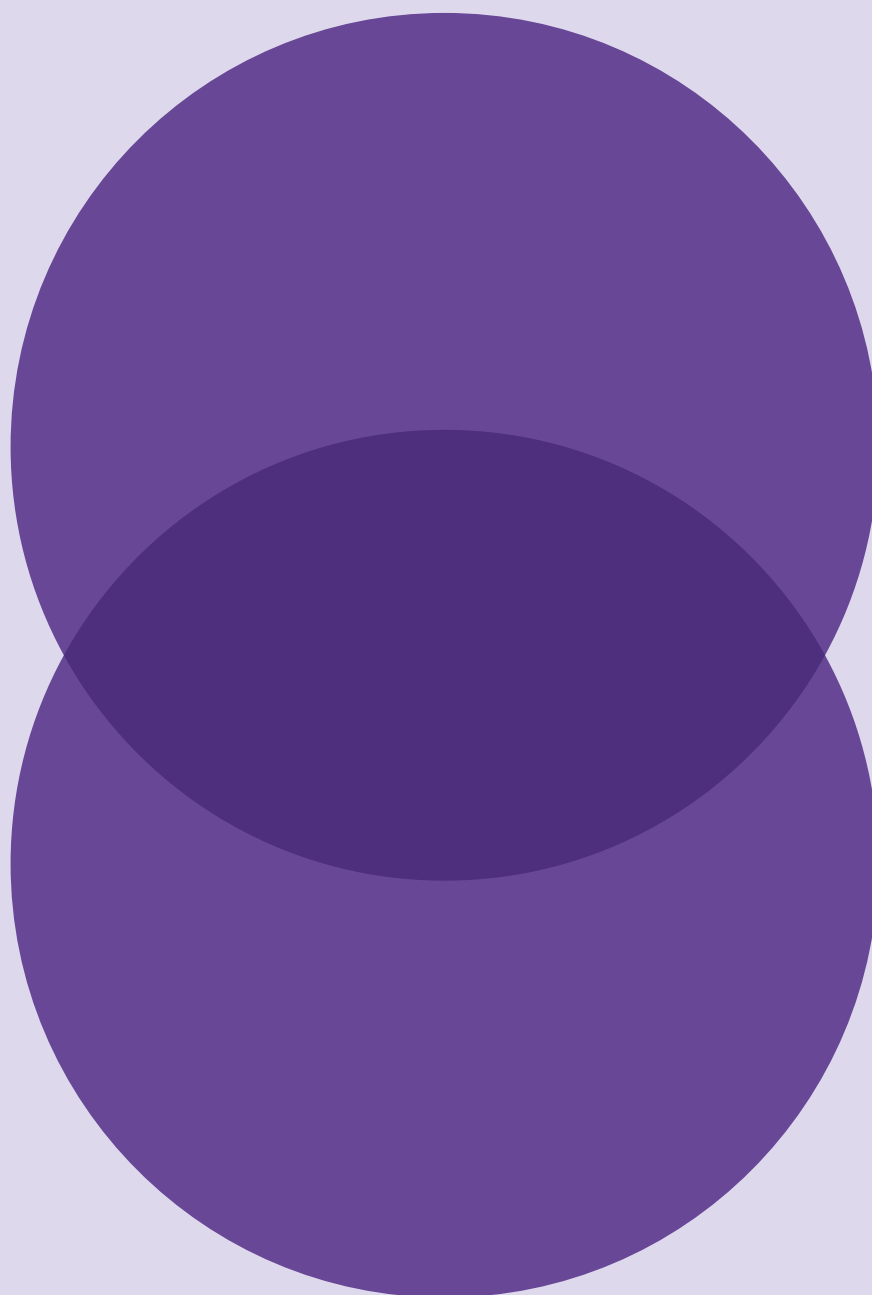


Integrated Model for Supervision

Training Curriculum
2023

Remote and
In-Person



This training curriculum was developed with funding from USAID and through a collaborative effort between the IFRC Reference Centre for Psychosocial Support and Trinity Centre for Global Mental Health.

**For Remote, Face to Face,
and Hybrid Training**

IMS Training Curriculum

Kelly McBride and Michelle Engels



IMS Training Curriculum — Remote, Face to Face, and Hybrid Training - Version 1

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Please contact the IMS Team if you wish to translate or adapt any part of this publication. We welcome your comments, feedback and questions at:
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Overview of IMS Training

Pre-training

🕒 2 hours

Pre-training meeting

Participants:
All participants

Goal:
Pre-training meeting for participants from pilot organisations to set expectations for training, introduce technology and research.

Module 01

🕒 1 day

Getting started with the IMS

Participants:
Leadership and management

Goal:
Introducing the IMS and the shared responsibility needed for implementation.

Module 02

🕒 6 days

Being a supervisor

Participants:
Supervisors

Goal:
Deep dive into IMS and practices in supervision.

Module 03

2 days

Preparing to be supervised

Participants:
Supervisees

Goal:
Background on IMS and how to make the most of supervision.

Module 04

1 day

Bringing it all together

Participants:
All participants, varies depending on session

Goal:
Implementation plan for the IMS.

Post-training

Ongoing

Post-training

Participants:
All participants, varies depending upon activity

Goal:
To integrate the IMS within organisations and to engage in follow up support, supervision, and consultation.

Detailed overview of training

Pre

Pre-training meeting

All participants

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Module 01

Getting started with the IMS

Leadership and management

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Being a supervisor

Supervisors

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Preparing to be supervised

Supervisees

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Bringing it all together

All, varies by activity

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Post-training

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How to use the guide

This training manual is designed for both in-person and remote trainings or a combination of the two (hybrid).

Remote training considerations are provided for some activities to optimise their effective implementation online. These considerations will be specified throughout using coloured text.

The consideration of when to conduct a remote versus an in-person training is dependent on a number of contextual factors that might prevent face-to-face trainings, for example access issues, regional or global level trainings, challenges getting all participants gathered in one location etc.

When remote trainings are utilised, activity options are presented for low connectivity and low technological literacy. Throughout the training manual small group activities are conducted, during remote trainings small group activities can be facilitated through the use of breakout rooms.

The IMS Training can be done consecutively, or by taking a modular approach done in a non-consecutive way. It should be noted that Modules 1, 2 and 3 should be completed before Module 4. Different options will be suggested in Appendix 2, but it is up to each organisation to determine what works best for them.

Participants who engage in this training can expect to strengthen their understanding on the importance of supervision, as well as come away with concrete steps towards integrating it within their organisations and in their work.

In addition, the training works to strengthen the capacity of supervisors to provide supportive supervision and for supervisees to make the most of supervision.

The training is intended to engage all levels of the organisation. Without leadership and management at the table, sustainable supervision systems are not possible.



Getting the balance right

It is important to consider the trainer to participant ratio to ensure that opportunities for active engagement in the training are maximised.

Having too many participants in the training may lead to challenges in engaging in group discussion (too time consuming to ensure the active engagement of all), problems ensuring confidentiality and limits the trainer's ability to track progress of training participants and identify skills that require further development.

Conversely, having too few training participants could be a poor use of resources (investing in training costs with few trained participants as a result), can lead to less rich discussions (lack of diverse perspectives) and may signal a lack of investment into supervision by the organisation (by only freeing up limited resources).

Based on previous pilots the ideal trainer: participant ratio is 1:10, meaning ten participants per one trainer. As a co-facilitator is recommended for this training that means ideally no more than 20 participants will be present in Modules 2 & 3.

As other Modules encourage attendance by leadership/management there is no limit on the number of attendees, as all can benefit from understanding the importance of supervision.



Expectations

Before the training, it is important to discuss expectations of participants during the training with the organisational focal point.

Participants are expected to engage throughout the training and not have other work-related obligations. The training requires full attention. It is important that all participants are proficient with the language that the training will be conducted in, both written and spoken.

If the training (or components of the training) will be conducted online, all participants will need access to stable internet and a computer with camera and headset and are expected have their cameras on as much as possible.



Follow up supervision

In line with the IMS, this training must be followed by supervision. This means that supervisors engaging in the training are expected to engage in supervision with the trainers following the training, to further support the development of their supervisory skills. In addition, those engaged in the supervisee cohort should receive supervision by those who are in the supervisor cohort.

It is recommended that a minimum of six supervision sessions are held between the trainers and supervisors following the training. More sessions may be needed at the trainer's discretion.

These sessions are recommended to be held in group format (to encourage shared learning), however individual and live supervision sessions may also be necessary to further develop skills or explore more complex topics.

As such, supervisors engaging in the IMS training should be aware that as part of their attendance they are expected to provide supervision (ideally to the supervisee cohort in the training) to gain experience that then can be discussed during their own supervision sessions with trainers. It is important trainers establish this expectation when first offering the training so that potential participants are aware of the duration of commitment.



Required material

The Integrated Model for Supervision Handbook version 3 (IMS Handbook), IMS Monitoring and Evaluation Guide, IMS Adaptation Guide, participant workbooks, and a slide deck accompany the training.

The IMS Handbook is freely available online at: <https://supervision-mhpss.org>

If you are interested in print files of the IMS Handbook, please contact: info@supervision-mhpss.org

Given the interactive nature of the training creative arts and crafts supplies are helpful to bolster learning and create a fun environment. This could include markers, paints, flipcharts, coloured paper, pipe cleaners, feathers, coloured pencils, coloured pens etc. Should the training be provided remotely participants should be encouraged to find creative supplies in their household although this is not a mandatory requirement and will not preclude their participation, it will however facilitate experiential learning.

Everyday facilitation

This section provides practical guidance and key considerations for facilitating the IMS training.



Timing

The times for each activity are suggestions. They will vary, and flexibility will be needed. For many sessions, timings are generous to allow adequate time for discussions and if being conducted remotely, technological challenges.



Opening the day

Begin each day with a recap of the previous day, review of the daily agenda, and time for participants to ask questions and share reflections. Opening activities will take approximately 20 minutes, which should be budgeted for when developing training agenda.



Closing the day

End each day with a summary or recap activity with participants of key learnings of the day. Integrate feedback activities such as a round of +/- from participants at the end of the day. Review the schedule for the next day and answer any questions. Closing activities will take approximately 20 minutes, which should be budgeted for when developing training agenda.



Breaks

If training for a full day, include approximately 1 hour for a meal break and two 15–30-minute breaks. Plan these breaks depending on the schedule of the day, and the energy level of participants. Some days may need more break time than others.



Group Connection

At the start of the training, facilitators may wish to assign each participant a 'training buddy'. Training buddies can be frequently paired together for reflection at the start of the day, dyad activities, and other opportunities. This allows a more in-depth connection between participants so that they have support throughout the training, and possibly beyond.



Energisers

Have small breaks throughout the day for participants to move around or engage in an activity to bring energy or relaxation. This is especially important if the training is to be conducted remotely. Monitor energy levels of participants and conduct an energiser when energy levels drop (typically in the afternoon sessions during full-day trainings). You can also invite participants to volunteer to prepare and facilitate energisers. If conducting the training remotely, prepare for a few simple and brief activities, such as standing up and stretching. Invite participants to turn their cameras off if that makes them feel more comfortable during active and moving activities, and group dynamics.



Group activities

Many activities are designed to be conducted in small groups to allow participants to share experiences and learn from one another. When dividing participants into groups consider group dynamics and ensure rotation so that all participants have the opportunity to work alongside one another.

Where possible, guidance is given on how many participants should be in each group, however this will need to be calculated on a case-by-case basis according to participant numbers.

If conducting the training remotely, flexibility and considerations are needed in relation to different technological capacities in the training to allow for equal participation if there are connectivity issues. It is helpful to give participants updates on time remaining in activities to support time management, this can usually be done through a chat function on most digital platforms or through a coordination group communication channel (e.g. Signal, WhatsApp, Telegram).

Small group activities (or activities done in pairs) can be conducted through the use of breakout room features available on most technological platforms. When selecting the appropriate platform for the training to be conducted on consideration of access to a breakout room feature is key. Guidance is given on how many participants should be in each group, however this will need to be calculated on a case-by-case basis according to participant numbers.



Observation of group activities

Facilitators may at times observe and provide direct feedback to groups during selected activities.

Always provide warning to participants when this might occur to ensure they are prepared, otherwise the facilitator should allow small groups to work relatively independently but should 'float' around to be available for support as needed and to check if participants might need extra time for a particular task.

During remote trainings, facilitators may choose to observe small group activities being conducted in breakout rooms.

During remote observation of group activities facilitators should typically have their cameras off and be muted to try not to disturb the discussion or activity, but participants are invited to ask them questions if needed when they are in the room. If the facilitator's presence interrupts too much, they should consider leaving the breakout room.

When breakout rooms are created, it is helpful to also create a 'staff breakout room' for facilitators to meet and discuss logistics and other issues.



Flexibility

A high level of flexibility is needed to conduct trainings. Activities often do not go as planned and it is important to prepare alternatives in case of connectivity issues, if an activity is not suitable, or if participants flag a different training need.

During remote trainings additional flexibility is needed due to connectivity issues, or if participants have reached their limits for screen time. Facilitators should always be mindful of feedback they might directly or indirectly receive and should consistently reflect on learning needs.

Facilitators might need to make ad hoc decisions on training topics to prioritise based on feedback received or observations they have made. A training agenda should be held 'lightly' meaning participants should be aware that it might be heavily subject to change depending on dynamics, feedback, and levels of experience..



Interpreters

If supervision is provided through interpretation, interpreters should be included in the IMS training. Appendix 1 provides detailed information about the inclusion of interpreters within the IMS training package. If interpretation is used to provide the training, it is essential to allocate additional training time to allow for interpretation.



In-training coordination

Establishing a chat group on Whatsapp/ Signal/ Telegram or a similar platform can support participants to connect outside of training hours for any administrative/logistic issues. It can also help to strengthen connections amongst training participants. This should be agreed upon in advance with the participants. After the training, the participants may choose to continue to use this group as an informal community of practice or a way to stay connected.

Such a coordination group is especially important during remote trainings to facilitate communication during connectivity issues. During the training, a designated person (could be a co-facilitator or technology facilitator) should monitor the chats and help troubleshoot when needed.



Participant resource folders

The resource folder can be shared with participants (divided by function). Within the resource folder should be the IMS Handbook, IMS Adaptation Guide, IMS Monitoring and Evaluation Guide, participant workbook, slides, and other associated materials.



Language

The IMS is undergoing translation into different languages. Activities will be conducted in the translated language apart from some situations in which the participants all speak another preferred language, and it is not necessary for the facilitator to observe application of skills and competencies and give feedback. Examples of this might be reflection activities. In the event that materials have not been adapted and translated into the preferred language, interpretation may be used. It is important to build on additional time to the training to allow for this.



Technology facilitation

Key to ensuring that things are running smoothly is someone who can run the technology side of things. This role can be given to a designated person or shared between co-facilitators. **It is not recommended to leave this to the trainer alone.**

This will range from showing slides, scribing during plenary discussions, and facilitating breakout rooms. This role should also be able to help participants troubleshoot issues during training, and monitor participant drop offs if there are connectivity problems.

Pre-training

Getting Started with the IMS

Participants:

All who will participate in training

Suggested time:

2 hours


Facilitator note:

The pre-training meeting may be held online (depending on the feasibility of gathering all participants for a meeting) as the intention is to ensure all participants have the same understanding about the IMS training and have an opportunity to have any questions answered. If interpreters are used for supervision, they should be included in the pre-training session and time allotted should be adjusted accordingly.

Agenda

- 1** **Introductions** Page 16
⌚ 25 min
- 2** **Introducing the IMS** Page 16
⌚ 15 min
- 3** **Reflect** Page 18
⌚ 25 min
- 4** **Training logistics** Page 19
⌚ 15 min
- 5** **Research and evaluation** Page 20
⌚ 10 min
- 6** **Technology** Page 21
⌚ 10 min
- 7** **Privacy and confidentiality** Page 23
⌚ 5 min
- 8** **Wrap up and Q&A** Page 23
⌚ 15 min

1 Introductions

 **Time**
25 minutes

 **Slide**

 **Format**
Plenary


1. Open session with introductions of all members of the training team and their role.

2. Do a quick round of introductions for all participants: name, organisation, role.

Remote training consideration:


If this session is conducted online ask everyone to make sure they have their first name and their organisational affiliation in their name box or platform – some instruction might be needed on how to do this.

2 Introducing the IMS

 **Time**
15 minutes

 **Slide**

 **Format**
Plenary

 **Supplies**
- Slide or flipchart with training agenda
- Slide or flipchart with IMS illustration and MHPSS pyramid

Facilitator note:

After confirming the schedule for the full training, write on a flipchart if in person, or slide if IMS slide can be revised.

1. Give overview of the pre-training session and show agenda slide.

2. Give brief background of the IMS and the consultative process that led to development of the IMS and the training using sample script below for inspiration.

3. Provide overview overview of training and post-training supervision.

 **Sample script**

IMS vision statement: *The vision for the Integrated Model for Supervision (IMS) is that all organisations operating in humanitarian emergencies, no matter their size or level of resources, have the knowledge, tools, and capacity to confidently incorporate supervision as an essential component of mental health and psychosocial support (MHPSS) programming.*

The IMS considers consistent, supportive supervision as essential to the well-being of all MHPSS service providers, regardless of rank or level of expertise. It is grounded in principles of human rights, equality and evidence-based practice. The provision of supportive supervision as →

Continued on next page

 **Sample script** (continued)

outlined in the IMS will better enable the global mental health workforce to deliver high quality, timely, appropriate, safe and ethical MHPSS interventions to persons affected by adversity.

The development of the IMS has taken place over the several years and has included hundreds of individuals, and several organisations. During its development, it was pilot tested in Afghanistan, Bangladesh, Ethiopia, Jordan, Nigeria, and Ukraine.

4. Facilitator to show training schedule to participants.

Post-training supervision is a crucial step to ensure that supervisors feel confident in using the skills they learned in this training, and have the support they need to effectively integrate the IMS into their work.

5. Facilitator to confirm the post-training supervision plan. Post-supervision typically includes the trainer providing supervision to those who participated in the supervisor module, and those supervisors providing supervision to those in the supervisee module.


This training will be followed by supervision. This means that supervisors engaging in the training are expected to offer supervision to supervisees (ideally those who attend this training) and also should themselves receive a minimum of 6 group supervision sessions (and some individual sessions as needed) from the trainers. This supervised practice is important to ensure we are following best practice and to support skills development.

In addition to supervision, implementation consultation sessions will also be held to support the integration of the IMS. A roadmap for implementation will be done later in the training, and will be revisited after the training is completed. Implementation consultation sessions are facilitated by the trainer and open to all relevant stakeholders.


Continued on next page

3

What to expect during the training

 **Time**
25 minutes

 **Format**
Group

 **Supplies**
- Flip chart
- Pens or electronic document

Facilitator note:

Clear expectations from the start are essential to having a successful training. It is important to give time for participants to reflect on their expectations for participation, learning, and outcomes.

1. Invite participants to spend 10 minutes discussing their expectations for training. Ask groups to pick one person from group who will share back to the larger group.
2. Write expectations on flipchart or shared screen while groups share expectations.
3. Clarify anything that might not be accurate and emphasise expectations that are aligned with goals of training using the sample script below..


 **Sample script**

The purpose of our time together will be to begin to workshop and train on various components of the IMS. During these sessions, we will explore the key concepts within the model, organisational supports and resources needed, key skills and competencies needed to supervise and take part in supervision, and then will start developing a roadmap to integrate the IMS into the organisation.


During the training, you will use the IMS Handbook and other resources to accompany each module you take part in. You will need paper, pens, markers, and other crafty stuff you may have at hand to support you in being creative during some exercises.

Throughout the training, you will be invited to provide feedback. This will help to ensure that the training is effective and supporting your development.

4 Training logistics

 **Time**
15 minutes

 **Format**
Plenary


 **Supplies**
- Flip chart
- Pens

1. Provide information about training logistics. Include the following information on slides or flipchart for participants:

- Training dates and times, including preferred lunch and break times
- Participant information - who should be in which module
- Training location. If online, how to access login information
- Training communication chat group
- IMS materials (Handbook, Monitoring & Evaluation Guide, Adaptation Guide, participant workbooks)
- Supplies needed for training

2. Invite questions from participants.

5 Research and evaluation

 **Time**
10 minutes

 **Slide**

 **Format**
Plenary

1. If participating in a training that includes a research or evaluation component, include relevant information related to objectives, informed consent, how the data will be collected, used and stored.

2. Give information about informal feedback that will be collected during training.

3. Answer any questions training participants might have at this point. Additional time will be allotted at end of pre-training meeting for questions.

Talking points

Informal feedback:

- Throughout the training, we will invite verbal feedback and will take notes on key feedback received.
- This information will be used to adjust the IMS and its materials to be more user-friendly.
- Informal feedback received will not be published as part of the research.
- Anonymous feedback will also be collected through a n anonymous feedback box, or through Google Dive (or similar) in case there is something you don't feel comfortable sharing in front of the larger group.

6 Technology (if remote)

🕒 **Time**
10 minutes

👥 **Format**
Plenary

Facilitator note:

It may be necessary to introduce participants to new technologies and functions. It is helpful to know the levels of computer literacy among participants prior to the pre-training meeting and allow for additional technology training time if needed.

All participants will need access to stable internet and a computer with camera and headset and are expected have their cameras on as much as possible. Participants are expected to engage throughout the training and not have other work-related obligations. The training requires full attention and participation.

1. Review technology that will be used on preferred platform:

- **Audio:** Run through how to mute and unmute. Participants should attend training in a quiet place free from distractions.
- **Using camera:** It is helpful to be mindful of camera positioning so that their full face is in view. If there is backlighting, such as a window, it is very hard to make out facial expressions. For the training, a computer is necessary (rather than a mobile phone) since there will be a lot of group activities and role plays. It is difficult to do this on mobile phone. Review different 'views' on platform.
- **How to share screen:** Many activities such as brainstorming and group work will use this feature.
- **Chat box:** It is important to note that a transcript of ALL the chat (even private messages in the chat box) will go to the host of the account, so be careful to not share anything sensitive!
- **Raising hands**
- **Using emojis**

7

Privacy and confidentiality

🕒 **Time**
5 minutes

1. Discuss privacy and confidentiality during the training using the talking points provided below.
2. Invite questions.

Talking points


Where possible, this training will be considered a confidential and private space. This means that the conversations that we are having will not go further than the group, unless agreed upon as a group that it is relevant to discuss with other stakeholders. As you know, confidentiality can only be maintained in as much as the group maintains privacy. We will talk more about this when we begin the actual training. Facilitators will also maintain your privacy, and not, for example, report back to your manager if you share challenges you are having. One exception to this is if there is a concern for risk.

Should observers attend the training, their attendance should be explained to participants. Participants should be fully informed on who the observing person/s are, their role in the training and the purpose of their observation. It is important to note that having observers in the training might hamper the dynamics of the training as it can be confronting and in contrast with the desire to create a safe and confidential space, attendance of observers therefore should be carefully weighed by the trainers. If conducting the training online observers should be instructed to have their cameras and microphones off at all times to minimize risk of disruption.

Remote training consideration:

Facilitators may wish to record certain sessions of the training that do not contain sensitive conversations, this is up to the discretion of the trainers and should be agreed to by participants. The decision to record should be heavily weighed against the need for the training to be considered a safe space for participants to reflect and share. Recordings may disrupt this process. If facilitators choose to record an aspect of the training they should give clear, concrete guidance on which sessions will be recorded, how recordings are stored and if there is a possibility to opt-out. Be sure to also remind participants when a recording has started.

8 **Wrap up and Q&A**

 **Time**
15 minutes

Answer any questions participants might have and express enthusiasm to get started!

Module 01

Getting started with the IMS

Participants:

Leadership and management

Suggested time:

1 day

Corresponding section of IMS Handbook:

Sections 1&2

Goal of module:

To introduce the IMS and the importance of supervision.
To begin to think about how to incorporate the IMS within organisations structure.

Sessions

- 1** **Introducing the IMS** Page 26
⌚ 3 hours 40 minutes (optional 45 min add on)
- 2** **Supervision within your organisation** Page 49
⌚ 1 hour 10 minutes
- 3** **Closing module** Page 55
⌚ 40 minutes

Session 1

Introducing the IMS

Suggested time

3 hours and 40 minutes (with optional 45 minutes)


Corresponding section of IMS Handbook


Sections 1&2


Goal of session

Introducing key components of the IMS and the shared responsibility of supervision within the organisation

1 Introductions

 **Time**
15 minutes

 **Format**
Plenary / pairs

 **Supplies**
Ball

1. Open the training by welcoming participants and doing a quick introduction by each of the facilitators.

2. Facilitate a welcome activity (from options below) to introduce all participants.

Option 1

Have a ball and 'throw' it to participants in random order. When they have the ball it is their turn to introduce themselves by saying their names and their roles.

Option 2

Put participants into pairs, ask them to introduce themselves to each other (name and roles) and to remember the details of the other person, then in plenary ask them to introduce the person they met.

Option 3

In plenary ask all participants to introduce themselves (name and role) but they must also say two truths and one lie (just small statements about their work or life e.g. hobbies, food preferences etc). Other participants need to guess which statement was the 'lie'.

Continued on next page

This activity can be made more interactive by asking participants to move to one side of the room if they believe the statement to be 'true' and another side if they believe it is a 'lie'.

Remote training considerations:

Option 1 can be conducted online by virtually throwing an imaginary ball (miming the action and saying the next person's name).

Option 2 can be conducted in breakout rooms.

Option 3 can be conducted as is without the added movement across the room, rather they may use different emojis to indicate if they believe the statements are 'true' or a 'lie'.

2

Overview



Time

15 minutes



Format

Plenary



Slide



Supplies

- Flipchart or slide of training overview
- Flipchart or slide of daily agenda

1. Give recap of the full training, including daily overview and rationale to be shown on flipchart or slide. Include information on why their participation is so important.



Sample script


The IMS training includes interactive activities and workshops, and can include research components.

In certain sections of the training participants from all parts of the organisation are encouraged to participate. Some days will be for leadership and management, some for supervisors or potential supervisors, and some for supervisees.

It is essential to have representation from all persons in the organisation in order to make the implementation of the IMS effective.

3

Expectations and goals for training




 **Time**
10 minutes

 **Format**
Plenary




Expectations

1. In plenary, invite the group to share if their expectations of the training have changed in any way since the pre-training meeting. Emphasise the following points:

What the training is

-  Explore best practices in supervision
-  Confidential and supportive space to learn, build skills and competencies in supervision
-  Engagement for the entire organisation


What the training is not

-  Certification that you are a 'supervisor'
-  All that is needed to become a supervisor
-  A rigid approach on how supervision should be done


2. Ask participants to consider what their personal goal for the training is to and write it down in a place that they can revisit at the end of the training. Time permitting, invite 2 or 3 persons to share in plenary an example of a goal.

4

Ground rules

 **Time**
10 minutes

 **Format**
Plenary

 **Supplies**
- Prepared list of ground rules on flipchart or slide
- Pens

1. Take 10 minutes to agree on ground rules. Show a prepared list of ground rules. Ask if anyone wants to add or adjust any of the rules. Emphasise the recommended rules below.

Talking points

Confidentiality

- Cannot be guaranteed 100% but should be strived for.
- Everyone should do their best to keep stories and experiences shared private.

Everyone is an expert

- We have different levels of experience. Some have received or provided extensive supervision, and some do not have any experience as a supervisor or supervisee.
- Everyone's perspectives and experiences are welcomed without judgement.
- Everyone has a valuable contribution they can make.

Respect other views

- We may not always agree on everything and that is ok.
- It is important to listen to, consider other opinions and learn from one another.
- There is diversity in how people like to be supervised, as there are differences in how they like to be managed.

For remote trainings, in addition to the points above online etiquette should be discussed, including:

- Find a space that is as private as possible for the training since sometimes we will discuss difficult or sensitive topics. →

Continued on next page



Talking points *(continued)*

- Active participation is important, and we will communicate in a variety of different ways, in group discussions, breakout rooms through the chat function etc.
- Try to ensure environment is distraction free.
- We recommend turning off notifications from emails and messages on your computer (phones on silent) to reduce distractions.
- Being virtual sometimes means that distractions are likely (e.g. children and animals popping up on calls!) and we will be patient and understanding with one another, but also try to limit this where possible.
- Facilitators will all do our best to avoid technical jargon or too many acronyms so that we are all on the same page. If ever the facilitators are doing this, feel free to flag it!
- To avoid noise disturbances as much as possible during the training, stay muted when not talking. When you would like to contribute to a conversation please use the raise hand function and feel free to also message in the chat. This helps us to avoid speaking over the top of one another and allows us all to be heard.

5

What is the IMS?

🕒 Time

5 minutes

👥 Format

Plenary

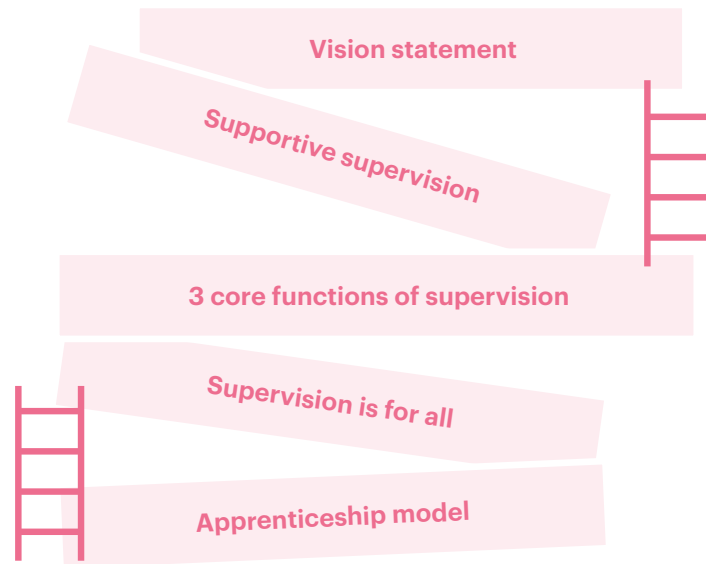
📄 Slide

📖 IMS Handbook

Introduction

📎 Supplies

- Slide or flipchart with IMS illustration
- Slide or flipchart with talking points written on them



1. Show slide or flipchart of the core components of the IMS
2. Provide a brief overview of each principle, use the talking points below. Explain that each element will be explored in further detail throughout the training.

 **Talking points**

The IMS is comprised of several key components that have been identified as best practice through extensive consultation

- **Vision statement:** guiding principles for the IMS which is grounded in evidence base and human rights
- **Supportive supervision:** IMS defines supportive supervision within MHPSS
- **3 core functions of supervision:** supervision should focus on skill building, monitoring quality and emotional support →

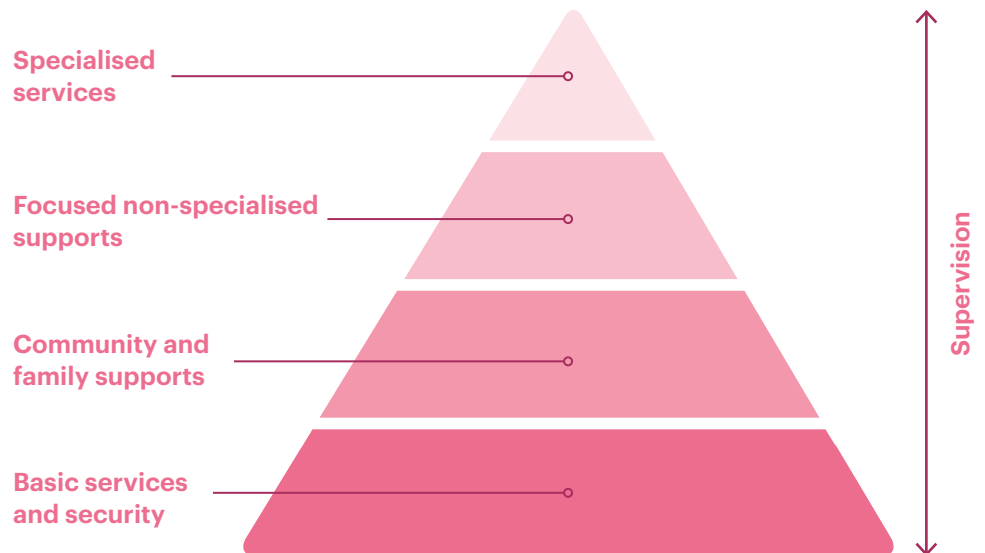
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Talking points (continued)


- **Apprenticeship model:** tiers of supervision that organisations aspire to ensure continuous support and development and supervision for all
- **Supervision for all:** supervision should be accessible to all engaged in MHPSS, across sectors
- **Progress towards best practice:** The acknowledgment that the 'gold standard' in supervision will not happen overnight and that organisations can take steps towards best practice


3. Display flipchart or slide of MHPSS pyramid. Indicate that supervision is for everyone, regardless of the type or level of MHPSS involved in.



