

Ability to make use of supervision

Supervision is understood differently in different settings. Here, supervision is defined as an activity that gives practitioners the opportunity to review and reflect on their clinical work. This includes talking about areas which are experienced as difficult or distressing for the practitioner.

This definition distinguishes supervision from line management or case management.

Supervisors should be more senior practitioners with sufficient training in, and experience of, EMDR.

An ability to hold in mind that a primary purpose of supervision and learning is to enhance the quality of the treatment received by users of services

Ability to work collaboratively with the supervisor

An ability to work with the supervisor in order to generate an explicit agreement about the parameters of supervision (e.g. setting an agenda, being clear about the respective roles of supervisor and supervisee, the goals of supervision and any contracts which specify these factors)

An ability to help the supervisor be aware of your current state of competence and your training needs

An ability to present an honest and open account of the work being undertaken

An ability to discuss work with the supervisor as an active and engaged participant, without becoming passive, avoidant, defensive or aggressive

An ability to present material to the supervisor in a focused manner, selecting (and so concentrating on) the most important and relevant issues

Capacity for self-appraisal and reflection

An ability to reflect on the supervisor's feedback and to apply these reflections in future work

An ability to be open and realistic about your capabilities and to share this self-appraisal with the supervisor

An ability to use feedback from the supervisor in order to further develop the capacity for accurate self-appraisal

Capacity for active learning

An ability to act on suggestions for relevant reading made by the supervisor, and to incorporate this material into practice

An ability to take the initiative in learning, by identifying relevant papers or books based on (but independent of) supervisor suggestions, and to incorporate this material into practice

Ability to use supervision to reflect on developing personal and professional roles

An ability to use supervision to discuss the personal impact of the work, especially where it is relevant to maintaining the likely effectiveness of the work
An ability to use supervision to reflect on the impact of the work in relation to professional development

Ability to reflect on supervision quality

An ability to reflect on the quality of supervision as a whole, and (in accordance with national and professional guidelines) to seek advice from others if:
there is concern that supervision is below an acceptable standard
the supervisor's recommendations deviate from acceptable practice
the supervisor's actions breach national and professional guidance (e.g. abuses of power and/or attempts to create dual [sexual] relationships)