings in supervision (broadly, that supervisee report is not equivalent to actual behaviour, and that direct access to clinical material enhances the opportunity for feedback)
Knowledge of the potential impacts of recording on the supervisee (e.g. self-consciousness) and on the client (e.g. anxiety regarding confidentiality)
An ability to help the supervisee manage their concerns about recording
an ability to introduce recording in a manner which balances a concern for supervisee anxiety with the management of inappropriate reluctance or resistance to recording
An ability to ensure that the supervisee understands the requirement to obtain informed consent in general, and is aware of the need to:
discuss the purposes of recording with the client and give them the opportunity to discuss their thoughts and concerns about recording
gain client consent in a manner which ensures that this is given without coercion, and that the client is aware of their entitlement to refuse consent at the outset or withdraw consent at any time throughout the therapy
fully discuss the use of recorded material with the client, ensuring they know who will be listening to the recordings and the partial breach of confidentiality that this implies
obtain formal written consent for recording
An ability to ensure that the supervisee is aware of the requirement to assure that recorded material is kept securely, and can discuss this with the client
An ability to ensure that the supervisee is aware of the requirement to destroy recordings after they have been used, and can discuss this with the client

Using recordings

Knowledge of evidence regarding the most effective use of recordings:
stopping and starting the recording frequently, so as to focus on specific issues e.g. implementation of technique, maintenance of the therapeutic alliance (rather than using the recording to make general observations)
employing appropriate question styles to help the supervisee reflect on their actions and those of the client
helping the supervisee make links between theoretical ideas and their own practice
An ability to decide on the most appropriate way of using recordings (e.g. whether to listen to recordings of complete sessions or to focus on discrete sections)
An ability to negotiate with the supervisee in order to agree on the principles underlying the selection of recordings and the selection of extracts from recordings
An ability to identify and focus on the supervisee's clinical concerns and queries
An ability to help the supervisee reflect on and review the recording in a way which is systematic and which helps explicate their understanding of their actions

Ability to use in-session direct observation

Knowledge of the potential impacts of live supervision on the supervisee (e.g. self-consciousness and increased anxiety) and on the client (e.g. anxiety regarding confidentiality, uncertainty over who is acting as the 'lead' therapist), and an ability to address these concerns
An ability to negotiate with the supervisee so as to agree how the session will be run (e.g. whether the supervisor will observe rather than participate, who will make introductions, who will speak to the client, etc)
An ability to observe the supervisee working with the client in their own (i.e. characteristic) style without intervening to point out 'errors' or concerns, unless these are so serious that immediate action is required
An ability to track and note areas for feedback, and to give this after the session has ended
An ability, where relevant, to conduct live supervision from outside the therapy room (e.g. using one-way mirrors or video links)
an ability to ensure that supervisees are appropriately prepared for methods which could be experienced as intrusive or anxiety-provoking (e.g. using earphones to communicate with supervisees while they are conducting the session)
an ability to make judicious use of 'live' feedback so as not to undermine the supervisee's sense of autonomy