6

The importance of supportive supervision

 **Time**
20 minutes

 **Format**
Demonstration
Plenary

 **IMS Handbook**
Section 1.2

Facilitator note:

The following demonstration is meant to illustrate the impact of IMS training on supervision in a comical way. Facilitators to do role play demonstration. If there are not two facilitators, a volunteer who has been prepared in advance for activity can be used. Each role play should be short, lasting less than 3 minutes. The research and evidence for the IMS is continuously being evaluated. See www.supervision-mhpss.org for most recent publications.

1. Facilitators to do role play demonstration. Facilitator A is the supervisor. Facilitator B is the supervisee. The role play will have two scenarios. Between each scenario, invite participants to give feedback on what they have observed, and how to improve support given to supervisee.

Scenario 1: Supervisee comes to supervisor with issue. Supervisor does not demonstrate basic helping skills while supervisee tries to explain situation. Supervisor can pick up phone and text and take calls, very obviously not pay attention, and be overly unhelpful.

Scenario 2: Supervisee comes to supervisor with issue. Supervisor demonstrates empathy, active listening and non-judgement. Supervisor is actively engaged and promotes a collaborative and supportive supervision space.

2. After completion of demonstration, let the group know that what was observed was obviously meant to be a dramatic interpretation, but that the hope is that after the IMS training, all supervisors feel confident in providing supportive supervision.

3. Facilitator to discuss the importance of supervision and to show existing data on the IMS, and supportive supervision.

 **Talking points**

For more information see section 1.2 of IMS Handbook

- Supportive supervision can play a key role in promoting well-being of MHPSS practitioners.³⁵ →

Continued on next page



Talking points (*continued*)


- As a form of organisational support, supportive supervision has been shown to decrease rates of burnout, vicarious traumatisation, depression, and anxiety among those receiving it.^{36, 37, 38}
- Preliminary data on the IMS is associated with reductions in secondary traumatic stress and burnout in addition to helping to meet the need for providing emotional support.³⁵
- Supervision is internationally recognised as a vital component of MHPSS provision.
- Training should always be accompanied by supervision.
- As part of their role as MHPSS practitioners take on difficult and complex cases in high risk and emergency settings, often with few resources to support their own emotional wellbeing.
- MHPSS practitioners often themselves are part of the affected community in humanitarian settings.
- The above places them at increased risk of experiencing distress, burnout, and compassion fatigue, all which have the potential to turn into long-term mental health conditions.
- Supervision can positively impact service provision, job satisfaction, motivation and also the emotional well-being of practitioners.
- Supervision can help reduce staff turnover and contribute to a healthier and more resilient workforce.

Citation references from IMS Handbook

- 35 N. Abujaber, F. Vallières, K.A. McBride, G. Sheaf, P.T. Blum, N. Wiedemann, Á. Travers. Examining the evidence for best practice guidelines in supportive supervision of lay health care providers in humanitarian emergencies: a systematic scoping review. *J. Global Health*, 12 (2022)
- 36 K. Aldamman, T. Tamrakar, C. Dinesen, N. Wiedemann, J. Murphy, M. Hansen, et al. Caring for the mental health of humanitarian volunteers in traumatic contexts: the importance of organisational support. *Eur. J. Psychotraumatol.*, 10 (1) (2019), Article 1694811. pmid:31839900
- 37 D. Edwards, P. Burnard, B. Hannigan, L. Cooper, J. Adams, T. Juggessur, et al.. Clinical supervision and burnout: the influence of clinical supervision for community mental health nurses. *J. Clin. Nurs.*, 15 (8) (2006), pp. 1007-1015
- 38 H.K. Knudsen, L.J. Ducharme, P.M. Roman. Clinical supervision, emotional exhaustion, and turnover intention: a study of substance abuse treatment counselors in the Clinical Trials Network of the National Institute on Drug Abuse. *J. Subst. Abuse Treat.*, 35 (4) (2008), pp. 387-395

7


Developing the Integrated Model for Supervision

 **Time**
5 minutes

 **Format**
Plenary

 **Slide**

 **IMS Handbook**
Introduction

 **Supplies**
- Flipchart or slide
with bolded terms

1. Facilitator to show slide or flipchart with bolded terms from the talking points below.
2. Facilitator to provide background information on the IMS in plenary.
3. Answer any questions participants may have.

Talking points

The Integrated Model for Supervision (IMS), aims to improve supervision within MHPSS across sectors. The development of the IMS was a process of extensive consultation with feedback from a broad range of MHPSS actors across sectors reflected. The development included several key elements:

- An **advisory group** comprised of leading global experts on MHPSS intervention in emergency settings actively guided and provided invaluable feedback at all stages of the development of the IMS.
- A **desk review** of literature and existing guidance on MHPSS supervision provided a rapid assessment of key evidence to inform initial project planning and development.
- **Key informant interviews** were conducted with MHPSS actors from all professional levels and backgrounds. This included supervisors, supervisees, organisational leadership, and donors, based in organisation headquarters and in country level around the world. These interviews formed the basis for the early draft of the IMS.
- Key ideas and content from the early draft were then reviewed in three **stakeholder workshops** with participants including MHPSS actors of all experience levels and spanning countries all over the world.
- The workshops were followed by an online **consensus-building consultation (Delphi)**, where MHPSS actors voted on the validity of statements or ideas from the guide. →


Continued on next page

Talking points *(continued)*

- Once this feedback was integrated into the IMS, the Missing Link project advisory group and the Inter-Agency Standing Committee Reference Group (IASC RG) provided their final comments.
- The IMS was then **piloted in six countries**, with feedback collected resulting in revised versions of the IMS Handbook and associated products

The IMS therefore represents consensus on supervision best practices among actors at all levels of MHPSS and protection intervention delivery.


8 Vision Statement


 **Time**
10 minutes

 **Format**
Plenary

 **Slide**

 **IMS Handbook**
Introduction

 **Workbook**
Module 1
Activity A

 **Supplies**
- IMS Handbook
- Slide with vision statement

1. Invite participants to turn to the vision statement in the IMS Handbook, which is located in the Introduction section. If not accessible, show corresponding slide or participant workbook.

2. Ask for volunteer to read vision statement.


3. Ask participants if there is anything that surprises them about the vision statement or that they might not agree with


Remote training considerations:

Show slide with vision statement instead of asking participants to locate.


9


Defining supervision poll

 **Time**
15 minutes

 **Format**
Poll and plenary

 **IMS Handbook**
Section 1.1

 **Workbook**
Module 1
Activity B

 **Supplies**
- 2 papers or flipcharts to say "Agree" and "Disagree"
- Adhesive to hang papers
- Online poll

Facilitator note:

This activity is aimed to get a better understanding of participants opinions on supervision. Not all questions have to be asked, and questions should be adapted to fit context. Participants should be encouraged to skip any questions that they are not comfortable answering.

1. Put a paper with the word "agree" on one side of the room, and another that says "disagree" on the opposite side of the room.
2. Ask participants to stand in the middle of the room.
3. Using a prepared list of questions, invite participants to indicate if they agree or disagree with the statement by moving to that side of the wall.
4. In situations where there is clear divide, facilitators can invite discussion, emphasising the areas that have been agreed upon in the IMS

Remote training considerations:

Participants can raise their physical hands on screen, or use an emoji to indicate that they agree. Alternatively, facilitators can create an online poll for participants to fill out.

Sample questions

- I think that supervision is a great way for people to get mental health support
- I feel like I understand what supervision is and how our organisation should be using it
- Supervision should always be optional
- Supervision is a great way to ensure MHPSS programming is done safely and with a high quality
- I think supervision for MHPSS practitioners should primarily focus on outcomes and deliverables
- I think supervision is the space for administrative issues to be resolved
- I think that supervision is a luxury, but not a necessity for MHPSS programming (across sectors) →


Continued on next page


? **Sample questions** (continued)

- I think that supervision is there to check if someone has made mistakes or done something wrong
- I think that supervision should only be provided if higher-level clinical work is being done
- Supervision can help manage the demands of a difficult role
- Volunteers and staff who provide PFA or outreach don't need to access supervision
- Supervision is voluntary
- Only junior or new staff need supervision, experienced staff do not need to be supervised


10


Defining Supervision


 **Time**
45 minutes

 **Format**
Small groups
and plenary

 **Slide**

 **IMS Handbook**
Sections 1.1.1
and 1.1.2

 **Workbook**
Module 1
Activity C

 **Supplies**
- Flipchart
- Markers
- Prepared
flipchart or slide
for definition
of supportive
supervision and
what supervision
is/is not

1. In small groups, ask participants to take 15 minutes to list the following on a flipchart:

What supervision is What supervision is not

Ask groups to pick one person from their group to share back to the larger group.

After completing the list, as a group, take 10 minutes come up with a definition of what supportive supervision is.

2. Bring groups back together and invite them to present their lists.

3. After they have completed, show definition of supportive supervision from IMS and table of what supervision is and what it is not on flipchart or slide.

4. Invite questions and feedback after showing definition and is/is not list.

 **Background information**

Definition of supportive supervision: A safe, supportive, confidential, and collaborative relationship between a supervisor and supervisee, and/or supervisees where supervisees can voice their difficulties, discuss challenges and be recognised for their successes, receive constructive feedback and emotional support, and build their technical skills and capacity. Supportive supervision is a crosscutting set of principles that can be applied to various types of supervision used in MHPSS work across sectors, such as clinical and technical approaches workforce to deliver high quality, timely, appropriate, safe and ethical MHPSS interventions to persons affected by adversity.

Continued on next page

5. Invite feedback on the IMS definition of supportive supervision and how it compares with participants definitions. Be sure to clarify any potential misunderstandings on what supervision is using the table below as a guide:

What supervision is

What supervision is not

- | | |
|--|---|
| <p>✓ a safe, supportive, confidential and collaborative space</p> | <p>✗ the time to resolve administrative issues e.g. timesheets, contracts, etc.</p> |
| <p>✓ a place where supervisees can openly discuss both difficulties and successes in their role</p> | <p>✗ only a means of monitoring the supervisee’s performance</p> |
| <p>✓ a place where supervisees receive clear and constructive feedback that helps them to build their technical capacity</p> | <p>✗ the only type of staff care that an organisation should make available</p> |
| <p>✓ a place where supervisees receive emotional support</p> | <p>✗ a substitute for mental health care</p> |
| <p>✓ a respectful, collaborative space that enables joint problem solving and supports independent learning</p> | <p>✗ hierarchical, top-down, overly instructive</p> |
| <p>✓ a place for mutual learning for supervisee(s) and supervisor</p> | <p>✗ fault-finding, judgemental or punitive</p> |
| <p>✓ a place to identify and respectfully challenge bias or prejudice</p> | |
| <p>✓ an appropriately bounded space, including awareness for both the supervisor and supervisee of limits to confidentiality (e.g. in cases of child protection concerns or at risk of harm to self or others)</p> | |

11

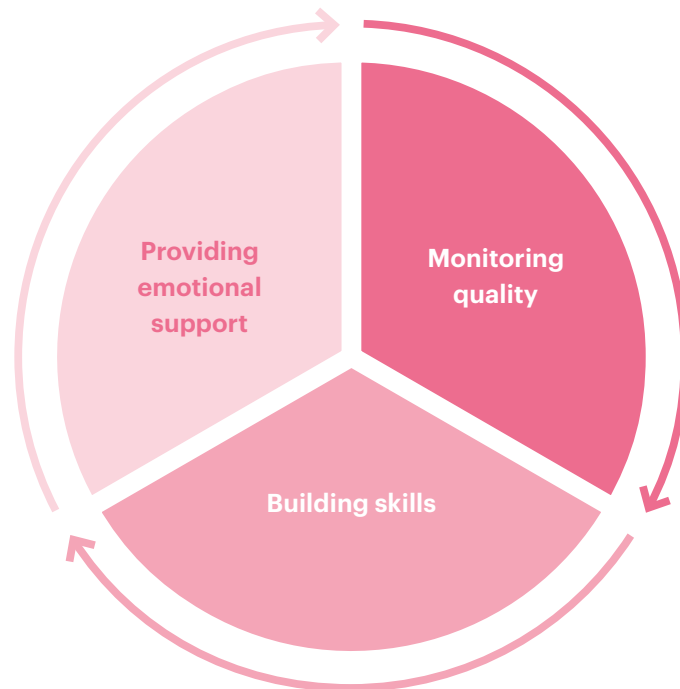
Key elements of supervision

🕒 **Time**
20 minutes

👥 **Format**
Plenary

📄 **Slide**

📖 **IMS Handbook**
Section 1.1



1. In plenary, spend 10 minutes exploring the following question:

- *What key elements need to be in place for supervision to be effective? Think of supervisor qualities, the supervision relationship?*

2. Explain each core elements with an emphasis on emotional support, as this may be new to some.

🗨️ Talking points

Emotional support:

- *Creates a safe, supportive, confidential space to explore personal reactions to professional situations (but it is not therapy!)*
- *Can support supervisee's own mental health by encouraging supervisees to recognise and manage their own reactions and stressors*
- *Supports self-discovery →*

Continued on next page



Talking points (continued)

Building skills:

- *Structure learning over time to support application of knowledge into practice*
- *Improves confidence and competence in supervisees own professional development*
- *Supports independent learning*

Monitoring quality:


- *Improves service quality*
- *Ensures activities are being implemented as designed*
- *Provides an opportunity to identify barriers to implementation and offers an opportunity to brainstorm solutions*

Explain supervision as being a part of duty of care and trauma-informed care:


- *Supervision should be available at all levels and for all sectors implementing MHPSS. Supervision is an important component of trauma-informed practice.*
- *MHPSS practitioners might experience trauma directly (as a member of the community) or indirectly by hearing about other people's experiences.*
- *MHPSS practitioners are also exposed to ongoing stressors associated with the nature of their roles and the contexts in which they work.*
- *Trauma-informed practice involves 1) education about trauma and mental health, 2) being mindful of the impacts of trauma and 3) changing working practices accordingly.*
- *Taking steps towards helping MHPSS practitioners manage stress and reflect on their professional experiences and personal reactions through supervision helps to promote trauma-informed practice.*


12

Supervision within our organisation

 **Time**
30 minutes

 **Format**
Plenary

 **Workbook**
Module 1
Activity D

 **Supplies**
- Prepared flipcharts
or slides with
questions

1. Move into small groups and have them reflect on the posted questions for 15 minutes:

- *Consider who is involved, how it is structured?*
- *What do you see as the biggest gaps or challenges in having a supervision structure?*
- *What has worked well?*
- *What is preventing you from having supportive supervision within your organisation?*
- *How has supervision factored into your organisation up until now, if at all?*


2. Return to the larger group and invite participants to share their reflections.

3. Afterwards, ask the following questions:

- *If you had a magic wand, what would you want supervision to be within your organisation or for you?*
- *Who would receive it? How long? What format?*

13


The apprenticeship model

 **Time**
10 minutes

 **Format**
Demonstration

 **Slide**

 **IMS Handbook**
Section 1.4

 **Supplies**
- Slide of apprenticeship illustration
- Slide of apprenticeship model

Facilitator note:

The apprenticeship model is one of the core components of the IMS. To illustrate this concept, teaching someone how to cross a busy road can be used. Facilitators may wish to demonstrate this by acting out. It is also important that this be contextually relevant, so it may be important to adapt the example.

1. Use script below to introduce the apprenticeship model

 **Sample script**

The IMS has adopted and adapted the apprenticeship model as the preferred way of integrating supervision within MHPSS. Within this model, all levels of practice receive supervision.

While this is best practice, it might not happen overnight. What is important is that organisations take steps towards this model to ensure supervision for all! The example we use to illustrate this is learning how to cross a street.

2. Show slide of illustration and/or act out while describing the following steps:

Step 1

The 'adult/ parent' demonstrates to the child how to cross the road, with the child purely watching from the pavement (learning through observation/ from others).

Step 2

The parent takes the child's hand and helps her/ him to cross the road, they do the activity together and repeat this 2-3 times (accompaniment, experiential learning, immediate correction, safe environment etc).

Step 3

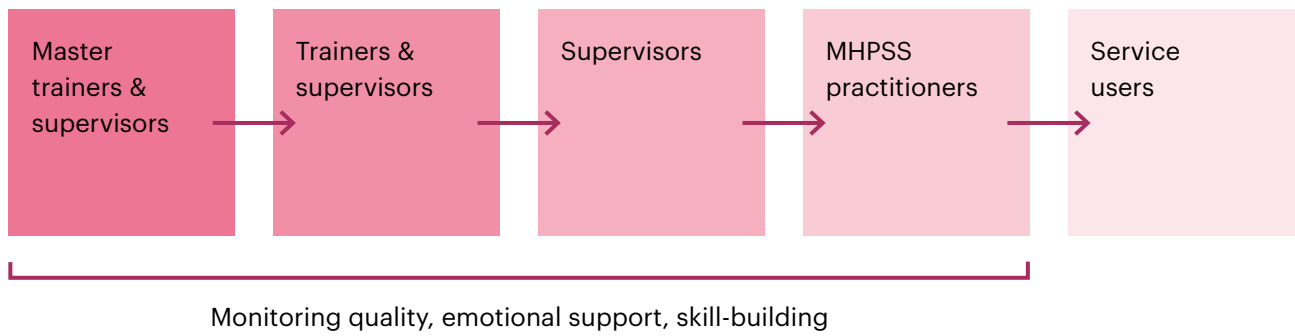
The parent waits on the pavement and observes the child crossing the road by themselves (working under observation and then ultimately supervision).

3. Invite participants to turn to section 1.4 of the IMS Handbook to see the graphic of the apprenticeship model, or show corresponding slides.

4. Describe each of the layers of the model and invite questions from participants.

Continued on next page


The Apprenticeship Model





Adapted from Murray et al. International Journal of Mental Health Systems 2011, 5:30 / <http://www.ijmhs.com/content/5/1/30>


14

Apprenticeship Model working groups

 **Time**
45 minutes

 **Format**
Small groups
and plenary

 **IMS Handbook**
Section 1.4

 **Workbook**
Module 1
Activity E

Facilitator note:

Ideally you will have stakeholders within leadership and management who can engage in this level of discussion in the session. If not, facilitators may want to turn this activity into a separate workshop.

Remember that the intention behind this exercise is to introduce the model, and not to have all of the answers. It is more to help organisations to begin to think about supervision at different levels. For some organisations, there are structures like this that are already in place, and in others, it may not exist at all.

1. Use the sample script below to describe the different types of supervision.

 **Sample script**

Supervision within MHPSS can be delivered in several different ways either in person or remotely.

The different modalities all have their own unique benefits, and some have limitations. It is helpful for supervisors and organisations to be familiar with the different types so that they can work with their supervisees and organisations to decide what is the best fit for them. In this session, we will cover the following:

- **individual:** takes place between a supervisor and a supervisee
- **group:** facilitated by a supervisor and has 5-6 supervisees in the group
- **peer:** takes place between supervisees without a supervisor present
- **live:** direct observation of a supervisor of a supervisee during an implementation session (can be in real life or recorded)

It is normal that different programs and organisations have different resources and practices in supervision. It is important to know that every organisation begins the process of strengthening supervision in a different place.

2. In small groups, ask participants to think about how the apprenticeship model will look in their own organisation. Ask participants to consider practicalities like who they have in MHPSS programming that would engage in supervision, how individual, group, peer, and live supervision might fit in as well as frequencies of supervision. Facilitators may wish to write these questions on a flipchart for reference.

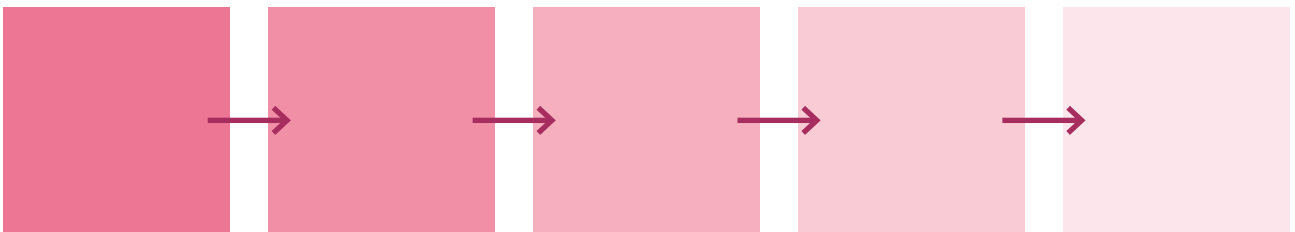
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3. Groups should work together to fill out apprenticeship model template in participant workbook. Bring back together as larger group and invite them to share back.
4. As groups are sharing, facilitator can take note of commonalities between the groups and fill out revised apprenticeship model based on their reflections.
5. Present revised organisational apprenticeship model. Invite feedback.
6. Close activity by reminding participants that this is the first step in engaging with the apprenticeship model, and it can be further developed as the integrated the IMS into their organisations.

Remote training considerations:


Continue the activity as described using breakout rooms. During the plenary share back on group discussions, the technology facilitator should share their screen and fill out template with commonalities from all groups to help clarify how the apprenticeship model can fit within organisations. Once the template has been filled, facilitator can summarise and then remind participants that this exercise is a first step to engage with the apprenticeship model.

Blank Apprenticeship Model




15

Closing Session 1

 **Time**
10 minutes

Q&A, feedback, summarise

 **Format**
Plenary

Session 2

Supervision within your organisation

Suggested time

1 hour and 10 minutes

Corresponding section of IMS Handbook

Sections 1&2

Goal of session

This session will focus on supervision within the organisation. It is a space to begin to consider what is currently happening and where the organisation would like to go with their integration of the IMS

1

The importance of leadership and management in supervision

Time

20 minutes

Format

Small groups

Slide

Workbook

Module 1

Activity F

1. Take 10 minutes to allow participants to reflect in small groups. Ask them to reflect on support within their organisational settings using the participant workbook prompts, or have questions written on flipchart or slide.

- *Why is it important to include leadership and management in a training about supervision?*

- *What are the risks if they are not included?*

2. Return to plenary and invite reflection.

3. Summarise key points and emphasise the importance of leadership and managements buy-in.

Continued on next page




Talking points


Leadership and management play a key role in ensuring the following:


- Ensure that supervision is included at the programme design phase and appropriately budgeted for
- Screen for supervisor competencies and ensure proper training
- Ensure clear job descriptions and terms of reference are available
- Provide guidance and codes of ethics
- Be a party to the supervision agreement
- Ensure logistical considerations are in order for supervision to take place
- Set up feedback and complaint mechanisms


2


Supervision: A shared responsibility

 **Time**
30 minutes

 **Format**
Small groups and plenary

 **IMS Handbook**
Section 1.11

 **Workbook**
Module 1
Activity G

 **Supplies**
- Scenario printouts if doing option 2

Facilitator note:

Supervision is not just the responsibility of the supervisors and supervisees. Organisational leadership and management have a crucial role to play in the integration of the IMS. Section 1.11 of the IMS Handbook includes a guide for organisations to prepare for, implement, monitor and evaluate, and continue to develop supervision practices. This should be used as a reference for the following activity.

Option 1

1. Break participants into four small groups.
2. Ask participants to look at Section 1.11 in the IMS Handbook. Assign a section to each group (a) Prepare, (b) Develop, (c) Implement and (d) Monitor and evaluate.
3. In their small group they should read the 'organisation' section in their respective checklists.

Based on the checklist they should:

- Reflect on their own workplace, discuss what barriers might exist to putting some of these steps into action.
 - As a group brainstorm potential solutions or strategies that can help to address these potential barriers.
4. In plenary, ask each group to share back 1-2 identified barriers and the suggested solutions/strategies they developed to address it.

Option 2

1. Break participants into two small groups, give each group corresponding scenario from below.

2. Group 1 should focus on: (a) Prepare, (b) Develop

Group 2 should focus on: (c) Implement, (d) Monitor and evaluate

3. Ask participants to look at Section 1.11 in the IMS Handbook. In their small group they should read the 'organisation' section in their respective checklists in section 1.11 of the IMS Handbook.

4. Refer participants to the relevant case example for their group in their participant workbooks (also below) and the two reflection questions for them

Continued on next page

to consider. Reflection questions should be written on flipchart or slide for reference. Each group has 10 minutes to discuss.

Group 1 (Prepare and Develop)

Organisation A has been successful in securing funding to implement MHPSS activities and they have made sure that training and regular, ongoing supervision is budgeted for. They have recruited a supervisor with previous experience and did a competency-based interview to explore their skills. They asked the supervisor to start following up with MHPSS staff to arrange supervision sessions. After 3-months, the supervisor reports back that staff are not engaging in supervision because they are too busy and feel too stressed to attend. Staff have also told the supervisor they do not need supervision and would rather receive a training on child protection.

Group 2 (Implement and Monitor and Evaluate)

Organisation B has a long history of implementing MHPSS activities and in the past had provided supervision support to staff on an 'as needed' / 'as requested' basis. After attending the IMS training, Organisation B applied for funding to contract an external supervisor who would be responsible for providing group and individual supervision sessions to staff.

After one year the team leader reviewed the monitoring and evaluation data that collected how many staff attended supervision sessions. They are surprised to learn that out of a team of 20 persons, only 5 people have been attending supervision regularly. Over lunch, the team leader speaks to a trusted colleague and asks them why not many staff attended supervision. The colleague said staff were complaining about the location of the supervision sessions, noting they had to travel far to attend and that the supervisor refused to change the location to a more suitable venue as the taxi would be too expensive.


Reflection questions:

- *Looking at the checklist, what step might have been missing and could be causing this challenge?*
- *What action would you recommend to overcome this challenge?*

5. Bring the groups back into plenary and ask a volunteer from each group to read aloud the scenario and present their responses to the reflection questions. Ask the other group if they have any additional contributions to what the group presented.

3

Progress towards best practice in supervision

 **Time**
5 minutes

 **Format**
Plenary


Facilitator note:

This section should be tailored as much as possible towards the individual organisation, considering resource constraints. It is important to emphasise that any supervision is better than no supervision. Facilitator should make every effort to recognise constraints and talk through concerns with the organisation.

 **Sample script**

- *Best practices in supervision were identified through the reflections from those who participated in interviews, workshops, a consensus building study and the advisory board to create the IMS.*
- *Consensus was built taking into consideration the constraints within emergency and humanitarian settings.*
- *The IMS highlights what is considered to be best practice, and how to take steps towards a 'gold standard'.*
- *It is very understandable that some organisations may be able to have supervision practices that are more closely aligned to the 'gold standard' than other organisations, and that is ok. What is important is that steps are taken towards best practice, and towards integrating supervision within the organisation. Integrating supervision within your organisations will take place during the proposal design stage and will need to be considered from human resources, project management, and program implementation perspectives.*


1. Inform participants that in the last module, you will spend time discussing how to take steps towards best practice within their organisations. Inform participants that in the last module, you will spend time discussing how to take steps towards best practice within their organisations


 **Key message**

The 'gold standard' was identified to be regular individualised supervision for all MHPSS actors.

4

Explaining the importance of supervision

 **Time**
15 minutes

 **Format**
Role play

 **IMS Handbook**
Section 1.2

1. Ask one participant to volunteer as a 'manager' in the following scenario. Bring that volunteer to a private room (breakout room if online training) with a co-facilitator and read the instructions to the manager.

2. While the manager is being briefed, the lead facilitator for the activity should read the instructions to the participants.

Instructions to the manager:

You are a manager at a national non-governmental organisation. Your organisation implements MHPSS activities that are mostly integrated within child protection. In total, you have 10 staff involved in MHPSS. The MHPSS team leader has requested a meeting with you to discuss supervision. You are interested in the concept of supervision but you think it is too costly and timely for a small organisation like yours.

Instructions to the participants:

Everyone else in this training is going to take turns being the team leader. As the team leader you want to convince the manager that supervision is important. You will be a tag team where one person will start the conversation as the team leader and after a few tries will hand over to another 'team leader' who will continue trying to highlight the importance of supervision.

3. After 10 minutes stop the role-play and ask for reflections on what worked and didn't go so well. Were some points more convincing than others? Why?

Session 3

Closing module 1

Suggested time

30 minutes

Goal of session

To reflect on key learnings from module and prepare for Module 4.

1

Reflection activity

Time

10 minutes

Format

Individual reflection
and plenary

Workbook

Module 1
Activity H

1. Refer participants to their participant workbooks. Invite them to take 10 minutes to reflect individually.


Written reflection:

What are the things I am most excited about in integrating the IMS within my organisation? What are the things that worry me the most, or make me feel doubtful? Who are the key people I should be connecting with in my organisation for the IMS, and where do I fit into all of this?

2. Give time to allow for reflections to be shared with the group.

2

Next steps in training


 **Time**
5 minutes

Outline next steps in the training and remind managers and leaders that they will all come back together at the end of the pilot, along with supervisors to continue discussions.

 **Format**
Plenary

3

Q&A and feedback

 **Time**
15 minutes

Questions and answers
Feedback session on module

 **Format**
Plenary

Module 02

Being a supervisor

Participants:

Current and future supervisors

Suggested time:

6 days

Corresponding section of IMS Handbook:

All

Goal of module:

Increase knowledge of best practices in supervision, increase confidence in using supportive supervision in work, engage in activities to improve key supervisor qualities.

Sessions

- 1 Getting started** Page 60
🕒 2 hours
- 2 Exploring supervision** Page 68
🕒 2 hours 25 minutes
- 3 Expectations for supervision** Page 84
🕒 2 hours 45 minutes
- 4 The foundation for good supervision:
self-care and wellbeing** Page 102
🕒 3 hours
- 5 The supervision alliance** Page 118
🕒 3 hours
- 6 Different types of supervision** Page 128
🕒 3 hours
- 7 Demonstrating empathy, patience,
and non-judgement** Page 142
🕒 2 hours 25 minutes
- 8 Managing distress and risk within supervision** ... Page 152
🕒 2 hours and 40 minutes
- 9 Preparing for supervision** Page 161
🕒 1 hour 45 minutes
- 10 How to structure supervision sessions** Page 168
🕒 1 hour 10 minutes
- 11 Effective facilitation** Page 172
🕒 4 hours
- 12 Case presentations and role play** Page 180
🕒 2 hours
- 13 Managing challenges in supervision** Page 185
🕒 4 hours 40 minutes
- 14 Reflective practice** Page 189
🕒 1 hour
- 15 The Supervision Journey** Page 194
🕒 1 hour
- 16 Closing Module** Page 199
🕒 30 minutes

Session 1

Getting started


Suggested time

2 hours (with optional 10 minute add on)


Goal of session

To introduce participants and to set expectations and ground rules for training

1 Introductions

 **Time**
20 minutes

 **Format**
Plenary

 **Supplies**
Ball

1. Open Module 2 with a round of introductions by trainers and training organisers

2. Welcome activity with participants (names, roles)

Option 1

Have a ball and throw it to participants in random order. When they have the ball it is their turn to introduce themselves by saying their names and their roles, and one fun thing about themselves..

