

## Ability to employ educational principles which enhance learning

### Ability to apply the principles of adult learning

An ability to undertake supervision in a collaborative manner which assumes that learning is a two-way process (in which the supervisor can expect to learn from the supervisee)
An ability to apply the principles of adult learning, incorporating active learning and promoting supervisee's reflection on their learning
An ability to help supervisees identify their own strengths and weaknesses, and formulate learning objectives to address identified gaps
An ability to take account of the supervisee's preferred approaches to learning, particularly with regard to any mismatches between their approach and the supervisor's usual preference

### Knowledge

An ability to draw on knowledge of relevant educational models, and their implications for supervision practice e.g.:
that learning is best seen as part of a cycle of activities, rather than as a one-off event: <sup>1</sup>
learning is enhanced by taking supervisees through an iterative cycle <sup>1</sup> that
exposes them to new ideas
gives them the opportunity to apply these ideas in practice
reflect on what they learned from their experience
apply their new learning to future work
that supervisees are more likely to learn when they themselves perceive a gap between what they currently know and what they need to know: <sup>2</sup>
learning is most likely to take place when supervisees experience an <i>optimal</i> level of discomfort, generated by a perception of a gap between the knowledge they currently have and the knowledge they need to make sense of their experiences
learning only takes place if the supervisee acknowledges this gap for themselves
it will be harder for learning to take place if this gap is too great
that supervisees need to be able to make the connection between any new learning and their current knowledge: <sup>3</sup>
learning is most likely to take place if new information is presented in a way which links it to knowledge and experience already possessed by the supervisee
learning is unlikely to take place if this connection is not made, or there is too great a gap between new information and the supervisee's current state of knowledge or experience
An ability to draw on knowledge that supervisees learn best if the level of challenge they experience when performing clinical work or tasks within supervision is at an optimal level (neither too high nor too low), and that this 'optimal' level will vary from supervisee to supervisee

### **Transfer of learning**

An ability to draw on knowledge of strategies for assuring the transfer of learning from the supervision context into clinical work, usually by agreeing activities to be carried out between supervision sessions (such as role-play, practice–assignments or applying ideas to clinical work) and ensuring that these are reviewed in subsequent supervisions

### **Ability to use direct observation and contingent feedback to enhance learning in supervision**

An ability to draw on knowledge of the benefits of behavioural techniques in supervision (i.e. linking observation with contingent feedback)

an ability to identify and make use of contexts for observation best suited to desired learning outcomes - e.g.:

direct observation of clinical work (including the use of taped material)

role play within supervision

observation and practice of specific therapeutic techniques within supervision

an ability to draw on knowledge that feedback is most effective when it is:

accurate (i.e. direct and avoiding dissimulation)

focused on specifics (rather than general observations)

offered contingently to specific actions (rather than as global feedback that could relate to many actions)

as far as possible focuses on behaviours rather than on imputed personal characteristics (e.g. on a tendency for the supervisee to be too active, rather than on attempts to address an imputed need to take control)

### **Ability to link theory to practice, and relate practice to theory**

An ability to help the supervisee use theoretical and conceptual ideas to guide and evaluate their practice, and use their clinical experiences to reflect and build on these ideas

1. (The Experiential Learning Cycle) Kolb, D.A. (1984) *Experiential Learning: Experience as the source of learning and development*. Prentice Hall, Englewood Cliffs, NJ
2. Mezirow, J. (1994) Understanding transformation theory. *Adult Education Quarterly* 44 222-4
3. Chaiklin, S. (2003) The Zone of Proximal Development in Vygotsky's Analysis of Learning and Instruction. In Kozulin, A., Gindis, B., Ageyev, V. & Miller, S. (Eds.) *Vygotsky's Educational Theory and Practice in Cultural Context*. Cambridge: Cambridge University