Option 2

In plenary ask all participants to introduce themselves (name and role) but they must also say two truths and one lie (just small statements about their work or life e.g. hobbies, food preferences etc). Other participants need to guess which statement was the 'lie'. This activity can be made more interactive by asking participants to move to one side of the room if they believe the statement to be 'true' and another side if they believe it is a 'lie'.


Continued on next page

Remote training considerations:


Option 1 can be conducted online by virtually throwing an imaginary ball (miming the action and saying the next person's name).

Option 2 can be conducted as is without the added movement across the room, rather they may use different emojis to indicate if they believe the statements are 'true' or a 'lie'.

2**Welcome activity**

 **Time**
25 minutes

 **Format**
Plenary

 **Supplies**

- Paper
- Drawing materials
- Unremarkable objects

Option 1:

Take 3 minutes to invite participants to draw a picture of what they wanted to be when they grew up, when they were a child. Then invite a volunteer to show their picture and other participants guess the profession. Whoever has the correct guess goes next.

Option 2:

Have participants act out what they wanted to be when they grow up. Invite a volunteer to go first, and whoever has the correct guess goes next.

Option 3:

In plenary ask participants to introduce themselves (name and role) and then to sell a random object in the room (emphasise that it must be an ordinary, unremarkable object like a normal pen or a ball of paper, nothing fancy). They have to try and sell the object to the other participants on the call in one minute (set a timer so they race against the clock!). At the end take a vote on which object most people would like to buy and briefly ask what was so convincing about the sales pitch.


Remote training considerations:

Option 1: participants will need to turn their camera on to show the picture, if their camera is not functional (due to connectivity issues) they may also send a photo of their picture in the coordination group (e.g. Signal).

Option 2: participants will need to be able to turn their camera on when acting.


3

Housekeeping

 **Time**
20 minutes

 **Format**
Plenary

 **Slide**

 **Supplies**
Slide or flipchart with:
- Day 1 agenda
- Module 2 overview
- Overview of full training (include post training supervision and implementation consultation)

Facilitator note:

Check in with participants to ensure everyone has access to the workbooks, and if using an electronic version, be sure to download and save before using.

1. Open session by showing agenda for the day on a flipchart or slide.
2. Show flipchart or slide with overview of Module 2.
3. Show flipchart or slide with overview of entire training, including supervision and implementation consultation
4. Invite questions
5. Give overview of important training logistical information using the talking points below for reference.

**Talking points****For all trainings:**

- *This training will be very interactive. Expect to be actively involved throughout.*
- *We will have a 'parking lot' for all topics and questions that might not fit directly into the session or activity that we are in. We can put whatever we want into the parking lot to be revisited throughout the training.*
- *We will have a longer meal break and two shorter breaks during the training. It is very important to start sessions on time so that we can end on time.*
- *Communicate with your facilitators if you have any issues during the training.*
- *Time will be provided for each day for feedback. Your feedback helps to ensure that the training is meeting your learning style and needs. If ever you are not comfortable sharing in front of the group, please feel free to write an anonymous note or speak directly to the facilitators.*

Continued on next page



Talking points (continued)

For in-person trainings:


- *This training involves a lot of interactive activities throughout and we will use this space creatively. Expect to be engaged throughout.*
- *There are arts and crafts supplies available on the desk that you can use during activities or throughout the training (for some people fidgeting can improve their concentration).*
- *On your desk you will find a hardcopy version of the IMS Handbook and a participant workbook that you can use as a guide for some of the activities, we will tell you for which activities to use the guide. You will be given additional materials throughout the training including the IMS Adaptation Guide and the IMS Monitoring and Evaluation Guide.*

For online trainings:

- *This training involves a lot of online time together, the curriculum is designed to be interactive and engaging.*
- *The technology facilitator/co-facilitator can support with technology issues as needed, just let the trainers know if you are having issues.*
- *There are also 'offline' activities in your participant workbook that you can use if the technology is not working well.*
- *Either have a printed copy of this workbook so you can write, draw and take notes, or use the fillable online version. Please keep your cameras on as much as possible so we get to know one another and stay engaged. The IMS handbook has a lot of good tips (see section 1.7.2) on making the most of remote supervision, a lot of those tips apply to our training.*
- *Please have craft materials available for the train, including paper, pens, markers or crayons and anything else you might enjoy creating with.*

4

Technology game (optional if doing remote trainings)

 **Time**
10 minutes

 **Format**
Plenary

Facilitator note:


This is an optional game for remote trainings to review online technologies and etiquette.


Invite participants to conduct small activities that familiarise themselves with the different technology functions. For example:

- show the emoji that best expresses your mood today,
- using the chat box, tell us your favourite food,
- using the raise hand function, take a vote on which is best (e.g. comparing different movies, foods etc),
- do a tiny quiz – ask participants to take themselves off mute as quick as possible and make a buzzer noise and whoever is quickest gets to answer first.

5


Expectations

 **Time**
25 minutes

 **Format**
Small groups
and plenary

 **Slide**

 **IMS Handbook**
Section 3.4

 **Supplies**

- Flipchart
- Pens
- What other supply lists should look like

- 1.** Facilitator should explain that clear expectations are critical for supervision. Setting clear expectations and boundaries are essential for creating a safe and trusting environment.
- 2.** Put participants into small groups. They will have 10 minutes to discuss expectations for their time together during the IMS training and what they hope to get from it.
- 3.** Ask participants to be prepared to share back to the larger group.
- 4.** In plenary discussion, facilitator should clarify any areas that might not be consistent with the goals of the training. See below for some core points to highlight.

Continued on next page

What the training is

- ✓ Explore best practices in supervision
- ✓ Confidential and supportive space to learn , build skills and competencies in supervision
- ✓ Engagement for the entire organisation

What the training is not


- ✗ Certification that you are a 'supervisor'
- ✗ All that is needed to become a supervisor
- ✗ A rigid approach on how supervision should be done

5. Ask participants to consider what their personal goal is for the training and ask them to write it down and put it somewhere to be revisited at the end of the training.

6


Ground rules

 **Time**
20 min

 **Format**
Small groups and plenary

 **Slide**

 **IMS Handbook**
Section 3.4

 **Supplies**
- Flipchart
- Pens

1. Facilitator should emphasise that by collaboratively creating ground rules in the training, participants are learning how to also create ground rules in supervision sessions. Ground rules help to create a supportive and comfortable learning environment.
2. Put participants back into same groups from previous expectations activity.
3. Ask participants to make a list of rules they think are important for the group to follow in order to have a supportive learning environment. They will have 10 minutes to complete this task, and then a spokesperson will share to the larger group.
4. While groups are sharing back ask for a volunteer to scribe the list on a flipchart, or if training remotely scribe the list online and share screen.
5. Facilitators should emphasise confidentiality, respecting others, online etiquette, and that everyone is an expert. Using the commonalities between group, create master list of group rules to be displayed throughout training.

Continued on next page



Talking points

Confidentiality

- Cannot be guaranteed 100% but should be strived for.
- Everyone should do their best to keep stories and experiences shared private.

Everyone is an expert

- We have different levels of experience. Some have received or provided extensive supervision, and some do not have any experience as a supervisor or supervisee.
- Everyone's perspectives and experiences are welcomed without judgement.
- Everyone has a valuable contribution they can make.

Respect other views

- We may not always agree on everything and that is ok.
- It is important to listen to, consider other opinions and learn from one another.
- There is diversity in how people like to be supervised, as there are differences in how they like to be managed.

For remote trainings, in addition to the points above online etiquette should be discussed, including:

- Find a space that is as private as possible for the training since sometimes we will discuss difficult or sensitive topics.
- Your active participation is important and we will communicate in a variety of different ways, in group discussions, breakout rooms through the chat function etc.
- Try to ensure your environment is distraction free. →

Continued on next page



Talking points *(continued)*

- We recommend turning off notifications from emails and messages on your computer (phones on silent) to ensure you are distraction free.
- We also do need to understand that being virtual sometimes means that distractions are likely (e.g. children and animals popping up on calls!) and we will be patient and understanding with one another, but also try to limit this where possible.
- We will all do our best to avoid technical jargon or too many acronyms so that we are all on the same page. If ever the facilitators are doing this, feel free to flag it to us!
- To avoid noise disturbances as much as possible during the training, stay muted when you are not talking. When you would like to contribute to a conversation please use the raise hand function and feel free to also message in the chat. This helps us to avoid speaking over the top of one another and allows us all to be heard.

6

Closing session 1

**Time**

10 minutes

**Format**

Plenary

Summarise key points and invite questions and feedback from participants.

Session 2

Exploring supervision

Suggested time

2 hours 45 minutes

Goal of session

To define supportive supervision and become familiar with the IMS

Corresponding section of IMS Handbook

Preparing to become a supervisor, Section 1.1

1 Supervision experience

Time

20 minutes

Format

Plenary, individual reflection, or poll

Workbook

Module 2
Activity A

Supplies

- Colored paper
- White paper

Facilitators note:

The activity is aimed to get a better understanding of participants opinions on supervision. Not all questions have to be asked, and questions should be adapted to fit context. Participants should be encouraged to skip any questions they are not comfortable answering.

The activity can be done in several ways:

Option one:

Ask participants to have one coloured and one white. Yes =coloured, No= white. Ask the questions below and have participants hold up corresponding paper.

Option two:

Complete the corresponding activity in the participant workbook. In situations where there is a clear divide, facilitators can invite discussion. Emphasising the areas that have been agreed upon in the IMS.

Remote training considerations:

Option one and two can also be conducted online. Additionally, facilitators may choose to create a poll online based on the questions below and have participants anonymously fill it out.


Continued on next page


Sample questions

- *I have received supervision previously in my education or training*
- *I think that supervision is a great way for people to get mental health support*
- *I think that supervision is there to check if I have made mistakes or done something wrong*
- *I have recently received supervision (current organisation)*
- *I feel like I understand what supervision is and how I should be using it*
- *I can think of a time working in MHPSS where I needed support, but I didn't know who to turn to*
- *Sometimes I feel like I have no idea if I am providing the right kind of support when providing MHPSS interventions*
- *I am currently providing or engaged in supervision (e.g. individual, group, peer)*
- *I can think of a time when supervision really helped me in my work*
- *Supervision can help me to manage the demands of a difficult role*
- *Supervision is optional*


2

Supervision within our organisation

 **Time**
30 minutes

 **Format**
Individual reflection,
small group, plenary

 **Slide**


 **Workbook**
Module 2
Activity B

1. Begin activity with a 5-minute individual reflection in participant workbook.
2. After completing individual reflection, move participants into small groups to discuss the following:
 - What role did supervision play in your work and in your development as an MHPSS practitioner? What were the key challenges that you faced?
 - How has supervision factored into your organisation up until now, if at all? Consider who is involved, how it is structured.
 - What do you see as the biggest gaps or challenges in having a supervision structure?
 - What has worked well?
 - What is preventing you from having supportive supervision within your organisation?
3. After 15 minutes, return to the larger group and invite each group to present their responses to each question. After each group has presented, ask the following question:

If you had a magic wand, what would you want supervision to be within your organisation or for you? Who would receive it? How long? What format?

3


What is the IMS?

 **Time**
10 minutes

 **Format**
Plenary

 **Slide**

 **IMS Handbook**
Introduction

 **Supplies**
- Flipchart or slide with MHPSS pyramid
- Flipchart or slide with IMS illustration

1. Facilitator to provide background information on the to the IMS in plenary using the talking points below for reference. Flipchart or slide of MHPSS pyramid can be displayed to indicate that supervision is for everyone, regardless of the type or level of MHPSS involved in.

 **Talking points**

The Integrated Model for Supervision (IMS), aims to improve supervision within MHPSS across sectors. The development of the IMS was a process of extensive consultation with feedback from a broad range of MHPSS actors across sectors reflected. The development included several key elements:

- An **advisory group** comprised of leading global experts on MHPSS intervention in emergency settings actively guided and provided invaluable feedback at all stages of the development of the IMS.
- A **desk review** of literature and existing guidance on MHPSS supervision provided a rapid assessment of key evidence to inform initial project planning and development.
- **Key informant interviews** were conducted with MHPSS actors from all professional levels and backgrounds. This included supervisors, supervisees, organisational leadership, and donors, based in organisation headquarters and in the field around the world. These interviews formed the basis for the early draft of the IMS.
- Key ideas and content from the early draft were then reviewed in **three stakeholder workshops** with participants including MHPSS actors of all experience levels and spanning countries all over the world.
- The workshops were followed by an online consensus-building consultation (**Delphi**), where MHPSS actors voted on the validity of statements or ideas from the guide.
- Once this feedback was integrated into the IMS, the Missing Link project advisory group and the Inter-Agency Standing Committee Reference Group (IASC RG) provided their **final comments**.

Continued on next page



Talking points *(continued)*

- The IMS was then **piloted in six countries**, with feedback collected resulting in revised versions of the IMS Handbook and associated products.

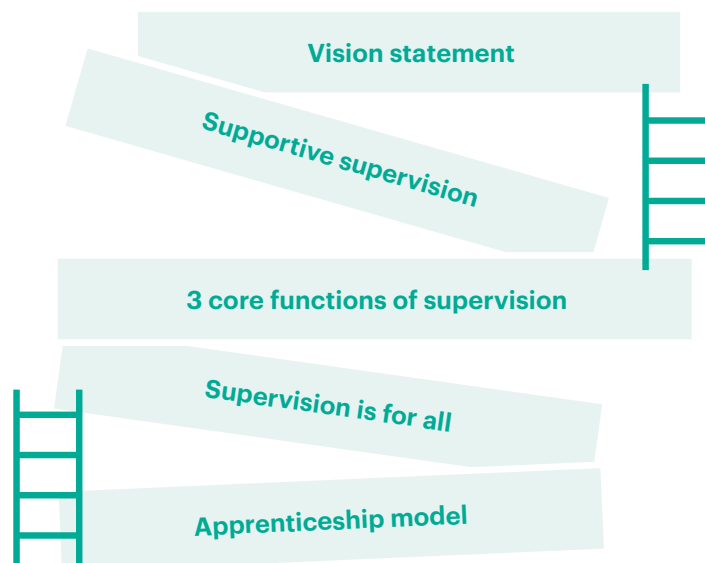
All these consultations and actions led to the development of the IMS Handbook, training package, and all associated tools. The IMS therefore represents consensus on supervision best practices among actors at all levels of MHPSS and protection intervention delivery.

2. Show slide or flipchart of IMS illustration

3. Highlight that the IMS is comprised of several key components that have been identified as best practice through extensive consultation. Use the talking points below to emphasise each area.

4. Let participants know you will explore each area in greater detail throughout the training, and invite any initial questions.

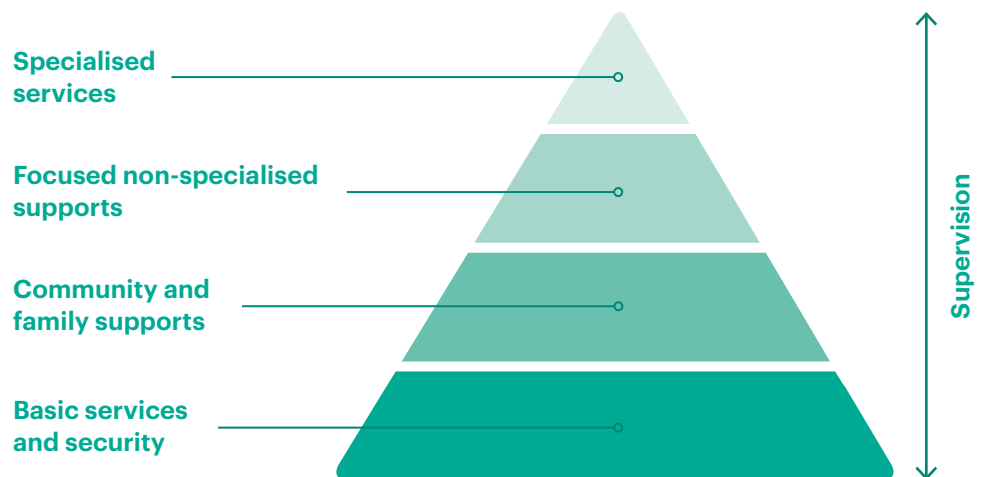
IMS illustration




Talking points

- **Vision statement:** Guiding principles for the IMS which is grounded in evidence base and human rights
- **Supportive supervision:** IMS defines supportive supervision within MHPSS
- **3 core functions of supervision:** supervision should focus on skill building, monitoring and evaluation and emotional support
- **Apprenticeship model:** tiers of supervision that organisations aspire to ensure continuous support and development and supervision for all
- **Supervision for all:** supervision should be accessible to all engaged in MHPSS, across sectors
- **Progress towards best practice:** The acknowledgment that the 'gold standard' in supervision will not happen overnight and that organisations can take steps towards best practice

5. Display flipchart or slide of MHPSS pyramid. Indicate that supervision is for everyone, regardless of the type or level of MHPSS involved in.





4 Vision statement


 **Time**
10 minutes

 **Format**
Plenary

 **Slide**

 **IMS Handbook**
Introduction

 **Workbook**
Module 2 Activity C


 **Supplies**
- Slide with vision statement


1. Invite participants to turn to the vision statement in the IMS Handbook, which is located in the Introduction section. If they don't have their Handbook, it can also be found in the corresponding Participant Workbook activity.

2. Ask for volunteer to read vision statement.

3. Ask participants if there is anything that surprises them about the vision statement or that they might not agree with.


5 What supervision is, what it is not


 **Time**
20 minutes

 **Format**
Small groups and plenary

 **Slide**

 **IMS Handbook**
Section 1.1

 **Workbook**
Module 2 Activity D

 **Supplies**
- Flipchart
- Pens

Facilitator note:

In order to make the most of supervision sessions, it is important that it is clear to both supervisors and supervisees what the purpose of supervision is and how the supervisee would like to be supported. To do this, it is helpful to have guidance and job descriptions from organisations.

1. Start with a short activity on what supervision is, and what it is not (or should not be) by asking participants to go to one side of the room if they think the statement reflects what supervision is, and to the other side of the room if it is what supervision is not.

Remote training considerations:

The activity can be conducted remotely. Alternatively, a poll can be created with the statements pre-compiled (e.g. zoom poll).

Continued on next page

What supervision is

- ✓ a safe, supportive, confidential and collaborative space
- ✓ a place where supervisees can openly discuss both difficulties and successes in their role
- ✓ a place where supervisees receive clear and constructive feedback that helps them to build their technical capacity
- ✓ a place where supervisees receive emotional support
- ✓ a respectful, collaborative space that enables joint problem solving and supports independent learning
- ✓ a place for mutual learning for supervisee(s) and supervisor
- ✓ a place to identify and respectfully challenge bias or prejudice
- ✓ an appropriately bounded space, including awareness for both the supervisor and supervisee of limits to confidentiality (e.g. in cases of child protection concerns or other risk of harm to self or others)

What supervision is not

- ✗ the time to resolve administrative issues e.g. timesheets, contracts, etc.
- ✗ only a means of monitoring the supervisee's performance
- ✗ the only type of staff care that an organisation should make available
- ✗ a substitute for mental health care
- ✗ hierarchical, top-down, overly instructive
- ✗ fault-finding, judgemental or punitive

2. Where there is not a consensus, facilitator should invite conversation. It should also be noted that different cultural interpretations and other considerations may influence a shared understanding of supervision between supervisor and supervisee.

3. Show corresponding slide at end of activity and invite feedback and discussion.

Activity 6 3 Core functions of supervision

Time
5 minutes

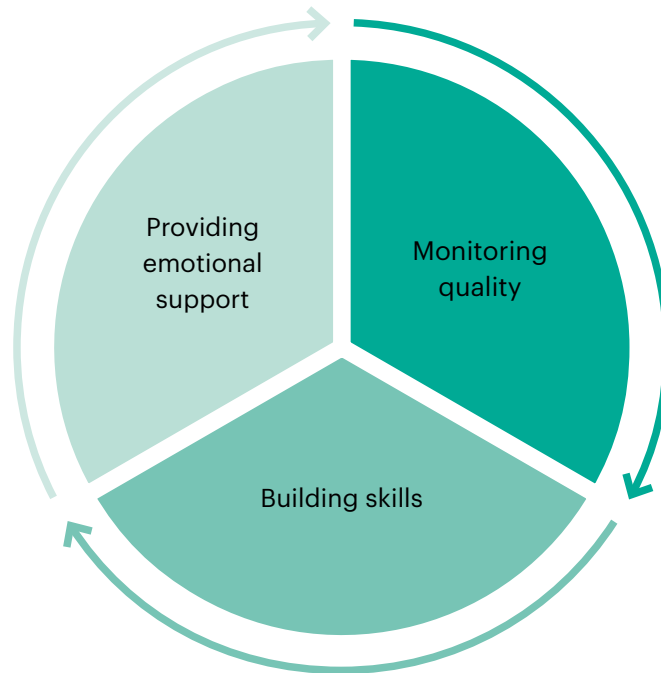
Format
Plenary

Slide

IMS Handbook
Section 1.1

Supplies
- Flipchart or
slide with 3 core
functions

Core functions of supervision



1. Show slide or flipchart of key elements of supervision. Explain each core function using the talking points below. Place an emphasis on emotional support, as this may be new to some.

Talking points

Emotional support:

- Creates a safe, supportive, confidential space to explore personal reactions to professional situations (but it is not therapy!)
- Can support supervisee's own mental health by encouraging supervisees to recognise and manage their own reactions and stressors
- Supports self-discovery →



Talking points *(continued)*


Building skills:

- Structures learning over time to support application of knowledge into practice
- Improves confidence and competence in supervisees own professional development
- Supports independent learning

Monitoring quality:

- Improves service quality
- Ensures activities are being implemented as designed
- Provides an opportunity to identify barriers to implementation and offers an opportunity to brainstorm solutions

7 Trauma informed care

 **Time**
5 minutes

 **Format**
Plenary


 **Handbook**
Section 1.2


1. The IMS follows the principles of trauma informed care. Explain supervision as a part of duty of care and being part of trauma informed care.

Talking points

- Supervision should be available at all levels and for all sectors implementing MHPSS. Supervision is an important component of trauma informed practice.
- MHPSS workers might experience trauma directly (as a member of the community) or indirectly by hearing about other people's experiences.
- MHPSS workers are also exposed to ongoing stressors associated with the nature of their roles and the contexts in which they work.
- Trauma informed practice involves 1) education about trauma and mental health, 2) being mindful of the impacts of trauma and 3) changing working practices accordingly.
- Taking steps towards helping MHPSS workers manage stress and reflect on their professional experiences and personal reactions through supervision helps to promote traumainformed practice.


8 The apprenticeship model

 **Time**
10 minutes

 **Format**
Demonstration /
plenary

 **Slide**

 **IMS Handbook**
Section 1.4

 **Supplies**
- Slide of
apprenticeship
illustration
- Slide of
apprenticeship
model

Facilitator note:

The apprenticeship model is one of the core components of the IMS. To illustrate this concept, teaching someone how to cross a busy road can be used. Facilitators may wish to demonstrate this by acting out. It is also important that this be contextually relevant, so it may be important to adapt the example.

1. Use script below to introduce the apprenticeship model:

Sample script

The IMS has adopted and adapted the apprenticeship model as the preferred way of integrating supervision within MHPSS. Within this model, all levels of practice receive supervision.

While this is best practice, it might not happen overnight. What is important is that organisations take steps towards this model to ensure supervision for all! The example we use to illustrate this is learning how to cross a street.

2. Use one of the following examples to describe the apprenticeship model.

Option 1: Someone is new to a country and they don't know how things work, they are paired with someone who supports them to learn their way around. At first, the person who is familiar with the context shows a map and gives tips for navigating the new environment, then they walk around town and do errands together. After some time, the newcomer does errands on his own, but checks in with the person from the context from time to time, and is able to ask questions and get feedback.

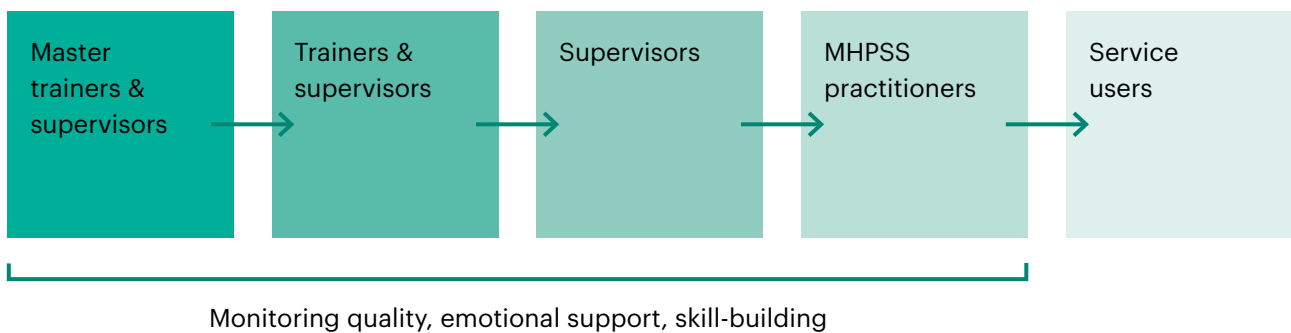
Option 2: A rabbit is learning to cross the busy road for the first time. Their friend demonstrates how to do it, then they cross together. Afterwards, the rabbit crosses on their while their friend watches, and provides feedback and encouragement.

Continued on next page

3. Invite participants to turn to section 1.4 of the IMS Handbook to see the graphic of the apprenticeship model.

4. Describe each of the layers of the model and invite questions from participants.

The Apprenticeship Model



Adapted from Murray et al. International Journal of Mental Health Systems 2011, 5:30 / <http://www.ijmhs.com/content/5/1/30>

5. After describing the concept of the apprenticeship model, briefly show the IMS apprenticeship model slide and describe how it functions in practice. There will be a working group session later in the training.


Sample script

The IMS has adopted and adapted the apprenticeship model as the preferred way of integrating supervision within MHPSS. Within this model, all levels of practice receive supervision.

While this is best practice within supervision, this might not happen overnight. What is important is that organisations take steps towards this model to ensure supervision for all!

9

Introducing progress towards best practice in supervision

 **Time**
5 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 2.4

Facilitator note:

This section should be tailored as much as possible towards the individual organisation, considering resource constraints. It is important to emphasise that any supervision is better than no supervision. The facilitator should make every effort to recognise constraints and talk through concerns with the organisation.

1. In the final module of the training, we will discuss how to begin to implement the IMS and take concrete steps towards best practice.


Talking points

- Best practices in supervision was identified through the reflections from those who participated in interviews, workshops, and the advisory board to create the IMS.
- Consensus was built taking into consideration the constraints within emergency and humanitarian settings.
- The IMS highlights what is considered to be best practice, and how to take steps towards a 'gold standard'.
- It is very understandable that some organisations may be able to have supervision practices that are more closely aligned to the 'gold standard' than other organisations, and that is ok. What is important is that steps are taken towards best practice, and towards integrating supervision within the organisation.
- Integrating supervision within your organisations will take place during the proposal design stage and will need to be considered from human resources, project management, and program implementation perspectives.

Key message

The gold standard is regular, individualised supervision for all MHPSS actors.

Activity 10 Closing session 2

 **Time**
10 minutes

 **Format**
Plenary

1. Close session by using talking points below and invite any questions.

Talking points

- Over the next few days many core concepts will be introduced, some might be entirely new and others might already be familiar and integrated within their work.
- Today, the basics of the IMS have been covered.
- From here, the training will explore the importance of supervisor wellbeing, along with other introductory concepts like maintaining boundaries, different types of supervision and the supervision alliance.
- The training will then cover more logistical and skills-based topics that will impact how you conduct supervision sessions.

Session 3

Expectations for supervision

Suggested time

3 hours 25 minutes

Goal of session


To demonstrate the importance of setting clear expectations for supervision


Corresponding section of IMS Handbook

Section 3.4

1


Defining Supervision

 **Time**
45 minutes

 **Format**
Poll and plenary

 **Slide**

 **IMS Handbook**
Section 1.1

 **Supplies**
- Prepared flipchart
or slide

1. In small groups, ask participants to take 15 minutes to list the following on a flipchart:

What supervision is What supervision is not

2. Ask groups to pick one person from their group to share back to the larger group.

3. After completing the list, as a group, take 10 minutes come up with a definition of what supportive supervision is.

4. Bring groups back together and invite them to present their lists.

5. After they have completed, show definition of supportive supervision from IMS Handbook Section 1.1 and table of what supervision is and what it is not on flipchart or slide.

6. Invite questions and feedback after showing definition and is/is not list.

Continued on next page

7. Invite feedback on the IMS definition of supportive supervision and how it compares with participants definitions. Be sure to clarify any potential misunderstandings on what supervision is using the table below as a guide:


What supervision is

What supervision is not

- | | |
|---|--|
| <ul style="list-style-type: none"> ✔ a safe, supportive, confidential and collaborative space | <ul style="list-style-type: none"> ✘ the time to resolve administrative issues e.g. timesheets, contracts, etc. |
| <ul style="list-style-type: none"> ✔ a place where supervisees can openly discuss both difficulties and successes in their role | <ul style="list-style-type: none"> ✘ only a means of monitoring the supervisee’s performance |
| <ul style="list-style-type: none"> ✔ a place where supervisees receive clear and constructive feedback that helps them to build their technical capacity | <ul style="list-style-type: none"> ✘ the only type of staff care that an organisation should make available |
| <ul style="list-style-type: none"> ✔ a place where supervisees receive emotional support | <ul style="list-style-type: none"> ✘ a substitute for mental health care |
| <ul style="list-style-type: none"> ✔ a respectful, collaborative space that enables joint problem solving and supports independent learning | <ul style="list-style-type: none"> ✘ hierarchical, top-down, overly instructive |
| <ul style="list-style-type: none"> ✔ a place for mutual learning for supervisee(s) and supervisor | <ul style="list-style-type: none"> ✘ fault-finding, judgemental or punitive |
| <ul style="list-style-type: none"> ✔ a place to identify and respectfully challenge bias or prejudice | |
| <ul style="list-style-type: none"> ✔ an appropriately bounded space, including awareness for both the supervisor and supervisee of limits to confidentiality (e.g. in cases of child protection concerns or at risk of harm to self or others) | |

2

Thinking about expectations

 **Time**
10 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 3.4

Facilitator note:

Clarifying expectations helps supervisees understand how to make the most from sessions, as well as manage their expectations in relation to the functions of supervision. Two key areas that are often a bit challenging to navigate in supervision are boundaries and confidentiality. Begin to introduce these ideas now and note that these concepts will continue to be built on throughout the training.

1. Ask participants the following question, which can also be written on a slide or flipchart::

- *What are some ideas you have on how we might be able to clearly set expectations for supervision?*

2. Invite feedback and emphasise talking points below:




Talking points


In addition to ideas discussed, facilitator should emphasise the following:

- It is important that supervisors clearly communicate the purpose of supervision to supervisees at the beginning of the process.
- Supervisors have a right to a clear job description setting out the full scope of their responsibilities, including the supervisory role.
- Supervisors should have clear guidance from their organisation about all aspects of supervision. Such guidance should provide direction to supervisors when agreeing goals and expectations with their supervisees. This includes, for example, the frequency, timings and duration of sessions, and what preparation might be expected in advance of supervision sessions.
- Limits to supervision, it is not a replacement for therapy.
- Refer to core components of supervision.

3 Introducing boundaries

 **Time**
10 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 3.4.1

1. Take a few minutes to introduce what boundaries mean in supervision using the talking points below. After a brief introduction, the group will do a short activity to further engage.

Talking points


For more information see section 3.4.1 of the IMS Handbook.


It is good practice to set boundaries for supervision sessions clearly from the beginning, even with more experienced practitioners. If necessary, this can be reviewed throughout the supervisory relationship. Differing cultural norms relating to boundaries between people in the workplace may result in mismatched expectations between supervisors and supervisees if this is not openly discussed.


Key areas for discussions about boundaries

- boundaries identified in organisational guidance or codes of conduct, including policy on dual roles
- legality and ethics
- relationships outside of the workplace
- limits to the scope of supervision
- cultural and gender differences, if relevant
- limits to connection on social media
- keeping to time for sessions
- interpersonal boundaries

4 Practice with boundaries

 **Time**
45 minutes

 **Format**
Role play or demonstration

 **IMS Handbook**
Section 3.4

Option 1

1. After introducing boundaries (see Module 2, Session 3.3.), put participants into pairs.
2. Together, each pair should create a case study of a situation where boundaries were an issue. This can be something that they have seen in their own work, or something completely made up. If it is something that has happened in their workplace, they should ensure that there are no identifying details about the situation (15 minutes).
3. The group should write down the details of their written case study and be prepared to share their case study with another group. The group should not write how the situation was managed or solved, only what the issue was (15 minutes).
4. Combine two groups together to make new groups of four. Explain that one of the pairs first shares their written case study with the other set of pairs, if the training is being conducted remotely the written case studies can be shared with the other group by email or by pasting it in the chat.
5. The two pairs then take 10 minutes to read the case, and think about how they, as a supervisor would manage the situation.
6. Each pair presents to the other how they managed the situation. They can then discuss with the other group if this was similar to or different than what happened in real life and provide feedback on other potential solutions or ideas.
7. Then they switch and the other pair present their case study.
8. At the end of the activity, bring all participants back together. Ask one or two groups to briefly share their experiences.

Option 2

Role play demonstration by facilitators

Role play scenario:

1. The supervisor is conducting an individual supervision session with the supervisee, it is the third time they have met.

During the role-play the supervisee should discuss a client they are seeing who

Continued on next page

suffers from low mood after the loss of their aunty. The supervisee is exploring in supervision their feelings of connectedness to this client which is because they recently lost their uncle and still feel sad about the loss. The supervisor should display basic helping skills and help the supervisee to explore their reactions to this service user. There is a seemingly friendly relationship between supervisor and supervisee but there are some key things that should be role-played as potential boundary digressions (don't warn trainees of this beforehand!):

- The supervisee casually mentions seeing the supervisor at the coffee shop and mentions how nice it was to sit and talk together then
- The supervisor discloses that they too lost their Aunty and tells the supervisee that they 'know how it feels'
- The supervisee abruptly asks to end the session because they just got a message from a service user who would like to see them. The supervisee asks if they can call the supervisor after dinner tonight. The supervisor says 'sure that's outside of my work hours but it would be lovely to speak to you more about this!'

2. After 5 minutes, stop the role-play and invite participants to reflect on the following questions for 10 minutes.

- *How did that supervision session go?*
- *Was there anything that you noticed about boundaries in that session?*
- *What was problematic in that session with respect to boundaries?*
- *What would you do differently?*

3. Do another role-play but this time one facilitator will be the supervisee and the participants will take turns being the supervisor. The participants as the 'supervisor' will need to set appropriate boundaries (while maintaining good rapport!) and respond appropriately to potential boundary digressions as they arise.

The supervisee (the facilitator) will try some of these boundary digressions but will hide them within a normal supervision session consultation (using the same scenario above):

- Tell the supervisor you need a coffee and ask them to come with you so that you can continue your supervision session at the coffee shop (you will buy them a coffee too as an incentive!)

Continued on next page

- Ask the supervisor if they have ever lost someone close to them, if they say that they have then ask them if they felt like you did and mention you would like to hear more about it because it could help you know what's normal. If they say they haven't lost someone, then tell them that they couldn't possibly understand your feelings and ask them how comfortable they feel doing their job when they don't identify with the issues their supervisees are facing.
- Mention to the supervisor that there is a training on grief and loss that you would like to attend and invite them to join you so that you can learn together. If they agree, mention that you can have dinner together too after the training.

4. After 10 minutes, stop the role-play and invite participants to reflect:

- *What went well, what worked, what didn't?*

Emphasise that while this role-play was probably quite dramatic, boundaries are sometimes blurry and digressions are not always so easy to spot. Give the snowball analogy that sometimes small behaviours that seem acceptable, like having the supervisee bring you a coffee in the supervision room, can develop into more problematic situations e.g. beginning to socialise together. Highlight that boundaries can also be context and culturally specific. It is important to be very clear on boundaries beforehand to avoid any confusion.

5. In plenary, brainstorm why boundaries are important and what boundaries are most difficult to maintain in their context and why.

- *What happens when boundaries are breached?*

6. Return to larger group, have each group share one or two things from their list. Facilitator should highlight talking points below.



Talking points

Facilitators should highlight the following if not mentioned:

Why are boundaries important?

- protects self and others
- creates and maintains balance between helping roles and the self →

Continued on next page



Talking points *(continued)*

- supports self-care
- fosters trust


What happens when boundaries are breached?

- there can be significant consequences including internal investigations/reviews etc.


Remote training considerations:

When doing role-plays or demonstrations in front of the larger group, ask participants (except those in role-play) to turn off their cameras and to change their screen view so they can only see those speaking. This helps to create a more realistic and immersive experience.

5 Introducing confidentiality

 **Time**
10 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 3.4.2

Facilitator note:

In some languages, there may not be different words for the terms 'confidentiality' and 'secret'. It is essential therefore that supervisors discuss what confidentiality means in practice, including examples of how, when, and why confidentiality may need to be overridden. Facilitators should be aware of the different ways in which confidentiality is expressed and interpreted.

1. Facilitator should introduce confidentiality within supervision emphasising the points below. Time should allow for any questions to be answered before moving to the next activity.

 **Talking points**

For more information see section 3.4.2 of the IMS Handbook


Confidentiality is key to creating a safe and trusting space for supervision. It is important that supervisees can rely on the supervisor to respect confidentiality so that they feel comfortable in disclosing problems and difficult issues. It is equally important that supervisors and supervisees understand the limits of confidentiality and situations where confidentiality may need to be overridden for legal or safety concerns. These should be clearly outlined to supervisees from the outset. Examples include:


- situations where an individual is at risk of harming themselves or others
- signs of abuse and/or neglect
- other situations of imminent risk


Supervisors should be familiar with the legal requirements in relation to delivering MHPSS and protection interventions in the context where they are operating, as well as in relation to internal organisational guidance and policy.


6

Confidentiality in your context

 **Time**
20 minutes

 **Format**
Small groups
and plenary

 **IMS Handbook**
Section 3.4.2

 **Supplies**
- Flipchart
- Pens

1. Break participants into two groups and ask them to discuss what confidentiality means within their organisation, and ultimately create a definition of confidentiality. Encourage participants to not get too caught up in the perfect definition, and pretend that they were explaining it to someone who knows nothing about the term.

2. Once groups have developed their definition of confidentiality ask them to make a list of the most important things to consider with confidentiality as it relates to them and their supervisees.

3. Ask them to nominate one member of the group who will present the list to the larger group.

4. Facilitator should emphasise the talking points provided below:

Talking points

Legality and ethics are also important for the supervisor to emphasise during supervision. Supervisors should be aware of the various ethical or legal codes governing the practice and delivery of supervision in the context where they are working. Key areas for consideration in relation to ethics include:

- the principle of 'do no harm'
- dual relationships
- limits to confidentiality
- harm to self and others
- duty to warn

If supervisors become aware that something unethical or illegal is happening, they must report it through the appropriate channels. These mandatory reporting responsibilities should be clearly communicated when supervision is first set up and should be reviewed in relation to practice during sessions. →

Continued on next page



Talking points *(continued)*

Consider:

- Professional bodies
- Mental Health and Psychosocial Support Minimum Services Package¹
- The Sphere guidelines present² the general standards for practice in humanitarian work. Although they do not provide specific guidance on supervision practice, they do contain general guidance on areas, including confidentiality issues, which also apply to the practice of supervision.
- The IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings³ are also central to the implementation of minimum MHPSS responses in emergencies.
- Child safeguarding principles and other protection protocols


1 <https://mhpssmsp.org/en>


2 <https://spherestandards.org/humanitarian-standards/>

3 <https://interagencystandingcommittee.org/iasc-task-force-mental-health-and-psychosocial-support-emergency-settings/iasc-guidelines-mental-health-and-psychosocial-support-emergency-settings-2007>

7

Dual roles and dual relationships

 **Time**
15 minutes

 **Format**
Small groups
and plenary

 **IMS Handbook**
Section 2.3

Facilitator note:

This topic will likely bring up a fair amount of discussion as it is common practice for individuals to have dual roles and relationships. Space should be given to consider how to best navigate these boundaries. Use the background information text box to support you in answering questions and responding to any concerns raised. Please see the background information below.

 **Background information**

For more information see Section 2.3 of the IMS Handbook.

Having dual roles: When the same person is both supervisor and line manager, this can create certain difficulties for MHPSS providers. Research on supervision in MHPSS suggests that supportive supervision should take place separately to line management. Where possible, a MHPSS provider should not have the same person as their supervisor and line manager. Supervisees may feel under pressure to present themselves in a positive light and meet managers' performance-related expectations. As a result, supervisees may be less inclined to share difficulties and discuss mistakes. Combining supervision and line management also increases the risk that supervision is used by supervisors to discuss managerial and human resource issues (e.g. meeting targets, deadlines or contractual agreements).

An obvious solution to this problem is that organisations invest in human resources such that supervisors are able to maintain specific roles and functions separate from managerial ones. However, the reality is that there may be insufficient funding to do so, particularly if supervision is being introduced into an organisation's workflow for the first time. There are various ways of appointing supervisors to keep their role distinct from the managerial role. Organisations may, for example, seek to recruit different individuals from within the organisation. Alternatively, external personnel can be appointed for face-to-face or remote supervision. Organisations operating in the same areas can arrange to establish inter-agency systems, where agencies or organisations exchange staff to carry out the supervisory function.

If supportive supervision is provided externally, it is important that line managers should still remain available to provide additional support to supervisees where needed.

Continued on next page

1. Explain that dual roles and relationships can happen in a number of ways, and they are quite common in humanitarian and emergency settings:

- When you are both the supervisor and the line manager of your supervisee
- When you work closely with members of your community and know or are familiar with your supervisor / a supervisee
- When you work in rural settings or in contexts with limited resources as dual relationships may be more difficult to avoid

2. Move participants into small groups.

3. Ask participants to reflect on the following for 10 minutes:

- *How might dual roles factor into your work?*
- *When this happens, what are some of the ways we can navigate?*

Facilitator may wish to have these questions on flipchart or slide.

4. In plenary highlight the talking points below:




Talking points

Tips for supervisors who are also line managers.


- Discuss the dual role from the beginning of contact with your supervisee and give space for concerns.
- Agree on clear boundaries within the supervision session of what will and will not be covered.
- Be mindful of power dynamics.
- If administrative tasks do come up in the session, make time at the end of the session to schedule a follow-up meeting.
- Wherever possible, try to hold separate meetings for the supportive and administrative functions.

8

Key considerations for confidentiality and dual roles

 **Time**
15 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 3.4 and 2.3

1. In plenary, facilitator should summarise information on key considerations for confidentiality and dual roles using the talking points below. After each point, they should allow time for discussion and Q&A.

Talking points

Navigating dual roles and relationships

Dual roles and relationships can be unavoidable in the contexts that we are working in. It is important that supervisors are mindful of the dual roles and relationships in their own role as well as the roles that their supervisees have. Refer to 2.3 of the IMS Handbook for more info. Taking the time to reflect on the dual roles you might hold and ways to navigate is important.

Confidentiality and supervision space

Supervisors should aim to secure a quiet, private space where supervision can take place free from interruptions. We often work in contexts and situations where this is not always possible. Ask participants to reflect on where they currently have supervision sessions or where they could be held if not started. Is the area private?

Facilitator note:

If supervisors are in contexts with limited space and privacy, break into small groups and discuss current conditions and brainstorm potential solutions.

Note: If an interpreter is needed because the supervisor and supervisee do not speak the same language, this presents additional confidentiality considerations. It is important that the interpreter is well trained and is aware of the importance of confidentiality. They should ideally be someone who does not have a personal relationship with the supervisor or supervisee (see Section 1.10 of the IMS Handbook for detailed guidance on working with interpreters). →

Continued on next page



Talking points (continued)

Facilitator note:


If program includes working with interpreters, see Section 1.10 of the IMS Handbook and include a session on working with interpreters into the IMS training curriculum (forthcoming).

Supervision in group settings


Group and peer supervision are often a part of our supervision structures. It is important to know that when there is more than one supervisee involved, confidentiality cannot be guaranteed. It is essential to make this clear to supervisees in group arrangements. This enables supervisees to make an informed decision about what they do and do not disclose about themselves and the services users they are supporting. Explaining safeguarding measures for service user privacy include concealing service users' identities by not using their real names and information that might be identifiable to others within the group (i.e. specific locations, job descriptions, etc.). Trust and mutual respect between supervisees in a group setting is foundational for this approach to work.

Remote supervision may also bring additional risks in relation to confidentiality. It is particularly important that names and identifying information of service users are never disclosed during remote sessions. While many platforms aim to maintain security and protect data, this cannot be guaranteed. Supervisors and supervisees should therefore make every effort to protect potentially identifiable personal information.

9 The Supervision agreement

 **Time**
15 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 1.9
Appendix A

1. Use the talking points below to talk about the importance of using a supervision agreement to ensure that organisations, supervisors, and supervisees have clear expectations and understanding that supervision is a shared responsibility.

Talking points

- A supervision agreement can support in ensuring clear expectations and boundaries around supervision.
- It is recommended to have a supervision agreement in place prior to beginning with supervisees. If supervision has already started within organisations without such an agreement, it should be introduced as soon as possible.
- Organisations (leadership and management), supervisors and supervisees should all be engaged with the supervision agreement. This means that organisations should also understand their duties in relation to supervision - for example, ensuring staff and volunteers have time within their existing workloads to prioritise and meaningfully participate in supervision, to have either the technology available or physical space available to conduct sessions.

2. Ask participants the following questions, highlighting the talking points below:

- *Has anyone in the group ever used a supervision agreement before?*
- *Can you think of certain things that should be a part of a supervision agreement?*

Continued on next page


 **Talking points** *(continued)*


Facilitator can highlight details below if not mentioned:


- Frequency, location, duration, and boundaries of supervision.
- Personal goals and expectations of supervision agreed between the supervisor and supervisee. This conversation can happen separately and should be regularly revisited.
- The agreement should also indicate the mechanisms within the organisation for concerns to be raised, including how line managers are involved in the process.
- It should also be clear who supervises should talk to (e.g. line manager, branch manager, or human resources) if they are having problems within supervision or with their supervisor.


10

Supervision agreement for your context

 **Time**
30 minutes

 **Format**
Small groups
and plenary

 **IMS Handbook**
Section 1.9
Appendix A

 **Supplies**
- Appendix A
handout


Facilitator note:

Share a word format of the supervision agreement template with participants (see appendix A in IMS Handbook) or print the agreement and hand it out to participants. The facilitator should provide a word version of the agreement that is editable for their future use. It should also be noted that a fillable version of the template is available online.

1. In small groups, give participants 20 minutes to discuss the supervision agreement, and to contextualise it to fit their environment.

2. After 20 minutes in small groups, return to plenary and invite participants to share back and ask questions.

11 Closing session 3

 **Time**
10 minutes

 **Format**
Plenary

1. Do a round to hear what the key takeaways participants have from this session. This can support the facilitator to ensure key messages were communicated and if there are areas that may need to be reinforced.

- *In one sentence, please tell us what the most important thing you took away from the session on expectations.*

2. After each participant has shared, facilitator should summarise key learnings and emphasise any key points that may not have been mentioned.

3. Allow time for Q&A

Session 4

The foundation for good supervision: self-care and wellbeing

Suggested time

2 hours 45 minutes


Goal of session

To demonstrate the need, and identify support and strategies for supervisors to prioritise their own self-care and well-being

Corresponding section of IMS Handbook

Section 3.2

1 Introducing the importance of feeling well

 **Time**
15 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 3.2

Facilitator note:

This topic can be sensitive, so it is important not to pressure anyone to open up. At the same time, participants might greatly appreciate the opportunity to share some of their stressors, so facilitators should be mindful to contain if things are going too deep in a way that the participants still feel heard. The facilitator can also share what some of their common stressors have been when working in humanitarian contexts to get the conversation started, if appropriate.

Continued on next page

 **Talking points**

Section 3.2 of the IMS Handbook contains more detailed information.

- You as supervisors are the most important resource for effective supervision.
- Good supervision requires the supervisor to be emotionally present and in tune with their supervisees, even in the challenging conditions of emergency contexts.
- Working in humanitarian contexts can be rewarding, but also very challenging.
- Some of the positive aspects of doing this type of work include feeling a sense of compassion satisfaction (feeling good about our ability to help others), vicarious resilience (our sense of enhanced faith in the human spirit that we can gain from observing the resilience of others) and post-traumatic growth (making meaning of our experiences of trauma and adversity).
- First or second-hand trauma and adversity during our lives and work, along with demanding workloads, stress and burnout all pose a challenge to being effective supervisors.
- Supervisor self-care and resilience is crucial to becoming an effective supervisor.


1. Ask participants if they would like to share some of the common stressors that they see in their work. Invite participants to share verbally or if conducting remotely, in the chat box.


 **Sample script**

Common stressors may include unstable contexts, safety and security concerns, long hours, and separation from social support networks. Humanitarian workers are also likely to be exposed to potentially traumatic events. This exposure can be primary (directly experiencing the trauma) or secondary (hearing or reading about the event happening to someone else). It is important to note that having reactions to difficult situations is natural!


2. As participants share their observations, validate their sharing and note any commonalities among participants feedback.


2 How stress impacts us

 **Time**
25 minutes

 **Format**
Drawing activity,
plenary

 **IMS Handbook**
Section 3.2

 **Workbook**
Module 2
Activity E

 **Supplies**
- Paper
- Markers
- Pens
- Crayons

Facilitator note:

The facilitator should acknowledge that this activity might leave some participants feeling discomfort. This might be a nice opportunity to invite participants to take a small break to reorient themselves with their surroundings e.g. make a cup of tea, stretch or do an energiser.

1. Ask participants to take out a piece of paper and markers or crayons. If the training is being conducted remotely, they may turn their camera off while drawing if it helps them to feel more comfortable.

2. Ask participants to start thinking of a time when they were feeling unwell at work (e.g. overwhelmed, stressed), and they did not know who to turn to for support. Then ask them to draw a picture or a representation of themselves such as a creature, vase, or tree. Invite participants to draw what that felt like (it could be in their body or in the environment around them in the picture).

(10 minutes for reflection and drawing)

3. After 10 minutes, ask participants to turn their paper over. Invite them to think of a time when they were feeling well in the workplace, and when they had difficulties, they knew who to turn to for support. Ask participants to draw what that felt like in the body/and or in the environment around them

(10 minutes for reflection and drawing)

4. After completing the activity, bring participants together as a group and invite volunteers to share their drawings and reflections. Facilitator should highlight that not everyone who is struggling will experience things the same way.

3

The impact of adversity, workplace stress and traumatic experiences

Time

15 minutes

Format

Small groups
or plenary

IMS Handbook

Section 3.2

1. Facilitator to display flipchart or slide with the following questions:

- During the times when you felt you did not have someone to turn to for support, how did that impact your work?
- How did that impact your ability to support others?

2. Invite participants to reflect on the questions in pairs for 5 minutes.

3. After 5 minutes return to the larger group and invite participants to share back.

4. Then provide psychoeducation on the impact of adversity, workplace stress, and traumatic experiences using the talking points and background information below.



Talking points

Explain each concept. Note conceptual overlap between some of the terms. Highlight that burnout, compassion fatigue and vicarious trauma all can develop into mental health problems if not managed. Note that expressions might differ depending on the context and culture.

What is adversity?

- Humanitarian contexts are often characterised by difficult circumstances and stressful events.
- Such events can lead to a range of different emotions like fear, grief, sadness and even feeling numb.
- For many people these feelings and reactions go away over time but for others they can persist and start interfering with their life and work.
- MHPSS staff may themselves be affected by humanitarian emergencies and are also frequently exposed to persons in distress, this leads them to increased risk of burnout, compassion fatigue and trauma. →

 **Talking points** *(continued)***What is burnout?**

- High levels of persistent physical, emotional and mental exhaustion
- Leads to negative attitudes/cynicism towards work

What is compassion fatigue?

- Described as 'the cost of caring'
- Reduced interest and ability to take on the suffering of others
- A common psychological response to dealing with trauma

What is vicarious trauma?

- A range of psychological responses including compassion fatigue and secondary traumatic stress
- Results from a workload that is emotionally difficult to manage

Compassion fatigue, vicarious trauma and burnout affect wellbeing across physical, psychological, behavioural, spiritual, cognitive and relational domains. Also affect the health of organisations and their capacity to provide sustainable and effective supports to the affected communities they work with. Specific organisational impacts include:

- high rates of staff turnover
- decreased productivity and motivation
- poorer continuity and quality of work →

Continued on next page



Talking points *(continued)*

Affected individuals may avoid certain tasks, withdraw interpersonally, be less productive or might be regularly absent from work.

Key organisational risk factors for negative outcomes following exposure to trauma and adversity

- Involvement in tasks outside of usual remit or competence, as well as general **role ambiguity**.
- Poor relationships with managers and **dissatisfaction with supervision**.
- No access to care or support.

Key organisational protective factors following exposure to trauma and adversity

- Perceived organisational support.
- A sense of professional **knowledge, competence and confidence**.
- Training and preparedness.

Additionally, factors such as gender, prior trauma history, pre-existing mental health conditions, can also influence outcomes. Along with peri-traumatic factors e.g. proximity to the event, harm to self or others. The individual's own social support and coping strategies will also influence their wellbeing.

Continued on next page

Background information

Psychological trauma = a response to highly stressful, frightening and/or disturbing event(s)

Some potential consequences of trauma exposure (primary or secondary):


- Compassion fatigue
- Burnout
- Vicarious trauma
- Mild to moderate distress (symptoms e.g. low mood, not reaching the threshold for a diagnosis)
- Post-traumatic stress disorder (PTSD), anxiety, depression (and other common mental health conditions)

Post-traumatic stress disorder (PTSD)

- Results from exposure (direct or indirect) to a significant stressor (such as death, threatened death, sexual violence, serious injury)
- Re-experiencing (e.g. intrusive memories, nightmares, dissociation)
- Hyperarousal (e.g. exaggerated startle response, sleep difficulties, difficult concentrating)
- Avoidance (avoidance of experiences – internal and external)
- Altered mood and memory (e.g. negative beliefs about the world; inability to remember key aspects of the trauma, difficulty feeling positive emotions)
- Functional impairment (impact on work, social relations etc.)
- Symptoms must persist for more than one month following the trauma


4


Coping strategies and building resilience

 **Time**
20 minutes

 **Format**
Plenary

 **Slide**

 **IMS Handbook**
Section 3.2

 **Supplies**

- Flipchart with reflection question
- Flipchart with self-care and resilience key terms
- Pens

Facilitator note:

It is important to shift the focus away from too much personal responsibility and explain that while self-care is important - it's often not enough to manage the emotional demands of a very difficult role. To do the latter, space is needed to reflect and deliberately process our work-related experiences. This can be facilitated through supervision and other supports.

1. In plenary, ask the group to reflect and discuss the following. Facilitators may wish to have questions on flipchart or slide:

- *When we think about stressors, it is helpful to also think about coping strategies. What are some examples of helpful coping strategies? And what about unhelpful coping strategies? Are there any common unhelpful coping strategies that you see in the humanitarian field and within your context? (e.g. alcohol and substance use rates among humanitarians are quite high).*

2. Introduce self-care and resilience using the talking points below. Facilitators may wish to have flipchart or slide with the key terms listed:

 **Talking points**
What is self-care?

Reiterate some core positive coping strategies shared during the discussion. Then introduce categories below:

- physical self-care (e.g. healthy eating, exercise, going to medical appointments).
- emotional and psychological self-care (e.g. engaging in hobbies or other enjoyable activities, relaxation techniques, reflecting on wellbeing).
- spiritual self-care (e.g. engaging with a spiritual community, meditation, prayer).
- social self-care (e.g. nurturing relationships, meaningful community engagement).
- professional self-care (taking breaks, seeking support from colleagues. →)

 **Talking points** *(continued)***What is resilience?**

- A person's ability to cope with challenges and difficulties and to recover quickly. Fostered by deliberate and reflective addressing of emotional responses.
- Can be described as the ability to 'bounce back'.
- Can be facilitated by supervision, training, staff supports, informal support networks
- Having awareness of our emotional reactions is associated with lower levels of stress and burnout

Some activities that can help build resilience:

- Reflecting on emotional triggers and responses
- 'Grounding' techniques during stressful times to self-soothe e.g. deep breathing, focusing on physical sensations in the current space and time
- Participating in peer support networks, supervision or other staff supports
- Open conversations with colleagues about the impact of the work

Important to note:

- Some commonly recommended self-care activities are essentially 'distraction' techniques (e.g. reading, watching TV), they can be useful in the short-term
- However, management of exposure to continued adversity requires more deliberate targeting of emotional responses (i.e. directly addressing our emotional responses and engaging in deliberate reflection and processing of difficult experiences)
- Good self-care strategies can contribute to enhanced resilience
- Organisations should not rely on the self-care and resilience of its staff as this places an over-emphasis on individual responsibility

Please see IFRC Reference Centre for Psychosocial Support's Wellbeing Guide for additional tools and guidance to strengthen inner resilience.

LINK: <https://pscentre.org/?resource=the-well-being-guide&selected=single-resource>

Continued on next page

Facilitator note:

Emphasise that while self-care and resilience are important concepts that we can try and develop in our own personal lives, there are supportive actions organisations can take to support staff resilience. After participants have made a list for this activity, ask how they would like to use the feedback. They may wish to share directly with leadership and management in Module 4, or for the facilitators to do so, or they may wish to keep the list for themselves. There should be no pressure to share with leadership and management.

3. Ask participants to take a moment to reflect on the following:

- *What do you think is important for you to feel supported in your workplace? Are there things that would be helpful to share with the leadership and management of your organisation?*


4. After several minutes, ask for volunteers to share some of their ideas and ask permission (and for a volunteer) to scribe some of the contributions (anonymised of course!). Tell the participants you all can continue to add to the list as the training continues. If training in-person the list can be compiled on a flipchart that is accessible to training participants throughout the duration of the training. If the training is being conducted remotely, a copy of the list can be placed in a shared folder, so participants can add to it anytime throughout the training.


5. Participants can then share the list with leadership and management during Module 4 if they choose. Highlight that sharing such a list can support organisations to make real and lasting changes that will support the wellbeing of their staff.

 **Key message**


While self-care is important, it alone is not sufficient to ensure wellbeing. Organisations have a considerable responsibility to volunteers and staff to ensure they are supported in their role.

5 Support within your organisation

 **Time**
20 minutes

 **Format**
Small groups/pairs
and plenary

 **IMS Handbook**
Section 3.2

 **Supplies**
- Flipchart or slides
with questions
- List from Coping
strategies and
resilience activity

Facilitator note


In this activity, it is important to remember that it may not be comfortable or appropriate to discuss challenges in the workplace, or to want to raise issues with management. This activity should be adapted to fit context. Remind participants that the facilitator will not share anything and that it is up to the participants to decide how they would like to share (e.g. in final module when all are together, or independent to the training).


1. Place participants into pairs. Ask participants to reflect on how they access supports within their organisations. Facilitators may wish to have questions displayed on flipchart or slide (10 minutes)

- Are there barriers to accessing supports?
- Are there things they might want to discuss with their manager?
- Are there resources that might be available that they are not currently using?

2. Bring participants back to the plenary and invite them to share their reflections. Ask participants if they would like to add their contributions to the compiled list started in the previous activity (Coping strategies and building resilience) to potentially share with leadership and management.


6 Accessing support

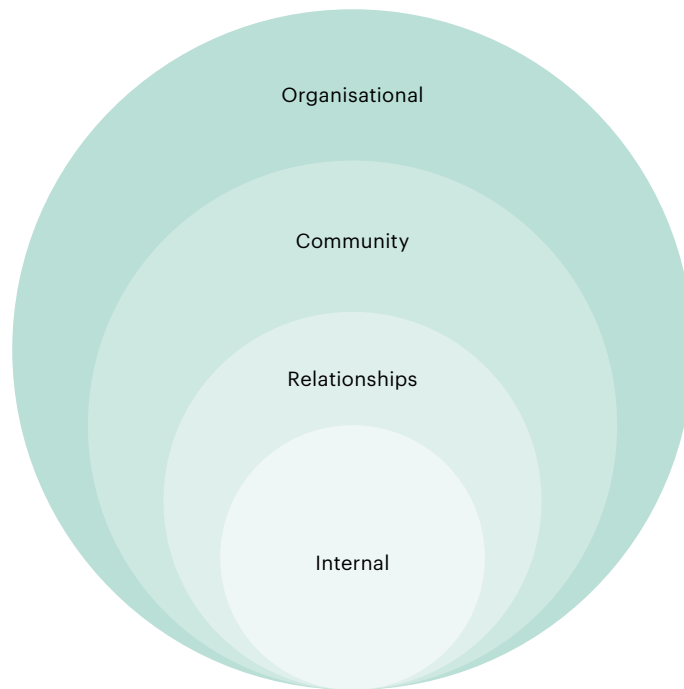
 **Time**
30 minutes

 **Format**
Individual reflection,
small groups and
plenary

 **Slide**

 **IMS Handbook**
Section 3.2


 **Workbook**
Module 2
Activity F




1. Encourage participants to reflect on the types of supports they have in their life. They are welcome to write these supports down or draw them if they wish on the template provided in their participant workbook(10 minutes).
2. Divide participants into small groups to discuss their ideas around support (10 minutes). Ask them to discuss together what other supports could be helpful that they haven't noted down.
3. Return to plenary and share some general thoughts on support options that are important at the internal, relationships, community and organisational levels (see diagram above).

7

The importance of support in the workplace

 **Time**
5 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 3.2

1. Provide an overview of the importance of support, highlighting the key talking points:

Talking points

MHPSS work is demanding in time, energy and emotions. Achieving a good workload balance and accessing needed support is not always easy, particularly in humanitarian and emergency settings.


If a supervisor feels the demands of their role are too much they should:

- Raise this with their manager.
- Negotiate sufficient time for their supervisory role (e.g. reduced caseloads and time to provide supervision).
- Access supervision and supportive services to protect their well-being (ideally organisations are providing this).


While self-care is an individual responsibility there are many other factors that impact wellbeing in the workplace, like structural issues and access to professional development.

Small steps can go a long way in helping us to feel more balanced and well. It is important to regularly evaluate what supports are in your environment, and what you might be able to access in the future.

8 Professional development and wellbeing

 **Time**
5 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 3.2

1. Provide an overview of professional and development and wellbeing, highlighting the following talking points:

Talking points

Ongoing professional development for all individuals involved with MHPSS programming across the organisation fosters a sense of team bonding and resilience. Once supervisors' needs for support in their own roles are met, they are better equipped to provide high-quality support to others.

Many of the basic skills required to be an effective MHPSS provider are the same needed to be an effective supervisor. These include:

- basic helping skills
- personal development
- self-care and well-being
- self-awareness
- interpersonal beliefs, attitudes and skills
- reflective skills
- willingness to learn and develop (continuous professional development)

It is important to think about ways to access professional development that don't rely on organisations or funding. Share some examples of what this might be. Sharing can be done verbally if in-person (or through post-its on a flipchart. If training remotely, thoughts can be shared via the chat box. →



Talking points (continued)

Examples

- read journal articles, blogs, forums
- join Communities of Practice (formal and informal)
- go to the IFRC Reference Centre for Psychosocial Support website and familiarise with tools and resources
- reach out to colleague or professional from another organisation, ask for informational interview
- connect with peers to exchange learnings
- attend free online courses/ webinars/ seminars

9

Stop, start, keep, explore

Time

20 minutes

Format

Individual reflection,
optional plenary

IMS Handbook

Section 3.2

Workbook

Module 2
Activity G

Facilitator note:

Highlight that the next activity draws together all the topics just explored on self-care, resilience and coping strategies. Remind participants to be realistic – not to list 50 new things they plan to start doing. Encourage them to focus on what is achievable and to consider perhaps smaller steps they might need to do first to explore options. Let participants know the list is just for them and that they will not be asked to share unless they feel comfortable to do so.

1. In individual reflection encourage participants to consider some of the ways they cope with stress and build resilience in their lives. Give them the following instructions:

- *Please take 15 minutes to reflect on your own coping strategies - explore things you would like to stop, maybe an unhelpful coping strategy or something that doesn't work for you anymore, consider things you would like to start to do, maybe these are self-care or resilience building practices you already have in your life, things you would like to keep doing, and things you would like to explore.*

Continued on next page

2. Refer participants to the ‘Stop, Start, Keep, Explore, table and ask them to fill it out with their reflections in their participant workbooks. They are also welcome to create their own template and if they choose.

Stop

What are some things at work or in your personal life you think might be beneficial to stop?

Start

What are some things at work or in your personal life you would like to begin to do?

Keep

What are some things you are currently doing that you would like to keep doing?

Explore

What are some ideas you have about activities, habits, connections etc. that you would like to explore to maybe start incorporating into your life?

3. Ask if anyone would like to share anything about their experience of doing the activity, or anything they would like to stop or start doing.

4. Refer participants to the case study in section 3.8 in the IMS Handbook. It may be helpful to have participants read case study after completing the activity to see how it can be used in a supervision session.

10

Closing session 4

Time
10 minutes

Format
Plenary

1. An energiser activity is recommended to close out the session.
2. Summarise the importance of self-care and inner resilience. Invite questions and answers.
3. Invite questions and feedback on session.

Session 5

The supervision alliance

Suggested time

3 hours


Goal of session


Introduce the importance of the supervision alliance and explore key ways to build trust and alliance in supervision settings


Corresponding section of IMS Handbook


Section 3.3

1 What is a supervisory alliance?

 **Time**
30 minutes

 **Format**
Individual reflection,
plenary

 **IMS Handbook**
Section 3.3

 **Workbook**
Module 2
Activity H

1. Open session by telling participants that you will be talking about the relationship between the supervisor and supervisee(s), and that this is known as a 'supervisory alliance'.
2. Allocate 10 minutes for participants to reflect on the following questions in their participant workbooks:
 - *What is a supervisory alliance? What do you think is important to build this alliance?*
 - *If you have had a strong alliance before, what did that feel like? How did it impact your work?*
 - *If you were to receive supervision, what would prevent you from speaking to your supervisor? Are there any topics or issues you might be hesitant to raise and why?*

Continued on next page

3. Bring participants back together as a larger group. Facilitator should invite the group to share their reflections, focusing in on the definition, and what factors influence the supervision relationship. Highlight any of the below if not brought up by participants:

Talking points

See Section 3.3 of the IMS Handbook for more information.

A strong supervisory alliance is key to the overall effectiveness of the process of supervision.

- This relationship should be a collaborative one and aimed at building mutual trust. With a good supervisory alliance, the supervisee should feel comfortable to discuss difficult issues, ask questions and give and receive feedback.
- Good communication and interpersonal connections are fundamental to a good supervisory alliance.
 - demonstrate that you are listening to and considering supervisees' views and opinions.
 - practise an open style of communication during supervision ultimately builds confidence and empowers supervisees.
- The supervision process should be as non-hierarchical as possible, which can sometimes be challenging.
 - supervisors should not view themselves as 'above' the supervisee.
 - requires the supervisor to switch between the roles of expert and learner. Supervisors should be open to learning from supervisees' experience and knowledge. They should value these learning opportunities, rather than imposing their own opinions and instructions.
 - Remember the apprenticeship model - we are all constantly learning! →

Continued on next page



Talking points *(continued)*


- **Dual Roles:** The supervisor should take care to make clear to the supervisee that the supervision process is separate to the managerial one. Holding separate managerial and supervisory meetings is a useful way to help prevent the two roles from becoming blurred.
- A healthy supervisory alliance can also be encouraged by the supervisor checking in regularly with the supervisee about how things are going within supervision sessions. Creating the agenda together, agreeing goals, and planning joint activities can also promote a sense of ownership of the supervisory process and further strengthen the supervisory alliance.





Key message

Pairing a supervisor with a supervisee: It is important to consider what is appropriate in your context when pairing a supervisor with a supervisee. In some contexts, for example, mixing genders may not be appropriate. However, it should not automatically be assumed that same-gender pairs or groups are preferable in all circumstances. If resources allow, it is encouraged for supervisees and potential supervisors to meet prior to beginning supervision to make sure they are compatible with one another.

2 Using basic helping skills in supervision

 **Time**
60 minutes

 **Format**
Plenary and
small groups

 **Workbook**
Module 2,
Activity 1

Facilitator note:

Emphasise that basic helping skills can go a long way in building rapport and strengthening relationships and to support your supervisee in becoming their own experts. Highlight to participants that while it might be first instinct to rush in and try to solve someone's problem when they ask for support, what is really most important is for people to learn how to support themselves. This is a key part of supervision. Practising active listening can help supervisees to feel listened to and to encourage them to engage in reflection on what action they can take to support themselves.

1. Use the talking points below to summarise the key elements:



Talking points

Practising **active listening** and using open boy language are essential throughout supervision sessions. This includes:

- using a calm tone of voice
- listening without interrupting
- reflecting back what the supervisee has said to ensure understanding
- maintaining eye contact throughout, where culturally appropriate
- using body language (such as nodding head to indicate agreement) to ensure the supervisee feels listened to
- being non-judgemental

Where appropriate, humour and demonstrating authenticity can also build rapport in the supervision session.

2. Tell participants they will now have the opportunity to practise basic helping skills together. In particular, they will practice summarising and paraphrasing, open vs close ended questions, practicing non-judgement, reflecting back and bouncing back questions.

Continued on next page

3. In pairs, participants will have 30 minutes to do an activity using the following scenario, which can also be found in the participant workbook:

- *The supervisee has a client who recently lost their job and is looking for work. The supervisee wants to recommend a job for the service user that recently opened in their organisation but is concerned that this might lead to a dual relationship. The supervisee is discussing this dilemma with the supervisor.*

4. Each pair will take time to practice using each of the following skills:

- Summarising and paraphrasing
- Open vs. close end
- Practicing non-judgement
- Reflecting back
- Bouncing back questions

They will take turns being the MHPSS practitioner (supervisee) and client.

5. Participants will have 3 minutes to demonstrate each skill. The person that they are helping will then guess the skill that they are demonstrating. 2 minutes can be given for reflection before switching. The facilitator should give notification each time there is a change.

6. After 30 minutes, return back to plenary, and discuss why it is important to use basic helping skills. Ask participants the following:

- *How did the conversation change when basic helping skills were used?*
- *What other skills might be helpful to build a relationship and help the supervisee to become their own expert?*

7. Facilitators can provide an example of a bounce back question in quick role play. For example, if a supervisee asks 'what should I do in this situation?', you could bounce the question back by saying, 'I'm interested to hear what you would tell a friend who was in this situation?'. "How have you managed in similar situations?"

8. Close by emphasising talking points on next page:

Continued on next page



Talking points

- Emphasise that bounce back questions can be key to help the supervisee become their own expert.
- Bounce back questions allow supervisees to use their own knowledge and skills to, for example, solve a problem.
- Bounce back questions are key to be used by supervisors, but also very important for supervisees.

Remote training considerations:

Time notifications can be given for the activity by using the broadcast message feature available on platforms such as Zoom. Alternatively, the coordination group might be used.

Where possible, those who can't use camera should be paired with others who also cannot and vice versa.

3

Supervision alliance demonstration using a fishbowl approach

Time

30 minutes

Format

Roleplay demonstration, plenary

IMS Handbook

Section 3.3

Facilitator note:

This session can be done by facilitators, or by using volunteers from the participant group. If using volunteers, they should be prepared in advance to do the activity.

1. Tell participants you will now demonstrate two scenarios. Ask participants to take note of things they thought worked well, and didn't work well in each of the demonstrations.

2. Demonstrate scenario A:

A. *Supervisee tells supervisor that they have a problem during their supervision session. While trying to talk about the problem, the supervisor tells the*

Continued on next page

supervisee that they are very busy, they don't really have time to talk- supervisor should demonstrate lack of empathy and few basic helping skills

After the role-play quickly debrief (5 minutes maximum) with the observers by asking the following:

- *What did you notice about the supervision relationship in that role-play?*
- *What barriers were there to having a good relationship between supervisor and supervisee?*
- *Do you have any suggestions for what the supervisor and/or supervisee could do differently next time?*

3. Ask participants if they have any tips for the supervisor to help build rapport with the supervisee.

4. Do the demonstration using the following scenario:

B. Supervisee says they have a problem. Supervisor is welcoming and supportive. They demonstrate basic helping skills while the supervisee discusses problem. Supervisor should make special effort to use the skills that participants suggested in previous feedback.

5. After completing the second demonstration, ask participants to take 5 minutes to reflect on the following:

- *What did you notice about the supervision relationship in the second role play?*
- *What did you notice in that role play that helped the supervisor to build rapport?*

Optional: Participants can then practice in pairs the scenario where supervisee comes to supervisor with a problem. Supervisor is welcoming and supportive. They demonstrate basic helping skills while supervisee discusses problem.

Remote training considerations:

Instruct participants to turn cameras off so that they can only see those who are participating in the role play on their screen, or to change to speaker view.

4

Key ingredients for the supervision alliance

🕒 Time

30 minutes

👥 Format

Individual or group reflection

📖 IMS Handbook

Section 3.3

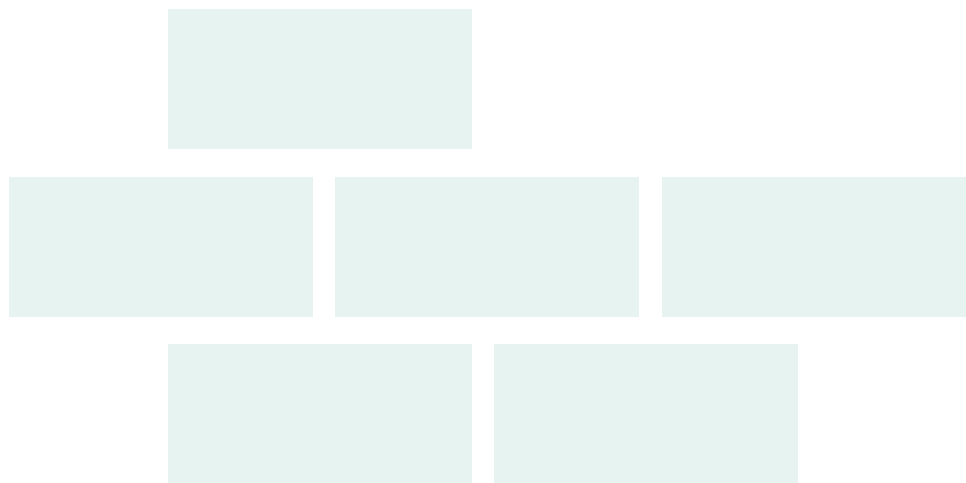
📄 Workbook

Module 2
Activity J

📋 Supplies

- Prepared slide or flipchart
- Paper
- Pens
- LEGO blocks (optional)

Facilitator note: This session can be done in different ways. Participants can fill out the blocks within their participant workbooks (ideal for remote), but can write one quality on a piece of paper and make a pathway with their papers, or even use lego blocks with one quality per block written.



1. Break participants into small groups and read the following sample script to introduce the activity:

📄 Sample script

Building a strong alliance with supervisees is a foundational step (once logistics are in place) to having meaningful supervision. Using basic helping skills and being mindful of how we engage with our supervisees can go a long way in helping to build rapport and trust. This training will focus on key qualities and strategies that can be used to support you to build a strong alliance. We will also discuss the supervision journey, and what the relationship between you and supervisees might look like over time. Key to any strong alliance is having clear expectations, boundaries, and clarity around confidentiality.

In this activity, we will look at the specific qualities that are important for building a supervisory alliance.

Refer to prepared slide or flipchart that says:


- What skills are important to support the development of the supervisory alliance?


Continued on next page


2. Give instructions for option chosen. Allow 15 minutes for groups to complete the activity.

3. After 15 minutes, do a walkthrough of participants work, if in person, or allow reflections if activity is done in participant workbook.

5 Building an alliance remotely

 **Time**
20 minutes

 **Format**
Small groups
and plenary

 **IMS Handbook**
Section 1.7.2, 3.3

Facilitator note:

If training is done in person, but supervision sessions may be delivered remotely, it is advised to have participants do this activity on their computers so they can practice remotely. Facilitators should emphasise that during the role play activity, the supervisee is a bit reluctant to open up, but not needlessly difficult. They should also use some of the challenges that are commonly faced during remote sessions, such as internet problems, not being able to keep the camera on etc. The situation should not be impossible though, so remind participants to not be too dramatic.

1. Break supervisees into groups of 3. Each group should get their laptops if they have them and move around the training space so they are separated from each other. Each group should have one supervisor, one supervisee, and one observer. Mention to participants that the role of the observer might also help to give them a feel for 'live supervision'.

2. Groups should take turns with each role. The observer should turn camera and microphone off and take notes for feedback to each participant.

3. In 5 minutes, the supervisor and supervisee should try to establish and build rapport, remembering that the supervisee is a bit reluctant.

4. After 5 minutes, ask the observer to briefly reflect (2 minutes) on what went well and what could have been done differently.

5. When the group returns, ask the following:


- *What skills did you use to build alliance over the screen? How did you find the experience?*

Continued on next page

6. Close activity by emphasising body language, tone of voice, and use of basic helping skills such as active listening, practicing non-judgement, and validation/empathy, along with appropriate use of humour, and sharing joint activities of interest to build rapport.

Facilitator should highlight good practices and remind the group that they will continue to practice these skills throughout the training.

6 Closing session 5

 **Time**
10 minutes

Summarise key learnings, Q&A, feedback

 **Format**
Plenary

Session 6

Different types of supervision

Suggested time

3 hours

Goal of session

To inform about group, individual, peer and live supervision and the potential to deliver face to face or remotely

Corresponding section of IMS Handbook

Preparing to become a supervisor, Section 1.6

1

Introducing different types of supervision



Time

5 minutes



Format

Plenary



Slide



IMS Handbook

Introduction,
Section 1.6

1. Facilitator to introduce the session by outlining the following information:

Supervision within MHPSS can be delivered in several different ways and either in person or remotely.

The different modalities all have their own unique benefits and limitations. It is helpful for supervisors to be familiar with the different types so that they can work with their supervisees and organisations to decide what is the best fit for them. In this session, we will cover the following:

- Individual
- Peer
- Group
- Live

This module will go into detail about how to structure sessions and activities using different modalities. This first session will focus mostly on introducing the key considerations for each type of supervision.

2 Deep-dive into types of supervision

🕒 Time

60 minutes

👥 Format

Small groups and plenary

📖 IMS Handbook

Introduction, Section 1.6

📄 Workbook

Module 2
Activity K

Facilitator note:

Some participants might have experience with all the different types of supervision. Take a few minutes to brainstorm about each type.

1. Divide participants into four groups and assign each group a type of supervision (individual, group, peer, live). Participants can use the corresponding participant workbook activity as a guide.
2. Give groups 10 minutes to talk about what the assigned type of supervision is considering the following:
 - How is it set up?
 - How many people take part?
 - What could you do in this type of supervision (activities)?
 - What are the benefits?
 - What are the limitations?
3. Each group should prepare a flipchart or shared screen document if remote with the above information. They can pick one spokesperson to present their type of supervision in plenary. If in person, participants can walk from one group to another and listen to the presentations of each type of supervision (wall walk).
4. After each group presentation, participants should be invited to add any additional information to each supervision type.
5. Ensure that the information below is included for each of the types of supervision.
6. When completed, facilitators may wish to hang flipcharts around the room. If remote, they may wish to share with all participants.

Remote training considerations:

Groups may choose to brainstorm on a word document using the share screen function, or could use a platform such as MURAL to support note taking.

The co-facilitator can scribe feedback from each group on a pre created template from the participant workbook online using the share screen function so that all participants are able to see the compiled responses.

Continued on next page

i Individual supervision

For more information see Section 1.6 in the IMS Handbook

- One-to-one meeting between supervisor and supervisee
- Some organisations provide MHPSS supervision solely in this format. Others provide individual supervision only in the early stages of a practitioner's skill development, while some provide group and individual supervision at the same time.
- Usually lasts around one hour (if an urgent situation arises or if using an interpreter).
- A supervision session may begin with the supervisor and supervisee creating an agenda together. It may end with the supervisor checking in with the supervisee, asking what they found useful in supervision, what they would like more support with, and discussing any actions to be completed before the next session.
- The structure of individual supervision sessions may differ depending on the context and circumstances. It may focus on a crisis situation, or when supervisee is not having difficulties with a specific case, it may focus on reflection, professional development, or wellbeing.

Benefits

- Higher degree of confidentiality than in group supervision. This potentially encourages supervisees to disclose difficulties or sensitive issues and provides better protection for the confidentiality of service users.
- Supervisees are also likely to discuss their work and experiences in greater depth, as supervision time is not shared with their peers. →

i Individual supervision (*continued*)

- Difficult dynamics may occur which can be challenging to manage for the supervisor and a barrier to learning for the supervisees. Growth can occur and develop even in these circumstances, if these dynamics are appropriately acknowledged and managed well by a skilled supervisor.

Drawbacks

- more resource intensive (i.e. more expensive), as it relies on the supervisor having the time and space within their schedules to meet with each supervisee individually. This format may not always be feasible for organisations with limited resources.

i Group supervision

For more information see Section 1.6.2 of the IMS Handbook

- Group supervision takes place between a supervisor and two or more supervisees.
- It can include various activities depending on the group composition, such as role plays, case presentations, skill development activities, reflection and self-care, or more informal discussions facilitated by a supervisor.

Group supervision has several benefits

- The combination of perspectives and backgrounds can stimulate greater insight and creativity.
- Help establish informal peer support and promote cohesion among supervisees.
- Supervisees may feel more comfortable sharing their experiences and challenges if they hear that other group members are facing similar challenges. This also fosters community and can reduce feelings of isolation among group members. →

i Group supervision (*continued*)

- Learning from shared experiences, and a group setting allows participants to problem solve together when challenges do arise.
- It is also a cost-effective solution where resources are scarce as it allows supervisors to meet more than one supervisee at a time.
- If from different backgrounds, great space to exchange ideas from own contexts.
- If from same cultural context, can deepen cultural contextualization.

Drawbacks

- Group supervision can also be a less personal format than individual supervision.
- Challenges in relation to confidentiality, as there are no guarantees that all group members will maintain confidentiality.
- Challenges can sometimes arise in ensuring that the content of a supervision meeting is appropriate for all members.
- Difficult dynamics may also occur in group settings, which can be challenging to manage for the supervisor and a barrier to learning for the supervisees. However, the group can grow and develop even in these circumstances, if these dynamics are appropriately acknowledged and managed well by a skilled supervisor.
- Can be a security concern, particularly if working in conflict zone.
- Difficult in settings of conflict and civil unrest when you have supervisees across the conflict divide or on different side of protest.

Continued on next page

Peer supervision

For more info see Section 1.6.3 of the IMS Handbook

- Peer supervision is supervision where two or more peers come together to support one another in mutual training or learning. Peer supervision is not directed or facilitated by a supervisor, nor do supervisors participate in peer supervision..
- Peer group members discuss cases, tools, techniques or other related areas of interest.
- This approach allows collaboration and mutual learning without the power difference in traditional supervisor/supervisee arrangements.

Benefits

- Very useful in sustaining ongoing support for more skilled MHPSS practitioners and can also be useful for practitioners of all skill levels. **It is recommended that a more experienced supervisor take on a moderation role where the peer supervisee group is less experienced.**
- The role of moderation involves the supervisor making themselves available for supervisees to consult with on an ad-hoc basis where they need additional guidance or information.
- Cost effective and flexible as it uses existing human resources.

Drawbacks

- Although peer supervision can be useful for practitioners at all stages of practice, it can be helpful for a more experienced practitioner to help set the stage for particular areas, such as:
 - respecting service user confidentiality and peer confidentiality
 - dealing with complex cases
 - when and how to seek additional support
- Peer supervision should not be the only supervisory support available, particularly for less experienced practitioners. It should be considered as a complementary support, ideally to be used in conjunction with individual supervision.

Continued on next page

Live supervision

For more info see Section 1.6.4 of the IMS Handbook

- Live supervision (sometimes also referred to as ‘direct’, ‘on-the-job’ or ‘in vivo’ supervision) is the process of a supervisor directly observing a supervisee providing MHPSS. This allows supervisors to provide specific feedback to their supervisees based on what they see in the interactions between the MHPSS practitioner and service user. They can then identify areas that require development and reinforce best practice.
- This type of supervision is widely recognised as an important activity to ensure the quality of MHPSS service delivery
- Particularly useful to support participants in applying newly acquired skills after training.
- In line with the supportive approach, it is vital that this kind of supervision is done in a way that is encouraging and positive. It should not be fault finding or punitive. Feedback from live observation should highlight both what worked well, as well as areas that can be strengthened, using specific examples. A sample live supervision observation form can be found in Appendix B of the IMS Handbook.
- Live supervision can take place with the supervisor physically present in the session, or through recording of the session to be reviewed later by the supervisor.
- A supervisor may use these recordings, with consent of all parties, for discussion during group supervision sessions.
 - Data protection measures must be strictly observed for sharing, storage and deletion of recordings. Supervisors, supervisees and service users should all fully consent to the recording of a session, before the start of the session, with full understanding of the potential risks associated with data breaches. →

i Live supervision (*continued*)

- It is essential that the supervisee first prepares the service user for the supervisor attending the session. The supervisee should introduce the supervisor at the start of the session and explain that the supervisor is there to provide feedback to the supervisee and not to monitor them. Particularly in sensitive sessions, the supervisor should take time to explain to the service user that information shared in session is confidential. The service user should also know that they can ask the supervisor to leave at any time should they feel uncomfortable.
- Special care should be taken if interpreters are included in live supervision sessions (see Section 1.9 of IMS Handbook for more information).
- Sometimes in live supervision, the supervisor models an aspect of best practice by demonstrating an activity, while the supervisee observes. In these cases, the supervisee should follow the guidance outlined above to avoid disrupting the session or therapeutic alliance.


Benefits

- Monitoring quality of care provided.
- Ensuring the correct implementation of protocols and therapeutic guidelines of the organisation.
- Observing supervisee attitudes and technical implementation of activities or intervention.
- Demonstration of skills and activities for supervisee learning.
- Continuous monitoring of supervisee progress.

Drawbacks


- Resource intensive.
- Can cause disruption in therapeutic alliance (and supervisory).
- Consent may be challenging.

3 Delivering supervision remotely

 **Time**
30 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 1.7

 **Supplies**
- Prize (optional)

1. Tell participants that for the next activity, you will be doing a friendly debate. Break into two groups.
2. Assign one group remote supervision, and the other face-to face.
3. Have participants refer to section 1.7 in the IMS Handbooks, and use that for reference to prepare their debate. Each team will take 10 minutes to prepare their arguments.
4. The facilitators will be the judges (can also invite guest judges in). Each group will have 5 minutes to present their arguments and 2 minutes for rebuttle.
5. Judges will summarise each argument and award a winner. An optional fun prize is also recommended.
6. In plenary, facilitator to emphasise the following talking points.

Talking points

Although face-to-face supervision is preferable, it may be difficult or impossible for many reasons including:

- health risks, such as epidemics or pandemics
- security-related concerns affecting access to locations
- natural disasters can cut communities off (e.g., broken bridges, floods/ rainy season)
- cross-border, cross-frontline (e., Syria, Libya, Nagorno-Karabakh) or remote locations such as islands (Pacific & Caribbean) and mountainous/geographically spread regions
- limited human resources
- lack of capacity within the organisation
- supervisor not in the same location as supervisees.

Continued on next page



Talking points *(continued)*

Remote supervision can be supported using various digital Apps such as Skype, Zoom or WhatsApp. Alternatively, it can be done by phone if digital options are not available.

- Organisations should provide access to communication and technological platforms for remote supervision.
- Take care to not assume that all supervisees know how to work specific technologies. They should test the platform before the session starts, providing support to anyone who needs help to access the session.
- Having backup options available is also useful in case the chosen platform is unavailable or doesn't work. It is particularly crucial when using digital platforms that the supervisor ensures that no confidential information is shared unless the platform has been secured to allow for confidential information sharing. Having a backup is essential in case an urgent situation arises.

Benefits of remote supervision

- Can cover staff based in multiple remote locations at once
- Cost-effective (cheaper)
- Cuts travel time (if staff need to travel to attend supervision)
- Can increase access to supervision for persons who normally may not receive it

Note that while it can be more challenging, it is possible to achieve a positive supervisory alliance in remote supervision, despite the challenges in communicating via a digital platform

Challenges of remote supervision:

- More time may be needed in the sessions to build rapport, particularly if the supervisor and supervisees have never met in person.

Continued on next page



Talking points *(continued)*

- Confidentiality can be problematic. It is essential to discuss boundaries in relation to the physical location for remote sessions. This includes finding a location that is as private as possible in the home or workplace such that members of the household or coworkers are not able to hear information being discussed.
- Unstable or insecure connections can lead to disrupted conversations and unique security concerns.

For more information see Section 1.7 of the IMS Handbook.

Delivering supervision face-to-face

- Delivering supervision face-to-face is the better option.
- Face-to-face supervision allows a better connection between supervisor and supervisee, giving supervisors opportunity to see non-verbal cues from the supervisee.
- Certain activities can be done more easily face-to-face and being physically present together in a room obviously means there are no interruptions due to technology issues.
- Connecting remotely for supervision can also expose participants to digital security risks. It can also be more challenging to work remotely when interpreters are required.

If doing face-to-face supervision, supervisors should try to find a quiet, private space where supervision will not be interrupted. In some contexts, this may not be possible due to limited space and resources. When this is the case, the supervisor and supervisee can agree a location that feels as comfortable and as private as possible.

4

Deciding how supervision will be delivered

🕒 Time

30 minutes

👤 Format

Individual reflection

📖 IMS Handbook

📄 Workbook

Module 2
Activity L

📄 Slide

📎 Supplies:

- Option 2: prepared decision tree tiles
- Tape

1. Encourage participants to take a moment to reflect on the different types of supervision discussed using the corresponding activity in the participant workbook. Give 10 minutes to reflect.

- *What is your preferred modality of supervision (providing and receiving)? Is this the same or different from what you currently do?*
- *What type or combination of types do you think would be most helpful for you to receive? To provide?*
- *What type of supervision is used within your organisation?*

2. Invite participants to briefly share what kind of supervision is within their organisation and what they are most comfortable with.

3. Option 1: Refer participants to the decision tree in section 1.7.3 of the IMS Handbook. Invite them to apply it to their own contexts.

Option 2: Have pre-prepared decision tree laid out on floor (tape paper down with each box). Have participants walk through the decision tree based upon their own organisational context. Then refer them to section 1.7.3 to view the decision tree.

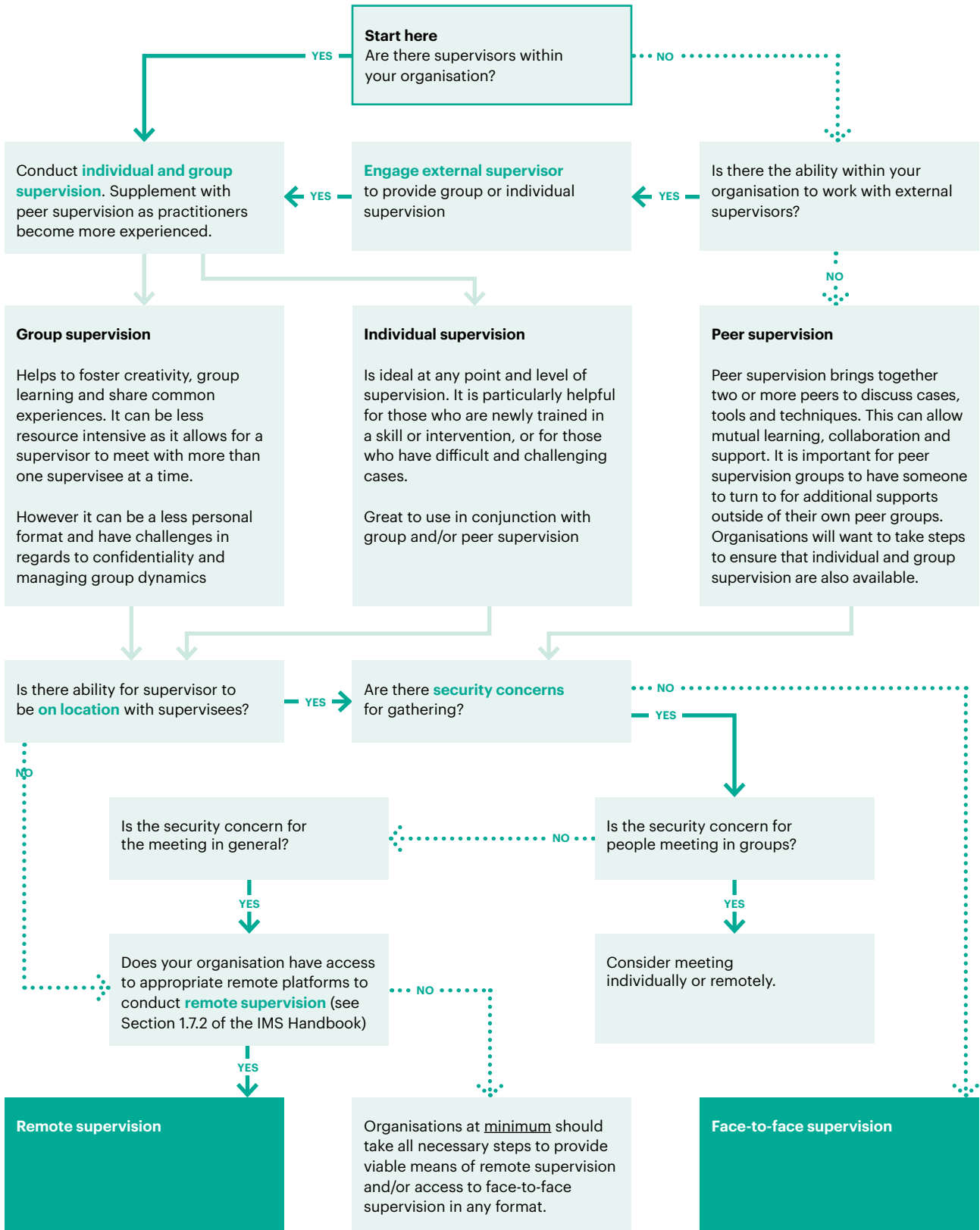
4. Invite reflections.

Remote training considerations:


Facilitator should show slide of decision tree graphic from IMS Handbook.


Continued on next page


Deciding the right format of supervision




5 Apprenticeship model working group

 **Time**
45 minutes

 **Format**
Small groups and plenary

 **IMS Handbook**
Section 1.4

 **Workbook**
Module 2
Activity V

Facilitator note:

In session 2 of the training, the apprenticeship model was introduced. Now that participants are more familiar with the different types of supervision, a more in-depth exploration of how to put it into practice will take place in working groups. Once the template has been filled, facilitator can summarise and remind participants that this exercise is a first step to engage with the apprenticeship model, and that it will be refined throughout the training.


Remember that the intention behind this exercise is to introduce the model, and not to have all the answers. It is more to help organisations to begin to think about supervision at different levels. For some organisations, there are structures like this already in place, and in others, it may not exist at all.

1. In small groups, ask participants to think about how the apprenticeship model will look in their own organisation. Ask participants to consider practicalities like who they have in MHPSS programming that would engage in supervision, how individual, group, peer, and live supervision might fit in as well as frequency of supervision.
2. Groups should spend 20 minutes to fill out the apprenticeship model template.
3. Return to plenary and a spokesperson from each group will share back (20 minutes).
4. Ask for a volunteer to scribe commonalities on a flipchart.

Remote training considerations:

Fill out template with commonalities from all groups and screen share to help clarify how the apprenticeship model can fit within organisations.

6 Closing session 6

 **Time**
10 minutes

 **Format**
Plenary

Summarise, Q&A and feedback

Session 7

Demonstrating empathy, patience, and non-judgement

Suggested time

2 hours 25 minutes

Goal of session

Highlight key skills of effective supervisors

Corresponding section of IMS Handbook

Preparing to become a supervisor, Section 3.5

1

Introduction

🕒 Time

5 minutes

👥 Format

Plenary

📖 IMS Handbook

Section 3.5

1. Introduce the session by providing an overview using the talking points below.

📄 Sample script

This next session is geared towards helping us to understand ourselves a bit better, and how we can enhance certain qualities to strengthen supervision. These qualities are not one size fits all. The ways in which we interact, and express empathy will differ within our communities and cultures. It is important to note that the exercises we do together are a starting point, and that you should adapt and adjust as appropriate for you.

[Continued on next page](#)

 **Talking points**

See Section 3.5 of the IMS Handbook for more information.


- Supervisors should demonstrate positive qualities such as empathy, patience and non-judgement in relation to their supervisees.
- Verbal and non-verbal cues are constantly being exchanged and are important to be aware of. Supervisors can model positive qualities through their actions and words.
- This role-modelling can support supervisees to learn to apply these qualities in their practice and can support supervisee wellbeing.


 **Key message**


Being able to demonstrate these qualities may be easier for some than others. When we are feeling stressed, pressed for time, or worn out, it can sometimes be more difficult for us. Additionally, sometimes we haven't had much time to reflect on our values, views, and possible biases, so we may accidentally judge our supervisees.

2

Checking in with ourselves

 **Time**
5 minutes

 **Format**
Individual reflection

 **Workbook**
Module 2
Activity M

1. Introduce the following activity using the sample script for inspiration.

Sample script

Crucial to our ability to support others, is creating an awareness of how we are doing ourselves, and what we need in any given moment to feel supported. An analogy that is commonly used is when we are on an airplane and instructions are given in case of an emergency. You must always remember to put your own oxygen mask on first before you help others. The same applies for our work.


This is something we often tell MHPSS service users and our supervisees, but we might not always practice it in our own lives, even though we are often living in the same communities as those we support, and may be affected by the same types of stressors and adversity.

2. Invite participants to take 10 minutes to check in with themselves. Direct them to the corresponding activity in their participant workbook where they can reflect on the following questions:


- *How are you feeling today? What is happening in your life? With work?*
- *Notice how you feel in your body. Is there a feeling of openness or is there is any tension or tightness?*

3

Noticing exercise

 **Time**
20 minutes

 **Format**
Plenary

 **Workbook**
Module 2
Activity N

Facilitator note:

Facilitators may wish to adapt this activity to fit their context. Additionally, they may wish to direct participants to existing tools, such as the IFRC Psychosocial Centre's Wellbeing Guide and Wellbeing Tools. Links for this can be found in Appendix E of the IMS Handbook.

1. Ask participants to write down how they are currently feeling in their participant workbooks. After they have completed, begin the noticing exercise below.

Continued on next page

Sample script

Let's start off by taking a moment to just breathe. In this exercise, you don't have to do anything apart from listen to the cues I give you. If at any point the exercise doesn't feel comfortable or isn't working for you - feel free to stop.

Start off by noticing the space around you. (pause)

Take a look around and observe the sights, smells, sounds, and maybe even tastes. (pause)

Don't try to change anything, just notice. (pause)

Next notice your body. Notice your posture, notice what parts of you are touching the chair. First just observe. (pause) Now, make any adjustments you might like to make to feel comfortable. (pause)

Take a moment to observe your breath. Notice your inhale and exhale, and where you feel it in your body. (pause)

Again, don't try to change it, just notice it. (pause)

Now let's inhale through our noses. Notice the air entering your nostrils. Maybe it feels cool, or warm? Maybe it tickles a bit? Just notice. Now notice as it travels in- down your body and to your lungs. (pause)

Now see if the breath can go to your belly. Notice if your belly expands (pause).

Continue to breath in and out for the next few moments. See if you can pause after each inhale, and then slow down your exhale. (pause)

After 1-2 minutes

Now begin to bring your awareness back into your space. Begin to notice the sounds and smells around you. In your own time, you can open your eyes if they were closed and notice the sights around you. Next, notice your body. Do you feel any different now than you did at the start of the activity?

2. In plenary invite a discussion reflecting on:

- *How did you feel before the activity? How did you feel after?*

Continued on next page

- Invite participants to share their reflections and mention the following:


Sample script


We are often so busy and caught up in our day that it can be difficult to check in with ourselves to see how we are feeling, both physically and emotionally. Taking space to tune into our environments and our bodies can help us understand how we respond to stress, and how we respond when we do things to help reduce our stress, like taking the time to breathe as we just did. We will continue to explore this throughout our time together in this training.

Remote training considerations:


Participants may choose to turn their camera off when conducting this activity to support their relaxation. Remind participants to turn their camera back on (if off) once the exercise has been completed or ask them to send through an emoji to let you know they are still there.

4 Empathy

 **Time**
5 minutes

 **Format**
Plenary and individual reflection

 **IMS Handbook**
Section 3.5

 **Workbook**
Module 2
Activity O




- Tell participants that you will now explore empathy a bit more. Facilitators can use the sample script below if helpful to introduce the activity.


Sample script


For many of us, we are naturally empathic, which is how we got into this work. Some of us might also tend to be overly empathic and need to remember our boundaries (that we talked about earlier in this training) so that we don't overextend ourselves. Others might struggle with empathy, particularly if we are feeling burned out. We might feel like the gas tank is empty, and there is no more to give. Being aware that no matter where you are at now, there is no judgement. No one gets 'more points' for being empathic. What is important is that we are checking in with ourselves and increasing our awareness of where we are at, and that we ask for support if we are feeling like the empathy tank is running low.

In your participant workbook, take a moment to indicate how full your empathy tank is. You could do this by colouring in your fuel tank in whatever colour you choose, or simply drawing a line across it. Then reflect on what this means for you and your role as a supervisor. How do you feel when you are asked for support?

5 Our creatures

 **Time**
45 minutes

 **Format**
Individual activity,
plenary

 **Supplies**
- Craft supplies
- Pen
- Paper
- Prepared slide or
flipcharts

Facilitator note:

Explain to participants the next exercise will be creative. Give participants a moment to retrieve any markers, pens, paints, clay or other crafty materials (even LEGO). Facilitators should have a table provided with craft supplies if doing in-person training.


Facilitator to let the group know that the point of the activity was not to point out what they might have missed or done wrong, rather to point out that often when people are frustrating or difficult, it can be because they aren't feeling safe or supported in their environments (work, home, life). Being able to explore this is an important step to building a strong foundation with our supervisees, who will not always be easy to work with. Patience and empathy are key skills for supervision.


1. Ask participants to begin by taking 10 minutes to create a creature of their choosing. The creature can be human, animal, plant-like, there are no limits.
2. After creating the creature, ask participants to think about what the creature needs to be safe, happy and to feel loved and supported. Invite participants to create those things for their creatures environments. (10 minutes)
3. Put participants into pairs for 10 minutes and ask them to share their creatures and then to reflect on the following question (you may wish to put on slide or flipchart):
 - *Imagine that one or more things from your creature's environment are taken away. How does it feel? How will that impact their daily life?*
4. Ask participants to consider the following:
 - *Think about a time in work when someone came to you, and you found it difficult to support them. Without giving any identifying details, please share that situation with your partner. Then take turns thinking about that person's environment. What might they need in their environment to feel the same safe and supportive feeling that the creature you created had in their environment? Do you think those things were in place for the person who you found difficult to support?*
5. After reflecting with partners, return to plenary. Invite reflection.

Remote training considerations:


If participants don't have crafty items at hand, assure them that pen and paper will do just fine.

6 Non-judgement

 **Time**
45 minutes

 **Format**
Plenary, individual
reflection / pairs

 **IMS Handbook**
Section 3.5

 **Workbook**
Module 2
Activity P

1. Ask participants to review section 3.5 of the IMS Handbook.
2. Spend 5 minutes reviewing basic helping skills used in the supervision alliance session.
3. Introduce the importance of being mindful of ways one might pass judgement in supervision and how it can harm the supervisory alliance using the sample script below.

Sample script

For more information see Section 3.5 of the IMS Handbook

Supervisors can demonstrate non-judgement and patience by not imposing their views, beliefs, or own solutions directly on the supervisee. This can be particularly challenging when the supervisee discloses something that does not align with the supervisor's views or personal values. If something is disclosed in the supervision session that the supervisor feels is harmful, such as providing incorrect advice to a service user, they should raise this with the supervisee. This can be done in a way that does not pass judgement, by exploring the supervisee's underlying beliefs that are influencing their thinking on the matter. This is true for all supervision approaches, but particularly in group and peer supervision models.

4. Encourage participants to take a moment to reflect on situations where they might be tempted to pass judgement or topics they might struggle to work with in a non-judgemental way. Ask them to complete the accompanying activity in their participant handbook. They can use the following prompts individually or in pairs:

Think of a time when you noticed yourself passing judgement at work.
(15 minutes)

- *What happens when you are confronted with this? How do you feel? What emotions come up? How do you feel in your body? Thoughts?*
- *How does this situation or topic impact your beliefs or values? How did you respond?*

5. Invite participants to share back to larger group or in pairs.
6. Use the talking points and sample script below to conclude activity.

Continued on next page

! Key message

This may be the first time for some participants to think about their biases and how they impact their work and it may be challenging for some to admit. Facilitator should normalise that everyone has biases and if necessary, be prepared to share some examples:

- a person with racist views
- topics that might contradict one's life values and views: such as homosexuality, sex outside of marriage, transgender, sex workers, divorce etc.
- HIV status, disabilities, addiction etc.
- opposing side of a protest or conflict
- abuse
- suicide and self-harm

📄 Sample script

Being aware of topics that we might carry judgement around is very important for supervisors. When we are aware of it happening within ourselves and we are able to explore it and work on it through reflection, supervision, or supports, it will be easier for us to manage situations when our supervisees are faced with challenging situations where they may be passing judgement.

Supervisees should ideally be comfortable challenging the supervisor about their views and approaches too. *This should be done in a way that is also empathic and non-judgemental. It is important that supervisors are able to manage their own reactions and that they take care not to react negatively in these circumstances. Even if unintentional, acting in a judgemental way can harm the supervisory relationship. It is important that supervisors remain patient, even when they feel that their supervisees have negative attitudes or are taking a long time to grasp certain skills or perhaps do not recognise a solution that the supervisor sees as the most helpful one. Supervisors can use these challenges as learning opportunities to promote their supervisees' sense of empowerment, self-efficacy and competence by seeking potential solutions or ways to move forward together.*

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 **Talking points**

Supervisors can use their own experience in MHPSS to help guide supervisees and demonstrate empathy and authenticity. Below are some examples of talking points that can be used in supervision.

- *What you are describing can be a very difficult topic for many people. It seems you do not agree with the way that X is doing things and I wonder if this is something we should explore a bit more in our session?*
- *I wonder if there is anything about the training we had earlier in the month that might support you in this case.*
- *Once I was seeing a service user and I noticed myself having negative reactions to what they were telling me. I wonder if this has happened to you in your sessions?*

Role plays are also instrumental in helping to navigate difficult situations.


 **Caution!**


If the supervisor becomes aware that something unethical or illegal is happening, they should take care to respond in a calm and non-reactive manner. They should communicate clearly to the supervisee their responsibilities in relation to reporting the matter and to take any necessary steps for reporting.

It is helpful for supervisors to be aware of strategies that they can use for their own emotional regulation (self-soothing or managing difficult feelings that arise). Supervisors can then use these techniques to feel more grounded when they notice themselves having strong emotional reactions towards a supervisee or about something that is being discussed. Grounding activities increase a person's sense of presence and awareness in the 'here and now'.

7

Managing our own reactions and stressors

 **Time**
30 minutes

 **Format**
Plenary, optional
small group

1. Invite participants to share what works best for them in the moment if they are noticing strong emotional reactions towards a supervisee or a topic. Remind them that it is normal to have reactions arise, and that what is important is that they feel comfortable regulating their own emotions.

Examples to highlight if not already mentioned:

- deep breathing
- focusing on sounds, sights, and sensations
- introducing a sensation to focus on, for example focusing on the smell of a citrus fruit or having a hot or cold drink
- adjusting the body to feel more relaxed and releasing tension
- slowly counting to 10


2. In plenary or in pairs for 5 minutes, discuss how participants might remember to use coping skills in the moment when they are feeling difficult emotions arising.

3. Invite participants to make a list of 5 strategies they can use when they are in a stressful situation and to place it somewhere.

4. Before closing the activity, remind participants that receiving their own supervision can be a very helpful way to understand their reactions, and learn new ways to manage.

8

Closing session 7

 **Time**
10 minutes

Feedback, Q&A

 **Format**
Plenary

Session 8

Managing distress and risk within supervision

Suggested time

2 hours 40 minutes

Goal of session

To help support supervisors to manage situations where their supervisees are in distress. If trained in suicide prevention, to explore the role of supervision in risk management.

Corresponding section of IMS Handbook

Section 3.6

1 Managing distress within supervision

🕒 Time

1 hour

👥 Format

Plenary, small group, role play

📖 IMS Handbook

Section 3. 6

📎 Supplies

- Scenarios (see appendix 3) 1-4 printed out and distributed day before

Facilitator note:

Emphasise to participants that despite the supportive role that supervision plays in promoting positive mental health and wellbeing, there will still be situations in which your supervisee may be distressed. This can happen during the supervision session, or outside of sessions, prompting intervention. Supervision is never a substitute for therapy. However, supervisors should be prepared for when this will happen, and be aware that their ability to demonstrate empathy, patience, and non-judgement while the supervisee(s) is distressed will be an invaluable tool.

The following activities include role plays to help provide support to someone in distress, therefore the scenarios mimic distressing situations allowing the opportunity to experience core helping skills firsthand. Participants should be encouraged to make the scenarios as realistic to the role play as possible, and

Continued on next page

not be overly difficult, dramatic, or associated to their own personal experiences. They should calm or escalate depending on their actual response to their helper supporting them. Facilitators should take special note in case any participants feel disturbed by the role play, as they can sometimes feel very familiar to real experiences. Participants should be prepared the day ahead of this role play and given the opportunity to review the scenarios ahead of time. Scenarios may need to be switched if a scenario feels too close to current reality, as many participants are working in adverse conditions.

Groups should take breaks as needed, and the participants may wish to develop some sort of non-verbal indicator or code word to suggest a break for themselves or others to make it more comfortable to suggest it. Facilitators should honor this request at all times, and do what they can ensure a supportive and safe learning environment.

1. Open session by telling participants that you will now explore how to manage distress. If not already agreed upon, decide on word (such as sandwich) or non-verbal indicator that any participant can use to ask for a break for themselves or other participants.

2. Invite participants to briefly (10 minutes) share examples of a time when a supervisee(s) was in distress by asking the following:

- *What happened, and how did you notice the signs of distress?*
- *How did it feel as a supervisor as you were responding to this?*

3. Ask participants what reasons behind distress can be, emphasising talking points below:

Talking points

Supportive supervision can play a key role in promoting well-being of MHPSS practitioners.¹

- As a form of organisational support, supportive supervision has been shown to decrease rates of burnout, vicarious traumatisation, depression, and anxiety among those receiving it.^{2, 3, 4}
- Preliminary data on the IMS is associated with reductions in secondary traumatic stress and burnout in addition to helping to meet the need for providing emotional support.¹

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Talking points *(continued)*

- As supervisors, they will encounter supervisees who are in distress, both inside and outside of the session. It is important that they are able to respond in an empathetic, supportive, and non-judgmental way.

4. Invite participants to move into small groups. Using section 3.6 of the IMS Handbook, ask them to spend 10 minutes reviewing the “Tips for engaging someone who is in distress” section. Emphasise that it is natural for people to have strong emotions, and as supervisors, they can support by creating a calm and supportive space.
5. Ask for a volunteer from each group. Bring the volunteers to a separate room (or breakout room if online). Tell volunteers that they will role play someone who is in distress. Assign them one of the scenarios found in Appendix 3 of this training manual. Their group members will take turns to help them to manage their distress. They should be as realistic about what is helpful and unhelpful when calming down or escalating.
6. Return to groups, and explain that members of the larger group will be taking turns using the tips that were recently reviewed as well as other helping skills to try to support the person in distress.
7. Each participant in the group will have approximately one minute to try a technique, if unsuccessful or if stuck, they will move on to the next participant.
8. After approximately 10 minutes, or once everyone has had the opportunity to provide support, end the role play and return to plenary.
9. Invite feedback from participants, paying particular attention to the ‘distressed persons’, asking for their feedback on what worked well and less well.
10. Allow for questions and reflections.
11. Close activity by emphasising the importance of supervision in their own ability to provide support.

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2

Managing suicide and risk within supervision

 **Time**

5 minutes

 **Format**

Background/
plenary

 **IMS Handbook**

Section 3.6

 **Caution!**

It is not recommended to use this section unless participants have received suicide prevention training that includes identification and risk management. Please see IMS Handbook E for additional resources on managing suicide and risk.

Facilitator note:

This session does not replace a full training on managing suicide. Nor does the guidance contained within supersede any organisational protocols. The IMS Handbook section 3.6 contains additional resources to support you in managing emotional distress within your sessions, but this is also not to replace the necessity for supervisors to receive training on organisational protocols for risk management, and to be aware of what to do in the event of the crisis.


This session has two goals:


1. Supporting supervisees to manage risk when supporting MHPSS service users
2. Managing supervisee own potential risk

It is important to note that this portion of the training may be emotionally difficult for some participants. The facilitator should be aware of this and invite participants to let them know when they need a break. It is a good idea to come up with a non-verbal or code word to suggest a break to make it easier for participants to request for themselves or others. Facilitators should remain vigilant for this signal throughout the session.

This session does not include guidance on risk assessment and risk management such as safety planning. It serves as a general session to explore suicide and risk within the supervision session. It is a pre-requisite to this session that participants have had training in risk identification and management.

3 Talking about risk

 **Time**
30 minutes

 **Format**
Small group/
plenary

 **IMS Handbook**
Section 3.6

1. Provide background to participants using talking points below:

Talking points

- It is essential that supervisors and supervisees are able to identify and respond to risk, and that they do not wait until a crisis occurs to become trained and know organisational protocols.
- Risk may be identified with MHPSS service users, or supervisees themselves.
- Supportive supervision plays an important role in promoting the well-being of MHPSS practitioners. Despite this, there will be occasions where your supervisee is experiencing distress and might be at risk of harm to themselves or others.
- Supervisees will also be supporting service users who are in distress and who are at risk of suicide and harm to self and others. It is important that supervisors feel confident in addressing this, and supporting their supervisees through this process.
- In many contexts, suicide is stigmatised. This is not a reason to not have suicide prevention and risk management integrated into organisations and MHPSS.
- Supervision is never a replacement for therapy or mental health treatment. It is important to be aware of referral pathways your organisation has established for staff and volunteers.


2. Break into small groups and ask participants to reflect on the following for 15 minutes:


- *Have you ever needed to support someone who was at risk of suicide?*
- *What were the steps that you took?*
- *Did you feel prepared to manage the situation?*


3. Return to plenary and ask for volunteers to share their experience.


4

Risk and protective factors

 **Time**
20 minutes

 **Format**
Plenary, small group

 **IMS Handbook**
Section 3.6

 **Supplies**
- Prepared Flipchart
- Case studies
- Pens

1. Introduce risk and protective factors by using the talking points below. Tell participants that risk and protective factors will always be unique to the individual and within supervision sessions, it can be helpful to be aware of general risk and protective factors for your supervisees.

 **Talking points***

Protective factors are characteristics and factors that make an individual less likely to consider or attempt suicide. They vary between individuals and cultures. It is important for helpers to identify together with the individuals they are supporting the protective factors which contribute to keeping them safe.

Risk factors are characteristics and factors that can increase the likelihood that someone might attempt suicide. They also vary between individuals and cultures and contexts. As part of preparedness efforts, it is therefore important to discuss with community members what risk factors might be relevant in the specific context, and if a local or national evaluation of risk factors has been conducted to understand which groups might be more vulnerable.

Warning signs are immediate actions or behaviours that put people at immediate risk of self-harm or suicide. On an individual level, a previous history of suicide attempts is the greatest risk factor for self-harm or suicide.

2. In small groups, ask participants to take a flip chart and make two lists: one for risk factors and one for protective factors for suicide. Give the groups 10 minutes to come up with as many as they can think of for each column.

3. Invite groups to share their lists, only providing list items that have not already been mentioned.


4. Ask participants to turn to the risk chart in section 3.6 of the IMS Handbook and review for 5 minutes. Ask if they have left anything out from their lists. Ask participants if they have any questions or need clarifications.


5. Conclude session by emphasising that it is helpful to be aware of risk and protective factors generally, and know that they will always be unique to the individual. Exploring these factors can play a key role in understanding the risk levels of supervisees and the MHPSS service users they are supporting.


*Reproduced with permission from the IFRC Psychosocial Centre's Suicide Prevention Guide. Available at: https://pscentre.org/wp-content/uploads/2020/08/suicide_prevention.pdf


5

Responding to risk within supervision

 **Time**
45 minutes

 **Format**
Plenary, small group

 **IMS Handbook**
Section 3.6

 **Supplies**
- Prepared flipchart or slide of risk levels
- Case studies

1. Open activity by emphasising that it is essential to be aware of organisational protocols in case of an urgent situation, and to know what to do in case of emergency or imminent risk in advance. Remind them that this training session is not a full suicide prevention training.

2. Revisit how to ask for a break, and if not already done, ask participants to come up with a word or non-verbal cue to ask for a break for themselves or others.

3. Put participants into 4 groups. Give each group an accompanying case study (see Appendix 3). All case studies should have been shared the day before with participants, but now they will have one specific to their group.

4. Give each group 20 minutes to read their case study and determine level of risk (if possible) and the appropriate action steps to take to manage the risk. They can use the IMS Handbook section 3.6 for reference. Risk levels should be written on flipchart or slide: Emergency/Imminent/Risk

5. Return to plenary and ask each group to take 5 minutes to present their case and proposed action steps.

6. Invite participants to ask clarifying questions and give feedback on proposed solutions.

7. Facilitator should confirm that the proposed solution matches the level of risk. It should be noted that the risk level and actions are based solely on information provided in case study so there may be different interpretations.

Case Study A: Risk because of suicidal thoughts with no plan or means. Protective factor: religion. Actions: Continue to provide psychosocial support and revisit suicidal thoughts, create safety plan, activate supports for individual, refer to specialist support where possible

Case Study B: Risk level unknown, more information needed from child and caregivers. Request meeting with child and caregivers and explore further. Connect family to additional supports as appropriate.

Case Study C: Risk to Imminent risk because of previous attempt and risk factors/warning signs such as feelings of hopelessness and giving possessions away. Actions: Schedule follow up appointment within 24 hours to do risk assessment to determine current level of risk and respond accordingly.

Continued on next page

Case Study D: Emergency because individual has taken pills and expresses no longer wishes to live. Stay on the line with individual and follow organisational protocol to connect with emergency services. After stabilised, continue to provide support as appropriate

8. Conclude session by encouraging participants to further learning on suicide prevention and risk management and to use their own supervision for their growth and development as well for support in managing difficult situations.

Session 9

Preparing for supervision

Suggested time

1 hour 45 minutes

Goal of session

To know how to prepare for supervision sessions at the organisational and individual level

Corresponding section of IMS Handbook

Section 2

1 Who, what, when, where, how?

Time

5 minutes

Format

Plenary

Slide

IMS Handbook

Section 2

Supplies

- Prepared flipchart


1. Remind participants that preparing for supervision is more than booking a space and time for the session to take place (though that is also important!).

2. On flipchart or slide, present the following in checklist format:

- Clear job descriptions
- Logistics
- Supervision Agreement
- Checking in with yourself
- Agenda Setting
- Flexibility

3. Review the checklist and let participants know that you will go through each point, focusing on the areas that have not yet been explored.

2 Clear job descriptions

 **Time**
20 minutes

 **Format**
Plenary

1. Remind participants that supervisors and supervisees (in addition to all other members of the team) should have job descriptions that clearly outline their responsibilities and roles.

2. Ask participants to share their perspectives on the following reflection questions:

- *Why are clear expectations important?*
- *What should a supervisor do if they are also a line manager of the supervisee? How can they create a distinction between their two roles?*

Key message

It is common for supervisors to have dual roles, meaning that they have other responsibilities in addition to their role as a supervisor. Clear expectations on what supervision is versus what line management is should be clarified at the beginning of supervision. Both supervisee and supervisor should understand the distinction and as much as possible should try and separate the two roles in their discussions.

3. Leave several minutes for discussion. Summarise core discussion points and refer to list of tips for supervisors who are also line managers.

Continued on next page


Talking points


Tips for supervisors who are also line managers:

- Discuss the dual role from the beginning of contact with your supervisee and give space for concerns.
- Agree on clear boundaries within the supervision session of what will and will not be covered.
- Be mindful of power dynamics.
- If administrative tasks do come up in the session, make time at the end of the session to schedule a follow-up meeting.
- Wherever possible, try to hold separate meetings for the 'supportive' and 'administrative' functions.

3

Logistics

 **Time**
20 minutes

 **Format**
Small groups
and plenary


 **IMS Handbook**
Section 2

1. This activity will begin to explore the logistics that need to be in place for supervision. Break participants into small groups, and encourage them to take 15 minutes to discuss the following:

- *Who will participate in your supervision sessions? What types of sessions will they be (face-to-face or remote and individual, group, peer or live)? When will you meet? Where will you meet?*
- *Keeping all that in mind, what logistical concerns might you have? What opportunities are there for you to take advantage of logistically?*

2. After 15 minutes bring the group back to plenary, take 5 minutes for sharing. If significant concerns are shared, the facilitator should use the wider group to help suggest potential solutions (using bounce back questions if appropriate), alternatively if concerns raised are considerable and require organisation change the facilitator should take note of these and either spend additional time talking through concerns during training when discussing implementation considerations or during the post-training support sessions.

4 Supervision agreement

 **Time**
5 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 1.9 and 2

Facilitator note:

This topic was covered in session 3, but do quick review with participants.

1. Remind participants that it can be helpful to have a supervision agreement for all parties (organisations, supervisors and supervisees) to set out certain details for supervision.

2. In plenary, ask participants to feedback on the following:


- *What are important factors that need to be mentioned in the supervision agreement?*

3. Facilitator to emphasise talking points below:

 **Talking points**

- a. frequency, location, duration, and boundaries of supervision.
- b. personal goals and expectations of supervision agreed between the supervisor and supervisee.
- c. mechanisms within the organisation for concerns to be raised, including how line managers are involved in the process.
- d. who supervisees should talk to (e.g. line manager, branch manager, or human resources) if they are having problems within supervision or with their supervisor.

5 Checking in with self

 **Time**
10 minutes

 **Format**
Plenary

1. Facilitator to introduce session using sample script for reference.


Sample script


The work that we are engaged with is challenging, and can expose us to countless stories, situations, images, and experiences that can impact us, and sometimes even be distressing. On top of that, we often manage workloads that can sometimes stretch us thin (emergency context). Many of us find our work to be incredibly rewarding, despite the challenges. Even so, it is important that we check in with ourselves before we meet with our supervisees as a way of observing our own wellbeing so we can be fully present for them and for ourselves.

2. Open to plenary discussion if talking points do not feel too repetitive from previous sessions. Ask participants to take a few moments to reflect on the following:

- *How do you cope when feeling overwhelmed, distracted, or stretched too thin?*
- *What are some preventative measures you use to keep your own resilience up?*
- *Are there any things you could ask your organisation for support with?*

6 Agenda setting

 **Time**
5 minutes

 **Format**
Plenary

 **IMS Handbook:**
Section 1.6 and 3.11

1. Facilitator can use sample script to introduce the importance of agenda setting and let participants know they will get the opportunity to practice making agendas later in the training.

Sample script


Setting a tentative agenda for the session is a helpful way to be prepared. We will take more time to engage with this in the next activity and you will have the opportunity to plan some sessions, but it is a great idea to have an idea of how you hope to structure your supervision session. This can start with a more informal check-in, check in on urgent cases or situations, then case presentations, role plays, or other activities, and then time for closing and next steps. It is important to note that the agenda should be set collaboratively and should be flexible to accommodate pressing needs.

There will be an opportunity to create agendas for supervision sessions in coming sessions of this training.


You may come with a plan, but don't be surprised if it's completely derailed! Being a supervisor takes a fair amount of patience and flexibility. You may find a day when your supervisees don't show up, or they are all late. Someone may have an urgent situation with a client, and the entire session may be devoted to that. Internet connections may all drop, or the room you reserved for your session is no longer available. It can be helpful to always have a backup plan in the event that things don't go according to plan. It is also important to note that supervision is a space for you to model clear boundaries, and this includes holding others accountable for their participation.

7

Flexibility

 **Time**
20 minutes

 **Format**
Plenary

 **Supplies**
- LEGO bricks
- Paper
- Markers

Facilitator note:

The following activity can be done to illustrate feelings associated with not having things going as planned. If no LEGO bricks are available, then participants can make a drawing or another creative adaptation.


1. Give each participant a handful of LEGO bricks and ask them to build something with bricks for 5 minutes.
2. Ask participants to shift over one seat to the right. They then have 2 minutes to either add or adapt the creation, or leave it as is.
3. Ask participants to move back to original seat.
4. Invite participants to take 2 minutes to examine their possibly adapted creations and reflect on what it means to have their plans and work adapted by others.
5. Invite participants to share with plenary.
6. Spend 10 minutes discussing flexibility in supervision and why it is so important. Ask the following question to open discussion:
 - Does anyone have any examples from their own work where they have had a plan but then needed to be flexible? How did you manage the situation?

Remote training consideration

If done remotely, do number 6 only.

8

Closing session 9

 **Time**
10 minutes

 **Format**
Plenary

Summarise key learnings, Q&A, feedback

Session 10

How to structure supervision sessions

Suggested time

1 hour 10 minutes


Goal of session

Increase confidence in structuring supervision sessions, activities, and collaborative agenda setting

Corresponding section of IMS Handbook


Section 3.12


1 The supervision session

 **Time**
20 minutes

 **Format**
Plenary

 **Slide**

 **IMS Handbook**
Section 3.12

 **Supplies**
- Prepared flipcharts

1. Explain that the set-up of a supervision session will vary depending on the format and whether it is individual, group, peer and if it is face-to-face or remote.

2. Ask participants what differences they think there will be in the set-up between individual supervision, and group and peer supervision.

3. Have a pre-prepared flipchart with the header individual, group and peer and ask for a volunteer to scribe based on participants responses.

See talking points in the accompanying box and highlight anything not mentioned by participants.

Continued on next page

 **Talking points****Individual supervision**

- Usually lasts for about one hour
- Between the supervisor and supervisee. Interpreter may be included
- Consider physical set up- facing one another, without barriers (depending on culture) allowing for open body language and eye contact
- Private and confidential space (as much as possible)

Group and peer supervision

- Usually lasts for about 1 hr 30 minutes
- Between the supervisor and supervisees (5-6 ideal). Interpreter may be included. For peer, supervisor is not included
- Consider physical set up- facing one another, without barriers (depending on culture) allowing for open body language and eye contact between participants
- Private and confidential space (as much as possible)

4. Moving into small groups, ask participants to reflect on the following questions that are also written on a flipchart or slide::

- *What are some potential activities you can do in supervision sessions?*
- *What have you done in the past that you have found to be effective when you have received your own supervision, or that you think has worked well with your supervisees?*
- *If you haven't supervised before, consider from your work as an MHPSS practitioner what might work well?*

Continued on next page

5. Ask for a volunteer to continue to scribe responses using the same flipchart.


Facilitator can include if not mentioned:


- Role plays
- Case presentations
- Self-care activities
- Skills labs
- Guest presentation on specific topic
- Review a journal article/ blog addressing a similar topic or a new piece of research / approach
- Activity presentations or examples from challenging situation

Remote training considerations:

Using a word document with a header for individual, group and peer, create a list for each based on participants responses and share screen. To be written and shared on screen as a group brainstorm on the same document

2 Setting an agenda

 **Time**
40 minutes

 **Format**
Small groups and plenary

 **IMS Handbook**
Section 3.11

Facilitator note:

Explain to participants that as a supervisor you might have goals in mind for the supervision session, but it is also important to co-create the agenda with your supervisee(s). This is essential to ensure that your goals match that of the supervisee.

1. Put participants into four groups and ask them to create sample agendas for the following:

- Individual supervision session with a new supervisee (first session)
- Group supervision session with those who have been working together for over a year
- Peer supervision session for you and your colleagues who are also offering supervision

Continued on next page


2. Ask each group to have their agendas written down so that it can be shared.
3. After 20 minutes, return to plenary. Ask each group to share their agendas. Invite the group to share a written copy of their agenda with one another so that they can all have them as part of their toolbox.
4. Close the activity by asking the following question and using the talking points below for emphasising key points.:
 - *What are some situations you can think of that might make it necessary to deviate from your agenda?*


 **Talking points**

Make sure the following are mentioned:

- High risk or urgent situation
- Supervisees express preference to focus on something else
- Observation that core competency or skill may need further instruction or time for role play
- Practical/ logistical reasons – internet cut in remote sessions
- Supervisee breaks down crying or becomes angry/ strong emotions

Activity 3

 **Time**
10 minutes

 **Format**
Plenary Q&A

Closing session 10

Feedback, Q&A

Session 11

Effective facilitation

Suggested time

4 hours


Goal of session

Learn facilitation skills for supervision

Corresponding section of IMS Handbook

Section 3.8

1 Introduction to facilitation

 **Time**
5 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 3.8

1. Facilitator to open by emphasising the following: effective facilitation is key for supportive and successful supervision. Facilitation skills are used in all types of supervision. Facilitation encourages learning and collaboration by:

- building a solid foundation of trust
- fostering a supportive atmosphere
- modelling key skills
- setting appropriate boundaries
- encouraging participant

It is important to think about what good facilitation looks like in each context. What works in one context or one session may not work in another.

2 Reflecting on facilitation

Time
30 minutes

Format
Small groups/pairs

IMS Handbook
Section 3.8

Workbook
Module 2
Activity Q

Supplies
- Prepared flipchart

1. In pairs, give participants 15 minutes to think about what good facilitation looks like in their context, following the reflection questions listed below using the corresponding participant workbook activity or on a prepared flipchart.

- *Thinking of examples from supervision or trainings you have received- What facilitator qualities have felt supportive in the past, and what has felt less supportive?*
- *How did good facilitation make you feel? How did less effective facilitation make you feel?*
- *What skills or qualities would you like to learn more about or develop?*

Effective facilitation qualities:

Less effective facilitation qualities:

How it made me feel:

How it made me feel:

2. After 15 minutes, bring the group back together. Ask a volunteer to scribe responses on a flipchart.

Continued on next page

3. After participants have shared, facilitator can take 10 minutes to highlight the following if not already discussed in share back.

Talking points

Tips for positive practice in facilitation

For more information, see section 3.10 in the IMS Handbook

Be prepared for supervision sessions. Have an agenda ready and be flexible and encourage supervisees to help shape the sessions.

- Agree ground rules with supervisees, including confidentiality and its limits.
- Spend time discussing how to provide feedback.
- Check own needs before the session begins. Use techniques such as deep 'belly' breathing to self-regulate, if needed.
- Contact supervisees well before the session if they are going to do a case presentation to make sure they are prepared for the session.
- Prepare activities for teaching skills in advance.
- Test the platform before starting if working remotely and make sure everyone can access the supervision session. Encourage supervisees to test it from their end too.
- Be aware of modelling appropriate communication and reflection skills that are essential to MHPSS and prompt supervisees to observe and reflect on these skills.
- Know the referral pathways available to supervisees who may need additional support. If there are none, identify other external supports.
- Consider adding stress management and well-being sessions to the regular, scheduled supervision sessions. These could include teaching coping skills and relaxation activities to promote personal resilience and self-coping. These should not be therapeutic sessions. →

Continued on next page



Talking points *(continued)*

- Mix teaching content with interactive approaches. Use role plays, discussion and collaborative work to energise and engage participants. Take care to also have time to discuss and reinforce learning points.
- Acknowledge success and good practice, by providing clear details of exactly what it was that constituted good practice.
- Provide constructive feedback in a sensitive way. For example, say, *“I wonder what would happen if you had used an open-ended question instead of telling the service user a solution?”* or instead of asking, *“What went wrong?”* ask, *“What could have been done differently?”*
- Invite questions and allow time for clarification.
- Be aware if using an interpreter that extra time is required. This is approximately double the time taken. All participants should be made aware of the need to communicate slowly and clearly, leaving enough time for the interpreter to translate everything.
- Begin and end the session on time. This helps to demonstrate that supervisees’ time is valued and helps model how to maintain boundaries.

Note: This guidance is adapted from IFRC Reference Centre for Psychosocial Support (2020). Supportive supervision during COVID-19. <https://pscentre.org/wp-content/uploads/2020/05/Supportive-supervision-during-COVID-19.pdf> and

World Health Organization, War Trauma Foundation & World Vision International. (2013). Psychological first aid: facilitator’s manual for orienting field workers.


World Health Organization. <https://apps.who.int/iris/handle/10665/102380>

Remote training considerations:


On a shared screen, ask participants to share effective facilitation qualities and less effective qualities.

Scribe the list of qualities that participants come up with on a shared screen.

3 Using Feedback

 **Time**
15 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 4.5


1. Take 10 minutes to introduce the importance that feedback plays in the supervision process using the talking points below.


Talking points


- Supervisors should openly encourage supervisees to provide them with feedback on the supervision sessions.
- Supervisors should create an open and safe environment that encourages supervisees to share. Supervisees should be comfortable in telling their supervisors that the way they are delivering feedback is not working well. This is an example of the 'two-way street' of supervision that is vital to building the essential relationship of trust between the supervisor and supervisee.
- Receiving feedback, particularly constructive or critical feedback, can be challenging. It is important to be aware of your personal reactions to receiving feedback.
- In group supervision, feedback can be given by supervisees to other supervisees. Group members benefit greatly from listening actively to and learning from others, as well as paying attention to feedback given to other people. The supervisor should facilitate feedback from peers in group supervision but should model good practice when giving feedback.
- It is essential that supervisors enter supervision sessions with an attitude of **openness and willingness** to take on feedback. This provides a model for the attitude we hope to encourage within supervisees.
- Supervisors should use their active listening skills and demonstrate patience and non-judgement, especially if receiving feedback that they do not agree with.


2. Invite participants to ask questions.


4 Reflecting on feedback

 **Time**
45 minutes

 **Format**
Individual
reflection, small
groups

 **IMS Handbook**
Section 4.5

 **Workbook**
Module 2
Activity R

 **Supplies**
- Prepared flipchart
or slide

1. Ask participants to take 5 minutes to consider how it feels to give and receive feedback using the prompts below. Facilitators can refer participants to corresponding participant workbook activity, or write questions on slide or flipchart.

- *How does it feel to give feedback to your colleagues?*
- *How does it feel to receive feedback? Consider your reactions and responses when you receive critical feedback.*
- *What can you do if you notice that you are feeling defensive when receiving feedback?*
- *How is providing feedback perceived in your culture?*

2. Move participants into pairs and share their reflections for 5 minutes.

3. After 5 minutes, brainstorm a list of examples of sentences that can be used to give feedback, both positive and constructive, taking into account your reflections on feedback.

4. Participants will be invited to share back to the larger group, and are encouraged to write down the sentences.

5. After 15 minutes, bring the group back together. Ask for examples from the group on how to give feedback and what they can do if they notice they become defensive when receiving feedback.

6. Reinforce some tips for giving and receiving feedback using the talking points below. Talking points should be presented on slide or flipchart for reinforcement.

Talking points

Tips for giving feedback

- Stick to facts
- Be specific
- Keep your tone professional →

Continued on next page

Talking points (continued)


- Make it a two-way conversation e.g. 'How do you think that went, what would you do differently'


Tips for receiving feedback

- Listen, openly and without judgement
- Be aware of your response (how does your body feel, how is your tone of voice)
- Ask clarifying questions to be sure you understand the feedback
- Allow yourself time for reflection (you don't need to respond immediately!)
- Follow up

5

Facilitation role plays

 **Time**
90 minutes

 **Format**
Role Play, small group

 **IMS Handbook**
Section 3.7

Facilitator note:

Facilitators can use the following information to open the session:

Giving feedback: The way we give feedback is a key skill for supervisors. It is important that we give feedback in a way that is respectful and constructive and does not seek to embarrass or to be overly critical. Within these groups, you will have the opportunity to practice the way that you give feedback. Remember to give feedback on both positive observations as well as things that have room for improvement. Examples of how to give constructive feedback: "I wonder what would happen if you had used an open-ended question instead of telling the service user a solution?" or instead of asking, "What went wrong?" ask, "What could have been done differently?". It is a good idea to take the time to understand how your supervisees prefer to receive feedback as well.

Facilitators should move from group to group during activity to provide support and observe.

Continued on next page

1. Break participants into small groups and inform them that they will now have the opportunity to practice effective facilitation. Give them the following instructions:

- As a group, prepare a 15-minute session. Imagine that this is a session you might do with your supervisees, it can be about self-care, or practicing a new skill. Choose any topic you want. Decide in your group what activities you will do, and who will facilitate which activities.
- You have 30 minutes to prepare the session.
- After 30 minutes, your group will join another group and facilitate your 15-minute session with them.
- The other group should provide feedback on your session focusing on the activities and the facilitation skills (5 minutes).
- Then it is the other groups turn to facilitate their 15-minute session with you.
- You should provide them feedback on their session focusing on the activities and facilitation skills (5 minutes).

2. After all groups have had the opportunity to facilitate, bring everyone back together.

3. Ask the groups to share their experiences. Was there anything they really liked about how the other group facilitated? Observations about things they would like to incorporate in their facilitation, or things they want to avoid?


4. Facilitator should share their observations as well.

Remote training considerations:

Use the breakout room feature to facilitate the small group activity and ensure participants are aware that facilitators will move between breakout rooms with their cameras and microphones off

6

Closing session 11

 **Time**
10 minutes

Summarise key learnings, Q&A, feedback

 **Format**
Plenary

Session 12

Case presentations and role play

Suggested time

2 hours

Corresponding section of IMS Handbook

Section 4.3 and 4.6


Format


Plenary and small group


Goal of session


Explore different activities that can be done in supervision to enhance supervisee confidence and skills


1 Case Presentations

 **Time**
1 hour 30 minutes

 **Format**
Role play

 **IMS Handbook**
Section 4.3 and 4.6

 **Workbook**
Module 2
Activity S

 **Supplies**
- Case presentation
template (IMS or
organisational)

Facilitator note:

This activity should be done using the organisations existing case presentation template, if one is in use. Otherwise, use the template provided in the IMS Handbook Section 4.6.

1. Provide information on case presentations highlighting they can be used in a group setting, or in individual sessions. Case presentations can be used to help gain feedback about difficulties MHPSS practitioners might be experiencing with a service user. Cover the following talking points.

 **Talking points**

Case presentations are a great way for supervisees to receive feedback on situations or cases that might be challenging. There are a few different ways of selecting the case to present:

- If there is time before the session for the supervisee to send several cases, the supervisor can help to select the case that might be the most relevant for learning.
- Supervisees themselves can select the case or situation that they feel they need feedback on.
- Supervisors can suggest a particular case based on file reviews or observation. However, it is important that the supervisee feels prepared to discuss the case and does not feel 'put on the spot'.
- In group or peer supervision sessions, the person facilitating the group can help the group to decide which case would be most helpful for group discussion. For example, the selection could relate to the urgency of a situation or it could be based on discussing a challenge shared by all the group members.

2. Instruct participants to take 10 minutes to create a case presentation. This can be informed by a person in real life but do be sure to de-identify and make sure there is no potentially identifiable information presented. Direct them to the corresponding activity in their participant workbook and ask they complete the template. They may choose to modify the template by adding information if they wish.

Continued on next page

3. After 10 minutes, break participants into groups of three, ask them to take turns presenting their case. One person should take the role of the supervisor, one of the supervisees presenting, and one of an additional supervisee in the group. Each presenter will have 20 minutes to share their presentation, including feedback. This will repeat until everyone has had the opportunity to be the presenter.


- The supervisor should focus on helping to facilitate the presentation and feedback (be careful not to rush in and give advice!)
- The supervisee presenting should focus on their case presentation and receiving feedback
- The supervisee (extra) should focus on asking clarifying questions and providing feedback where needed.


4. After each participant has had the opportunity to present, bring back to the larger group.


5. Ask participants if there is anything about the activity that felt difficult or that they have questions on. Encourage the participants to take the template shared and adapt it to fit their context.


2

Role play in supervision

 **Time**
20 minutes

 **Format**
Plenary / pairs

 **IMS Handbook**
Section 4.3

 **Supplies**
- Prepared flipchart
or slide

1. Facilitator to open discussion by pointing out that during this training there have already been a number of role-play activities. While not everyone enjoys role-plays there are good reasons to use them.

2. Prepare questions below on slide or flipchart. Ask participants to spend 10 minutes discussing the following in pairs:

- *Why do we include role plays in supervision?*
- *What are some of the benefits to doing role plays?*
- *What are some of the challenges?*

3. Conclude by emphasising the following talking points:

Talking points


Role plays can be done in a lot of different ways.

- Supervisor plays the role of service user
- Two supervisees role play together in group or peer supervision
- Embedded within an activity, such as a case presentation where further skills need attention
- To introduce a new skill, best practice, or 'what not to do'

Key message

It is important to encourage supervisees to take role plays seriously, and to not go overboard by being too difficult or challenging. Role plays should be as similar to real life examples as possible. When case study's are given for role plays, supervisees can be encouraged to change certain aspects of the character in order to make the character seem more 'real'.

3 Closing session 12

 **Time**
10 minutes

 **Format**
Plenary

Q&A on case studies and role play

Ask group:

How do you see yourself using case presentations and role plays in your supervision practice?

What other activities would you find helpful to learn more about to support your supervision practice?

What other activities do you use that you find useful?

Remote training considerations:

Participants may choose to share their reflections on the above questions in the chat box. This can also be helpful to solicit feedback from more participants in a shorter amount of time.

Session 13

Managing challenges in supervision

Suggested time

4 hours 40 minutes

Goal of session

Explore different challenges that might arise in supervision and how to manage these dynamics

Corresponding section of IMS Handbook

Section 3.8 and 3.9

1

Challenges in your context

Time


30 minutes


Format


Pairs

1. Break participants up into pairs and ask them to take 20 minutes to consider some of the challenges they might experience in supervision. They should consider previously discussed topics in the training such as dual roles, power dynamics, and difficult behaviors with supervisees. Ask participants to reflect on what challenges they might face in their own contexts.
2. In small groups ask them to list these challenges and then to select one or two that feel most important.
3. Together they should then discuss ways in which they might be able to manage those challenges.
4. After 20 minutes bring participants back to plenary and ask them to share some of the challenges and potential strategies they developed to address them for approximately 10 minutes.

2 Role playing difficult behaviors

 **Time**
2 hours

 **Format**
Individual activity,
small group role play

 **Supplies**
- Prepared slide or flipchart

Facilitator note:

It is important that role plays are taken seriously, and that everyone do their best to play their part. While they are often a very fun way to learn, they can also sometimes be taken too far. Remind the group that they should not be unnecessarily difficult, rude, or disrespectful.

1. Start by encouraging individual reflection (for 15 minutes) by inviting participants to do the following:
 - A. Consider behaviours or a situation that you might find personally difficult in supervision. This could be a real situation (but please de-identify!) or a made-up scenario.
 - B. Write a short summary of the challenging situation (make sure no one is identifiable)
2. After reflection, break participants into small groups for 45 minutes.
 - A. In groups of three (1 supervisor, 1 supervisee and 1 observer) you will take turns being the supervisor and will role-play the challenging situation with the supervisees. The supervisee should give the summary of their challenging situation, and the supervisor will suggest using role-play.
 - B. Role-play the challenging scenario using an activity they have learned during this training e.g. setting an agenda, setting ground rules etc.
 - C. After 10 minutes of role-playing, take 5 minutes for the observer and others to provide feedback.
 - D. Switch roles with a new supervisor role-playing their challenging situation. Follow the same timings (10 minutes practice and 5 minutes of feedback).
 - E. Switch once more to ensure everyone has had their turn role-playing their difficult situation as a supervisor.
3. After each participant has had the opportunity to practice as supervisor, return to plenary for a 20 minute reflective discussion using the following questions as guides, which the facilitator can have written on a slide or flipchart:
 - *How did it feel as the supervisor to manage difficulties.*

Continued on next page


- *What did you learn from observing others manage difficulties?*
- *What skills did you use or saw other use to manage challenging behaviors?*


4. Close the activity by highlighting the importance of using basic helping skills and other helpful facilitation qualities. Also highlight the importance of supervisors having access to their own supervision. Referring back to the session on non-judgement and managing our own reactions, emphasise the importance of being curious about dynamics and situations that are challenging.

3

Role playing difficulties in group supervision

 **Time**
2 hours

 **Format**
Individual activity,
role play

 **Supplies**
- Prepared role-play
cards

1. Explain that during this activity, participants will practice managing difficulties in session with a co-facilitator. Each will be assigned a different behaviour to manage.

2. Assign the following disrupting behaviours to 1 to 2 supervisees during the role plays (select 1-2). Facilitators should coordinate this by discreetly pulling selected participants aside to brief them on the disruptive behaviour they will be modelling, or handing them a small note (they are to keep private) with their instructions for the role-play.

- Behavioural (talkative, judgemental, not paying attention etc.)
- Technology (keeps dropping-if online training, calls coming in if in-person)
- Group dynamics (someone taking up all of the space, obvious division in group, arguing)
- Difficult disclosures (someone discloses something personal happening in their life *keep this small*)
- If numbers are large, facilitator can consider adding in a 'red herring' group, where everyone is on their best behaviour

3. Timings will be dependent on the number of participants. Each pair of facilitators should have at least 15 minutes of role-play. After 15 minutes, leave 5 minutes for feedback from supervisees. Repeat until everyone has had the opportunity to be the facilitator.

Continued on next page

4. After everyone has had the opportunity to facilitate, bring everyone back to a larger plenary and discuss what it was like to facilitate with challenges.

5. Finish the activity by acknowledging that participants may have experienced a lot of their own emotions and reactions to challenging behaviours. Invite participants to note down what those reactions were, and consider them for a topic in using reflective practice (IMS Handbook section 4.4).


Remote training considerations:

Use the chat or breakout room function to discreetly assign roles to selected participants so the role-play facilitators are not aware of what challenges they will be managing.

If technology does not allow for the above activity to be conducted, participants can practice outside of the online session. Pre-prepared case scenarios developed by the trainer (contextually appropriate) should be shared (more than one) and volunteers will be needed to act as participants. Participants should not tell their 'facilitator' what role they are playing. If this option is taken, additional guidance will be needed around volunteers and activities to ensure safeguarding.

4

Closing session 13

 **Time**
10 minutes

Summarise key learnings, Q&A, feedback

 **Format**
Plenary

Session 14

Reflective practice

Suggested time

1 hour

Goal of session

To introduce reflective practice, and encourage as part of supervisor practice

Corresponding section of IMS Handbook

Section 4.4

Activity 1

The importance of reflection in supervision

Time

10 minutes

Format

Plenary

IMS Handbook

Section 4.4

1. Open session by discussing the importance of reflection. You may wish to use the sample script below.

Sample script

Reflection plays a key role in not only our work, but also our own growth and development, both personally and professionally. Reflection can support the development of self-awareness and encourages the supervisee's creativity and curiosity.

Continued on next page

2. Ask participants:

- *What does reflection mean in your context or culture?*
- *What are some ways that we can be reflective?*

Potential responses include: Mindfulness | Meditation | Prayer | Writing / Storytelling

3. Tell participants that they will be exploring what is called 'reflective practice', and it might be different from other ways of reflecting that they are used to, or possibly it is already something they do regularly. Emphasise the following talking points:



Talking points

Reflecting as a skill in MHPSS work is to be able to carefully consider one's own practice, beliefs and attitudes, and the knowledge or assumptions on which they are based. Strengthening the ability to reflect can result in more considered and less reactive practice which is essential for MHPSS practitioners who are often working in high stress environments.

Reflection is also important to help MHPSS practitioners link the knowledge and skills from training to their professional practice. It helps supervisees to understand that reflection is **not about finding the 'correct' answers, but instead acknowledges that in providing mental health and psychosocial support services, situations are often complex with no one right answer.**

A reflective approach ensures that the course of **action decided upon is carefully considered and logically reasoned**, taking all relevant information into account. Reflective practice helps supervisees manage ambiguity. It also helps them to build resilience and to manage difficult emotions that arise in the course of their work.

You may want to keep a journal to record your own reflections from your supervision practice. You may encounter situations in which you would like to consider things thoroughly and deliberately. You may also want to encourage your supervisees to practise using a journal to record reflections for discussion in supervision. Feedback from supervisors can help supervisees to develop insights to produce better formulations. Journaling may also be a useful means of tracking progress in relation to critical thinking and reflection over time.

2

Taking the time to develop a reflective practice

🕒 Time

30 minutes

👤 Format

Individual reflection

📖 IMS Handbook

Section 4.4

📄 Workbook

Module 2

Activity T

1. Open activity by providing background information about reflective practice.

Background information

How to think reflectively about your practice and the practice of others

Reflective thinking for MHPSS practitioners is a deliberate practice of exploring thought processes and decision-making. All people hold biases and prejudices, but critical thinking helps to avoid allowing those biases or prejudices to affect the decisions you make in your work as MHPSS practitioner and supervisor.

Practising reflective thinking in relation to MHPSS involves the following elements:

- Think about the different sources of information available such as examples from training or education, information from observation, communication with other people such as supervisors, and reasoning or reflection. You can ask yourself, “What do I know about this case/problem/situation, and how do I know this?”
- Think about whether there might be alternative ways to consider the problem or information that you may have overlooked.
- Consider how your own personal beliefs or values might influence how you are interpreting information.
- Compare your ideas with other ideas or solutions to decide which approaches or actions might be more likely to lead to better outcomes.
- Understand that it’s OK not to know everything or to have all the answers. Even very experienced MHPSS practitioners continue to learn throughout their practice.

Continued on next page

2. Refer participants to the corresponding activity in their participant handbook. Give them the instructions below, highlighting they will have 30 minutes to do the following:

- Read through the worksheet.
- Choose a situation they would like to reflect on more deeply (ideally something related to their work), this situation can be kept private and does not need to be shared.
- Use the prompts in the participant workbook to support reflective practice.
- Invite participants to grab a tea or coffee (if available in the training space) or to do whatever would make them feel comfortable during the reflection time.
- They will be invited to share their reflections on this process, but know that it is optional to share, and they will not need to discuss the difficult situation itself, rather how it felt to use reflective practice and if the process allowed for any new insights.

3. After 30 minutes, bring the group back together. Ask the participants the following reflection questions:

- *How did it feel to have designated time carved out to reflect on something?*
- *Has anyone arrived at any new insights through the process?*

4. Invite participants to share their feedback but only if they feel comfortable. Emphasise their sharing should be more on the process not on the content.

5. Before wrapping up, facilitator can encourage participants to protect time for reflection by using the sample script below.

Sample script


You may want to schedule into your calendar protected time to reflect, as we are often pulled in many different directions. Prioritising time for reflection will help us to strengthen our capacity to supervise by reducing our reactivity to challenging situations, allowing us to examine our own biases, values, beliefs and emotions and their impact on how we are approaching a situation, and gives us more space to think things through.

Remote training considerations:

Tell participants that if they would like to grab a tea or coffee or put on some relaxing music or anything they might find to be comforting, they should feel free to do so. They are also welcome to turn off their camera during this time.

3

Closing session 14

 **Time**
10 minutes

Summarise key learnings, Q&A

Energiser recommended after reflective practice activity.

 **Format**
Plenary

Session 15

The Supervision Journey

Suggested time

1 hour

Goal of session

To introduce the supervision journey and how supervision can differ at each stage

Corresponding section of IMS Handbook

Section 3.1

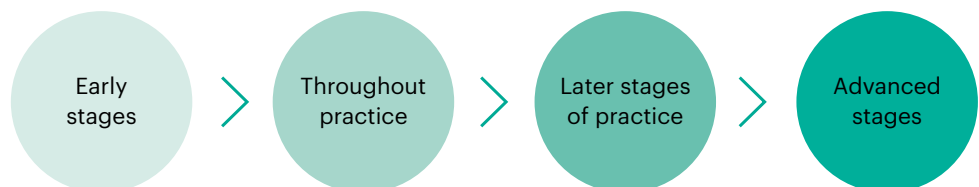
1 Introducing the supervision journey

Time
20 minutes

Format
Plenary

Slide

IMS Handbook
Section 3.1



Continued on next page

1. Introduce the supervision journey using the sample script below.

Sample script

Supervision is something that should support MHPSS practitioners throughout their journey. You as supervisors will be working with practitioners at different stages of their journey, and you yourself should receive supervision throughout your journey as a supervisor (refer to apprenticeship model and supervision for all).

There are several things that will impact supervision, including the relationship, or alliance, that is built between the supervisor and supervisee, as well as the various tools at your disposal to manage an array of situations, challenges, and successes that may come up in supervision. The goal of supervision is dependent on where your supervisee is in their growth and development, and what they are bringing to the table.

As supervisors, you can expect for there to be a developmental journey that your supervisee will embark upon. Sometimes you will be able to follow this journey, if you work with the same supervisee over a longer period of time, and at other points, you will only be with them for a portion of the journey.

- *In the beginning of their journey, they may need supervision to provide more education, direction, and advice. There will be a higher level of dependence on the supervisor during this time, as it will likely be early on in the practitioner's practice, and they will just be acquiring knowledge, skills and confidence.*
- *Over time, the supervisee will gain more insight and learnings from their work, and the relationship between the supervisor and supervisee will become more collaborative, where both the supervisor and supervisee are working together to explore solutions.*
- *Eventually, supervision will become more of a consultation process, and the supervisor doesn't necessarily need to be more experienced than the supervisee.*


2. Ask the following question:


- *For those of you who are currently receiving supervision, or who have received it in the past, consider what the relationship between you and your supervisor was like. Think about dynamics, styles, how you learned. Also consider how that relationship might have changed over time.*


3. Invite participants to share any reflections.


2


How to supervise at each stage

 **Time**
30 minutes

 **Format**
Individual activity,
plenary

 **IMS Handbook**
Section 3.1

 **Workbook**
Module 2
Activity U

 **Supplies**
Prepared papers.
Tape.

This activity can be done in two ways:

Option 1:

1. Have one paper for each stage and description taped to floor.
2. Have 'how to supervise at this stage' written on paper. Ask participants to match to the corresponding stage.

Option 2:

1. In their participant handbooks, participants will find a matching activity with the different stages of the supervision journey and descriptions. Give 10 minutes for participants to complete the exercise. They should do this exercise without referring to their IMS Handbooks.

Background information

Early stages

Description: In the earlier stages of the supervisee's practice, the supervisor may need to provide more direction and advice to the supervisee. The supervisee is likely to be highly motivated at this stage, but lower in professional confidence and also quite dependent on the supervisor.

How to supervise at this stage: At this stage, the supervisor should aim to provide structure and maintain awareness of the supervisee's anxiety levels about their capacity as an MHPSS provider. They may need to provide instruction and allow the supervisee(s) to practise and observe key skills within sessions. Role playing is useful throughout all stages of practice, but is especially useful at this stage, and the supervisor should take care to reinforce positive practice as well as delivering constructive criticism. The supervisee should be assigned service users with milder presenting problems or those who are receiving ongoing support.

Throughout practice

Description: As the supervisee develops their skills and gains more experience in their role, their levels of motivation, confidence, job satisfaction and emotional well-being will fluctuate. This will require different types of support from the supervisor at different times. →

Background information *(continued)*

How to supervise at this stage: The supervisor can provide less structure to the supervisee and encourage more autonomy. Supervisees can be assigned to service users facing a greater range of challenges once they begin to develop the ability to work more autonomously. However, this is more likely to shake the supervisee's confidence. The supervisor should normalise these feelings, and other emotional reactions to MHPSS practice, such as countertransference or overidentification. At times, supervisees might also become overconfident in their skills. The supervisor should also begin to encourage the supervisee to think about alternative perspectives, how best to express empathy, and increasing their appreciation of the complexity of presenting problems and situations.

Later stages of practice

Description: Over time, the supervisee's ability to develop insights into service users' problems and propose solutions will develop to a more advanced level, and the relationship between supervisor and supervisee will become more collaborative, where both parties explore solutions together and discuss their merits and drawbacks. The supervisee will show an increased awareness of the areas where they require additional training and development, as well as their strengths.

How to supervise at this stage: At the later stages of practice, the supervisee will determine the structure of sessions to a greater extent. The supervisee may wish to discuss their career decisions and longer-term objectives.

Very advanced stages

Description: Eventually, when the supervisee's skills are developed to an advanced stage, supervision will take the form of mutual consultation, where the supervisor is not necessarily required to be more experienced than the supervisee.

How to supervise at this stage: At the advanced stages of practice, the supervisory relationship will be autonomous, and expertise can be shared collaboratively.

Note: Content adapted from Stoltenberg, C. D., & McNeill, B. W. (2011) Integrative Developmental Model for Supervision.

Continued on next page


2. After matching activity, briefly review each stage. Ask for reflections on the stages of development and how it will inform their work as supervisors.

- *What stage do you think will be the easiest for you to supervise?
The most difficult?*
- *Where do you think your supervisees will fit into this model?*
- *Is there is anything within the model that you don't agree with, or that you would like to add to make it fit within your context?*
- *Where do you think you fit in the supervision journey?*
- *How will you adapt as a supervisor to the different stages of your supervisees?*

3. Close the discussion after 10 minutes.

3

Closing session 15

 **Time**
10 minutes

Wrap up with Q&A and feedback, and summary

 **Format**
Plenary

Session 16

Closing module 2

Suggested time

30 minutes

Format

Plenary

Goal of session

Summarise the key learnings from Module 2 and leave room for questions and reflections. Invite feedback on the Module and advise participants of the next steps in the training.

Module 03

Preparing to be supervised

Participants:

Supervisees

Suggested time:

2 days

Corresponding section of IMS Handbook:

Introduction, Sections 1 & 4

Goal of module:

To introduce the IMS and the importance of supervision.
To highlight best practice and how to make the most of supervision.

Sessions

- 1 Getting started** Page 202
🕒 1 hour 25 minutes (optional 10 min add on)
- 2 Exploring supervision** Page 210
🕒 3 hours 10 minutes
- 3 The foundation for good supervision:
self-care and wellbeing** Page 223
🕒 2 hours 25 minutes
- 4 How to be reflective and use feedback** Page 241
🕒 1 hour 45 minutes
- 5 How to make the most of supervision** Page 248
🕒 3 hours 35 minutes
- 6 Closing module 3** Page 260
🕒 30 minutes

Session 1

Getting started


Suggested time

1 hour 25 minutes (with optional add-on 10 minutes)


Goal of session

To introduce participants and to set expectations and ground rules for training.

1 Introductions

 **Time**
20 minutes

 **Format**
Plenary

 **Supplies**
- Ball

1. Open the training by welcoming participants and doing a quick introduction by each of the facilitators.

2. Do a welcome activity to introduce all participants.

Option 1

Have a ball and throw it to participants in random order . When they have the ball it is their turn to introduce themselves by saying their names and their roles. Invite them to share one thing they know about supervision, whether being supervised or a supervisor.

Option 2


Put participants into pairs, ask them to introduce themselves to each other (name and roles) and to remember the details of the other persons, then in plenary ask them to introduce the person they met.

Continued on next page


Option 3

In plenary ask all participants to introduce themselves (name and role) but they must also say two truths and one lie (just small statements about their work or life e.g. hobbies, food preferences etc). Other participants need to guess which statement was the 'lie'. This activity can be made more interactive by asking participants to move to one side of the room if they believe the statement to be 'true' and another side if they believe it is a 'lie'.

2**Welcome activity**

 **Time**
15 minutes

 **Format**
Plenary


 **Supplies**
- Paper
- Pens
- Random objects

Option 1: Invite participants to draw a picture of what they wanted to be when they grew up, when they were a child. Then invite a volunteer to show their picture and other participants guess the profession. Whoever has the correct guess goes next. If training remotely participants will need to turn their camera on to show the picture, if their camera is not functional (due to connectivity issues) they may also send a photo of their picture in the coordination group (e.g. whatsapp).

Option 2: Have participants act out what they wanted to be when they grow up without using words. Invite a volunteer to go first, and whoever has the correct guess goes next. If training remotely participants will need to be able to turn their camera on when acting.


Option 3: In plenary ask participants to sell a random object in the room (emphasise that it must be an ordinary, unremarkable object like a normal pen or a ball of paper, nothing fancy). They have to try and sell the object to the other participants on the call in one minute (set a timer so they race against the clock!). At the end take a vote on which object most people would like to buy and briefly ask what was so convincing about the sales pitch.

3 Housekeeping

 **Time**
20 minutes

 **Format**
Plenary

 **Slide**

 **Supplies**
Prepared flipchart or slides with:

- Module 3 overview
- Overview of entire training including supervision

Facilitator note:

Check in with participants to ensure everyone has access to the workbooks, and if using an electronic version, be sure to download and save before using.

1. Open session by showing agenda for the day on a flipchart or slide.
2. Show flipchart or slide with overview of Module 3.
3. Show flipchart or slide with overview of entire training, including supervision and implementation consultation.
4. Invite questions.
5. Give overview of important training logistical information using the talking points below for reference.

 **Talking points**

For all trainings:

- *This training will be very interactive. Expect to be actively involved throughout.*
- *We will have a 'parking lot' for all topics and questions that might not fit directly into the session or activity that we are in. We can put whatever we want into the parking lot to be revisited throughout the training.*
- *We will have a longer meal break and two shorter breaks during the training. It is very important to start sessions on time so that we can end on time.*
- *Communicate with your facilitators if you have any issues during the training.*
- *Time will be provided for each day for feedback. Your feedback helps to ensure that the training is meeting your learning style and needs. If ever you are not comfortable sharing in front of the group, please feel free to write an anonymous note or speak directly to the facilitators. →*

Continued on next page



Talking points (continued)

For in-person trainings:


- *This training involves a lot of interactive activities throughout and we will use this space creatively. Expect to be engaged throughout.*
- *There are arts and crafts supplies available on the desk that you can use during activities or throughout the training (for some people fidgeting can improve their concentration).*
- *On your desk you will find a hardcopy version of the IMS Handbook and a participant workbook that you can use as a guide for some of the activities, we will tell you for which activities to use the guide. You will be given additional materials throughout the training including the IMS Adaptation Guide and the IMS Monitoring and Evaluation Guide.*

For online trainings:

- *This training involves a lot of online time together, the curriculum is designed to be interactive and engaging.*
- *The technology facilitator/co-facilitator can support with technology issues as needed, just let the trainers know if you are having issues.*
- *There are also 'offline' activities in your participant workbook that you can use if the technology is not working well.*
- *Either have a printed copy of this workbook so you can write, draw and take notes, or use the fillable online version. Please keep your cameras on as much as possible so we get to know one another and stay engaged. The IMS handbook has a lot of good tips (see section 1.7.2) on making the most of remote supervision, a lot of those tips apply to our training.*
- *Please have craft materials available for the train, including paper, pens, markers or crayons and anything else you might enjoy creating with.*

4

Technology game (optional if doing remote trainings)

 **Time**
10 minutes

 **Format**
Plenary

Facilitator note:

This is an optional game for remote trainings to review online technologies and etiquette.


Invite participants to conduct small activities that familiarise themselves with the different technology functions. For example:

- show the emoji that best expresses your mood today,
- using the chat box, tell us your favourite food,
- using the raise hand function, take a vote on which is best (e.g. comparing different movies, foods etc),
- do a short quiz – ask participants to take themselves off mute as quick as possible and make a buzzer noise and whoever is quickest gets to answer first.


5


Ground rules

 **Time**
20 min

 **Format**
Small groups and plenary

 **Slide**

 **IMS Handbook**
Section 3.4

 **Supplies**
- Flipchart
- Pens

1. Facilitator should emphasise that by collaboratively creating ground rules in the training, participants are learning how to also create ground rules in supervision sessions. Ground rules help to create a supportive and comfortable learning environment.

2. Put participants back into same small groups.

3. Ask participants to make a list of rules they think are important for the group to follow in order to have a supportive learning environment. They will have 10 minutes to complete this task, and then a spokesperson will share to the larger group.

4. While groups are sharing back ask for a volunteer to scribe the list on a flipchart, or if training remotely scribe the list online and share screen.

5. Facilitators should emphasise confidentiality, respecting others, online etiquette, and that everyone is an expert. Using the commonalities between group, create master list of group rules to be displayed throughout training.

Continued on next page

 **Talking points****Confidentiality**

- Cannot be guaranteed 100% but should be strived for.
- Everyone should do their best to keep stories and experiences shared private.

Everyone is an expert

- We have different levels of experience. Some have received or provided extensive supervision, and some do not have any experience as a supervisor or supervisee.
- Everyone's perspectives and experiences are welcomed without judgement.
- Everyone has a valuable contribution they can make.

Respect other views

- We may not always agree on everything and that is ok.
- It is important to listen to, consider other opinions and learn from one another.
- There is diversity in how people like to be supervised, as there are differences in how they like to be managed.

For remote trainings, in addition to the points above online etiquette should be discussed, including:

- Find a space that is as private as possible for the training since sometimes we will discuss difficult or sensitive topics.
- Your active participation is important and we will communicate in a variety of different ways, in group discussions, breakout rooms through the chat function etc.
- Try to ensure your environment is distraction free. →

Continued on next page




Talking points (continued)


- We recommend turning off notifications from emails and messages on your computer (phones on silent) to ensure you are distraction free.
- We also do need to understand that being virtual sometimes means that distractions are likely (e.g. children and animals popping up on calls!) and we will be patient and understanding with one another, but also try to limit this where possible.
- We will all do our best to avoid technical jargon or too many acronyms so that we are all on the same page. If ever the facilitators are doing this, feel free to flag it to us!
- To avoid noise disturbances as much as possible during the training, stay muted when you are not talking. When you would like to contribute to a conversation please use the raise hand function and feel free to also message in the chat. This helps us to avoid speaking over the top of one another and allows us all to be heard.

6

Closing session 1

 **Time**
10 minutes

Summarise key points and invite questions and feedback from participants.

 **Format**
Plenary

Session 2

Exploring supervision

Suggested time

3 hours 10 minutes


Goal of session

To define supportive supervision and become familiar with IMS


Corresponding section of IMS Handbook

Preparing to become a supervisor, Section 1.1

1 Supervision experience

 **Time**
20 minutes

 **Format**
Poll

 **Workbook**
Module 3
Activity A

 **Supplies**
- Colored paper
- White paper

Facilitator note:

This activity is aimed to get a better understanding of participants opinions on supervision. Not all questions have to be asked, and questions should be adapted to fit context. Participants should be encouraged to skip any questions they are not comfortable answering.

The activity can be done in several ways:

Option 1: Ask participants to have one coloured and one white piece of paper. Yes = coloured, No = white. Ask the questions below and have participants hold up corresponding paper.

Option 2: Complete corresponding activity in participant workbook.

In situations where there is a clear divide, facilitators can invite discussion. Emphasising the areas that have been agreed upon in the IMS.

Continued on next page

Sample questions

I have received supervision previously in my education or training

I think that supervision is a great way for people to get mental health support

I think that supervision is there to check if I have made mistakes or done something wrong

I have recently received supervision (current organisation)

I feel like I understand what supervision is and how I should be using it

I can think of a time working in MHPSS where I needed support, but I didn't know who to turn to

Sometimes I feel like I have no idea if I am providing the right kind of support when providing MHPSS interventions

I am currently providing or engaged in supervision (e.g. individual, group, peer)


I can think of a time when supervision really helped me in my work


Supervision can help me to manage the demands of a difficult role

Supervision is optional


2

Supervision within our organisation

 **Time**
30 minutes

 **Format**
Small group,
plenary


 **Slide**

 **Workbook**
Module 3
Activity B

1. In small groups, invite participants to discuss the following for 10 minutes:
 - Have you ever been supervised before? What did you like most about it? What did you like least about it? If you haven't received supervision before, who do you turn to for support?
2. After 10 minutes, bring back together in larger group and ask the following question:
 - *If you had a magic wand, what would you want supervision to be within your organisation or for you? Who would receive it? How long? What format?*
3. Allow 10 minutes for participants to share their reflections.

3


What is the IMS?

 **Time**
10 minutes

 **Format**
Plenary

 **Slide**

 **IMS Handbook**
Introduction

 **Supplies**
Flipchart or slide
- MHPSS pyramid
- IMS Graphic
- Key components

1. Facilitator to provide background information on the to the IMS in plenary using the talking points below for reference. Flipchart or slide of MHPSS pyramid can be displayed to indicate that supervision is for everyone, regardless of the type or level of MHPSS involved in.

Talking points

The Integrated Model for Supervision (IMS), aims to improve supervision within MHPSS across sectors. The development of the IMS was a process of extensive consultation with feedback from a broad range of MHPSS actors across sectors reflected. The development included several key elements:

- An **advisory group** comprised of leading global experts on MHPSS intervention in emergency settings actively guided and provided invaluable feedback at all stages of the development of the IMS.
- A **desk review** of literature and existing guidance on MHPSS supervision provided a rapid assessment of key evidence to inform initial project planning and development.
- **Key informant interviews** were conducted with MHPSS actors from all professional levels and backgrounds. This included supervisors, supervisees, organisational leadership, and donors, based in organisation headquarters and in the field around the world. These interviews formed the basis for the early draft of the IMS.
- Key ideas and content from the early draft were then reviewed in **three stakeholder workshops** with participants including MHPSS actors of all experience levels and spanning countries all over the world.
- The workshops were followed by an online consensus-building consultation (**Delphi**), where MHPSS actors voted on the validity of statements or ideas from the guide.
- Once this feedback was integrated into the IMS, the Missing Link project advisory group and the Inter-Agency Standing Committee Reference Group (IASC RG) provided their **final comments**. →

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Talking points *(continued)*

- The IMS was then **piloted in six countries**, with feedback collected resulting in revised versions of the IMS Handbook and associated products.

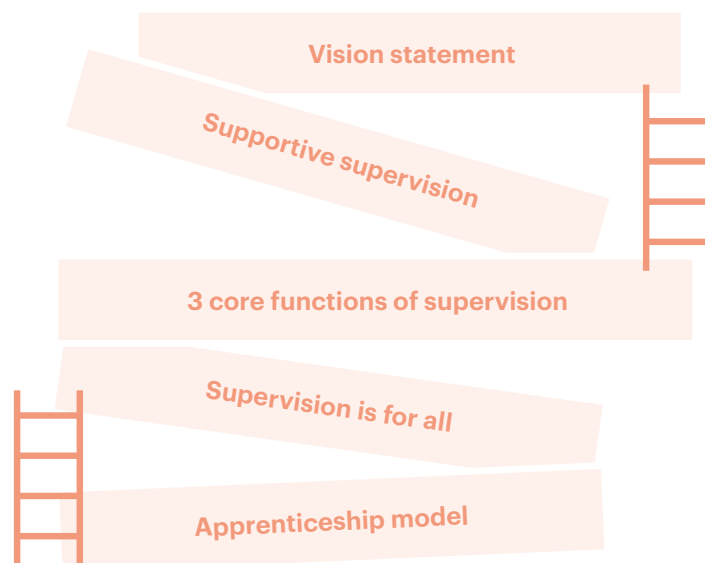
All these consultations and actions led to the development of the IMS Handbook, training package, and all associated tools. The IMS therefore represents consensus on supervision best practices among actors at all levels of MHPSS and protection intervention delivery.

2. Show slide or flipchart of IMS illustration.

3. Highlight that the IMS is comprised of several key components that have been identified as best practice through extensive consultation. Use the talking points below to emphasise each area.

4. Let participants know you will explore each area in greater training throughout the training, and invite any initial questions.

IMS illustration



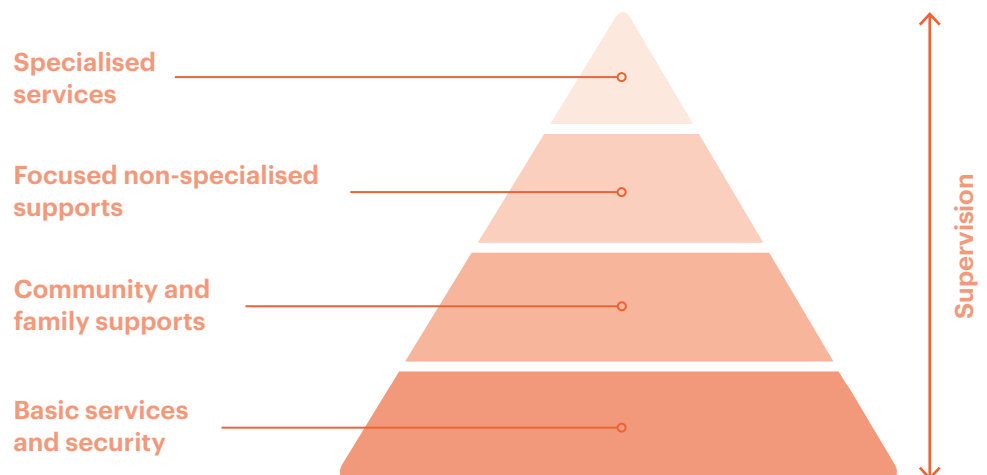
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The IMS is comprised of several key components identified as best practice through extensive consultation. Show slide and briefly describe each component using the talking points below.


Talking points

- **Vision statement:** Guiding principles for the IMS which is grounded in evidence base and human rights
- **Supportive supervision:** IMS defines supportive supervision within MHPSS
- **3 core functions of supervision:** supervision should focus on skill building, monitoring and evaluation and emotional support
- **Apprenticeship model:** tiers of supervision that organisations aspire to ensure continuous support and development and supervision for all
- **Supervision for all:** supervision should be accessible to all engaged in MHPSS, across sectors
- **Progress towards best practice:** The acknowledgment that the 'gold standard' in supervision will not happen overnight and that organisations can take steps towards best practice

5. Display flipchart or slide of MHPSS pyramid. Indicate that supervision is for everyone, regardless of the type or level of MHPSS involved in.





4 Vision statement

 **Time**
10 minutes

 **Format**
Plenary

 **Slide**

 **IMS Handbook**
Introduction


 **Supplies**
- Slide or flipchart
with vision
statement


1. Invite participants to turn to the vision statement in the IMS Handbook, which is located in the Introduction section.

2. Ask for volunteer to read vision statement.

3. Ask participants if there is anything that surprises them about the vision statement or that they might not agree with


5 What supervision is, what it is not


 **Time**
45 minutes

 **Format**
Small groups
and plenary

 **Slide**

 **IMS Handbook**
Section 1.1

 **Workbook**
Module 2
Activity D

 **Supplies**
- Flipchart
- Pens

Facilitator note:

In order to make the most of supervision sessions, it is important that it is clear to both supervisors and supervisees what the purpose of supervision is and how the supervisee would like to be supported. To do this, it is helpful to have guidance and job descriptions from organisations.

1. Start with a short activity on what supervision is, and what it is not (or should not be).

Ask participants to go to one side of the room if they think the statement reflects what supervision is, and to the other side of the room if it is what supervision is not.

Remote training considerations:

The activity can be conducted remotely. Alternatively, a poll can be created with the statements pre-compiled (e.g. Zoom poll).

What supervision is

- ✔ a safe, supportive, confidential and collaborative space
- ✔ a place where supervisees can openly discuss both difficulties and successes in their role
- ✔ a place where supervisees receive clear and constructive feedback that helps them to build their technical capacity
- ✔ a place where supervisees receive emotional support
- ✔ a respectful, collaborative space that enables joint problem solving and supports independent learning
- ✔ a place for mutual learning for supervisee(s) and supervisor
- ✔ a place to identify and respectfully challenge bias or prejudice
- ✔ an appropriately bounded space, including awareness for both the supervisor and supervisee of limits to confidentiality (e.g. in cases of child protection concerns or other risk of harm to self or others)

What supervision is not

- ✘ the time to resolve administrative issues e.g. timesheets, contracts, etc.
- ✘ only a means of monitoring the supervisee’s performance
- ✘ the only type of staff care that an organisation should make available
- ✘ a substitute for mental health care
- ✘ hierarchical, top-down, overly instructive
- ✘ fault-finding, judgemental or punitive

2. Where there is not a consensus, facilitator should invite conversation. It should also be noted that different cultural interpretations and other considerations may influence a shared understanding of supervision between supervisor and supervisee.

3. Show corresponding slide at end of activity and invite feedback and discussion.

6 Introducing different types of supervision

Time
10 minutes

Format
Plenary

Slide

IMS Handbook
Section 1.6

1. Introduce session by letting participants know that supervision within MHPSS can be delivered in several different ways and either in person or remotely. The different modalities all have their own unique benefits and limitations. It is helpful for supervisors to be familiar with the different types so that they can work with their supervisees and organizations to decide what is the best fit for them. The four different types of supervision are:

- individual
- group
- peer
- live

7 3 Core functions of supervision

Time
20 minutes

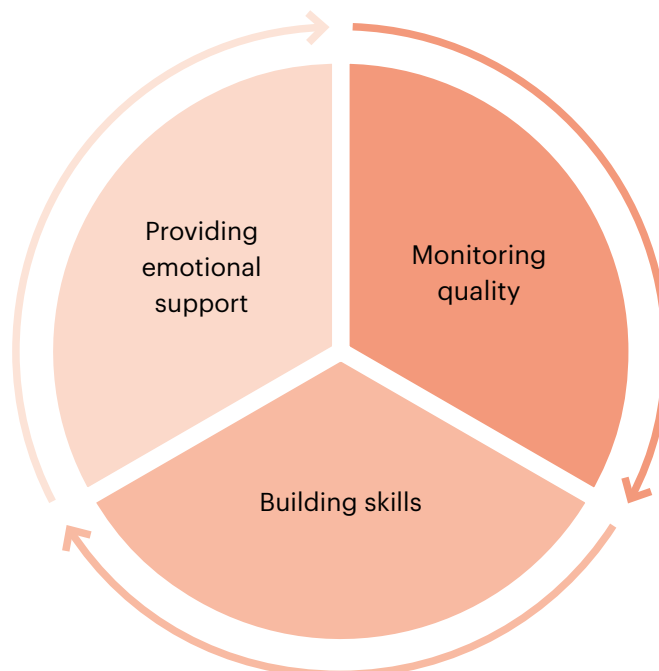
Format
Plenary

Slide

IMS Handbook
Section 1.1

Supplies
- Flipchart or slide with 3 core functions

Core functions of supervision



Continued on next page

1. Explain each core functions using the talking points below, and place an emphasis on emotional support, as this may be new for some.


 **Talking points****Emotional support:**


- Creates a safe, supportive, confidential space to explore personal reactions to professional situations (but it is not therapy!)
- Can support supervisee's own mental health by encouraging supervisees to recognise and manage their own reactions and stressors
- Supports self-discovery

Building skills:

- Structure learning over time to support application of knowledge into practice
- Improves confidence and competence in supervisees own professional development
- Supports independent learning
- Monitoring intervention fidelity
- Improves service quality
- Ensures activities are being implemented as designed
- Provides an opportunity to identify barriers to implementation and offers an opportunity to brainstorm solutions


8 The apprenticeship model

 **Time**
10 minutes

Format
 Demonstration /
plenary

 **Slide**

 **IMS Handbook**
Section 1.4

 **Supplies**
Slide or
flipchart of:
- Apprenticeship
illustration
- Apprenticeship
model

Facilitator note:

The apprenticeship model is one of the core components of the IMS. To illustrate this concept, teaching someone how to cross a busy road can be used. Facilitators may wish to demonstrate this by acting out. It is also important that this be contextually relevant, so it may be important to adapt the example.

1. Use script below to introduce the apprenticeship model:

 **Sample script**

The IMS has adopted and adapted the apprenticeship model as the preferred way of integrating supervision within MHPSS. Within this model, all levels of practice receive supervision.

While this is best practice, it might not happen overnight. What is important is that organisations take steps towards this model to ensure supervision for all! The example we use to illustrate this is learning how to cross a street.

2. Use one of the following examples to describe the apprenticeship model.

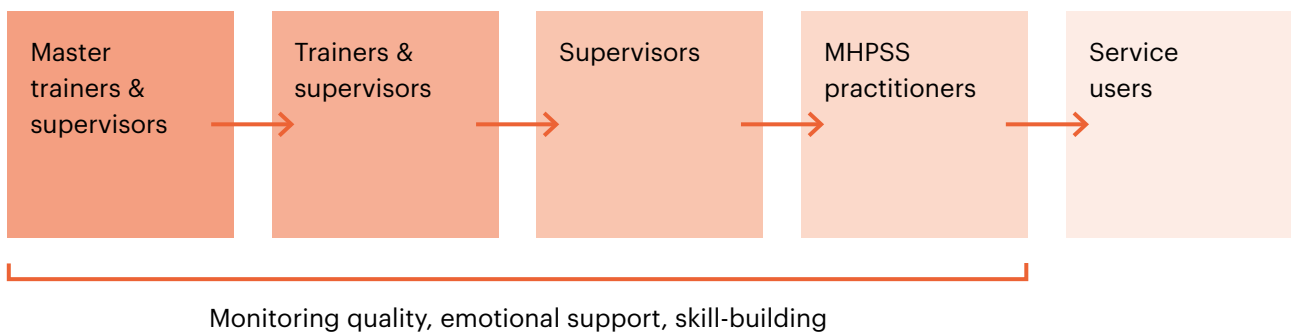
Option 1: Someone is new to a country and they don't know how things work, they are paired with someone who supports them to learn their way around. At first, the person who is familiar with the context shows a map and gives tips for navigating the new environment, then they walk around town and do errands together. After some time, the newcomer does errands on his own, but checks in with the person from the context from time to time, and is able to ask questions and get feedback.

Option 2: A rabbit is learning to cross the busy road for the first time. Their friend demonstrates how to do it, then they cross together. Afterwards, the rabbit crosses on their while their friend watches, and provides feedback and encouragement.

Continued on next page

3. Invite participants to turn to section 1.4 of the IMS Handbook to see the graphic of the apprenticeship model.
4. Describe each of the layers of the model and invite questions from participants.

The Apprenticeship Model



Adapted from Murray et al. International Journal of Mental Health Systems 2011, 5:30 / <http://www.ijmhs.com/content/5/1/30>

5. After describing the concept of the apprenticeship model, briefly show the IMS apprenticeship model slide and describe how it functions in practice. There will be a working group session later in the training.


Sample script

The IMS has adopted and adapted the apprenticeship model as the preferred way of integrating supervision within MHPSS. Within this model, all levels of practice receive supervision.

While this is best practice within supervision, this might not happen overnight. What is important is that organisations take steps towards this model to ensure supervision for all!

9

Introducing progress towards best practice in supervision

 **Time**
5 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 2.4

Facilitator note:

This section should be tailored as much as possible towards the individual organisation, considering resource constraints. It is important to emphasise that any supervision is better than no supervision. The facilitator should make every effort to recognise constraints and talk through concerns with the organisation.



Talking points

- Best practices in supervision was identified through the reflections from those who participated in interviews, workshops, and the advisory board to create the IMS.
- Consensus was built taking into consideration the constraints within emergency and humanitarian settings.
- The IMS highlights what is considered to be best practice, and how to take steps towards a 'gold standard'.
- It is very understandable that some organisations may be able to have supervision practices that are more closely aligned to the 'gold standard' than other organisations, and that is ok. What is important is that steps are taken towards best practice, and towards integrating supervision within the organisation.
- Integrating supervision within your organisations will take place during the proposal design stage and will need to be considered from human resources, project management, and program implementation perspectives.




Key message


The 'gold standard' is regular, individualised supervision for all MHPSS actors.

10

Closing session 2

 **Time**
30 minutes

Close session by doing a shortened demonstration used during Module 2 (Session 5- Supervision Alliance demonstration using fishbowl approach).

 **Format**
Breakout rooms,
plenary

Invite reflection, questions, and feedback on session to close

Session 3

The foundation for good supervision: self-care and wellbeing

Suggested time

2 hours 25 minutes

Corresponding section of IMS Handbook

Section 3.2

Goal of session

To demonstrate the need for, and to identify support and strategies for supervisees to prioritise their own self-care and well-being.

1

Introducing the importance of feeling well

Time

15 minutes

Format

Plenary

IMS Handbook

Section 3.2

Facilitator note:

This topic can be quite sensitive, so it is important not to pressure anyone to open up. At the same time, participants might greatly appreciate the opportunity to share some of their stressors, so facilitators should be mindful to contain if things are going too deep in a way that the participants still feel heard. The facilitator can also share what some of their common stressors have been when working in humanitarian contexts to get the conversation started, if appropriate.

Continued on next page

1. Introduce session using the talking points below.

Talking points

Section 3.2 of the IMS Handbook contains more detailed information

- Working in humanitarian contexts can be rewarding, but it can also be very challenging.
- Some of the positive aspects of doing this type of work include feeling a sense of compassion satisfaction (feeling good about our ability to help others), vicarious resilience (our sense of enhanced faith in the human spirit that we can gain from observing the resilience of others) and post-traumatic growth (making meaning of our experiences of trauma and adversity).
- First- or second-hand trauma and adversity during our lives and work, along with demanding workloads, stress and burnout all pose a challenge to being effective supervisors.
- Supervisee self-care and resilience is crucial for safe and effective MHPSS delivery.

2. Ask the following question:

- Would anyone like to share what some common stressors they see are experience in their work?

3. Invite participants to share verbally or in the chat box if training remotely.


4. Use the sample script below after participants have shared.


Sample script


Common stressors may include unstable contexts, safety and security concerns, long hours, and separation from social support networks. Humanitarian workers are also likely to be exposed to potentially traumatic events. This exposure can be primary (directly experiencing the trauma) or secondary (hearing or reading about the event happening to someone else).


It is important to note that having reactions to difficult situations is natural


2 How stress impacts us

 **Time**
25 minutes

 **Format**
Drawing activity,
plenary

 **IMS Handbook**
Section 3.2

 **Workbook**
Module 2
Activity E

 **Supplies**
- Paper
- Markers
- Pens
- Crayons

Facilitator note:

The facilitator should acknowledge that this activity might leave some participants feeling uncomfortable or distressed, this might be a nice opportunity to invite participants to take a small break to reorient themselves with their surroundings e.g. make a cup of tea, stretch or do an energiser.

1. Ask participants to take out a piece of paper and markers or crayons. If the training is being conducted remotely, they may turn their camera off while drawing if it helps them to feel more comfortable.

2. Ask participants to start thinking of a time when they were feeling unwell at work (e.g. overwhelmed, stressed), and they did not know who to turn to for support. Then ask them to draw a picture or a representation of themselves such as a creature, vase, or tree. Invite participants to draw what that felt like (it could be in their body or in the environment around them in the picture).

(10 minutes for reflection and drawing)

3. After 10 minutes, ask participants to turn their paper over. Invite them to think of a time when they were feeling well in the workplace, and when they had difficulties, they knew who to turn to for support. Ask participants to draw what that felt like in the body/and or in the environment around them

(10 minutes for reflection and drawing)

3. After completing the activity, bring participants together as a group and invite volunteers to share their drawings and reflections. Facilitator should highlight that not everyone who is struggling will experience things the same way.

3

The impact of adversity, workplace stress and traumatic experiences

 **Time**

15 minutes

 **Format**

Small groups
or plenary

 **IMS Handbook**

Section 3.2

1. Facilitator to display flipchart or slide with the following questions:

- *During the times when you felt you did not have someone to turn to for support, how did that impact your work?*
- *How did that impact your ability to support others?*

2. Invite participants to reflect on the questions in pairs for 5 minutes.

3. Return to the larger group and invite participants to share back.

4. Provide psychoeducation on the impact of adversity, workplace stress, and traumatic experiences using the talking points and background information below.

 **Talking points**

Explain each concept. Note conceptual overlap between some of the terms. Highlight that burnout, compassion fatigue and vicarious trauma all can develop into mental health problems if not managed. Note that expressions might differ depending on the context and culture.

What is adversity?

- Humanitarian contexts are often characterised by difficult circumstances and stressful events.
- Such events can lead to a range of different emotions like fear, grief, sadness and even feeling numb.
- For many people these feelings and reactions go away over time but for others they can persist and start interfering with their life and work.
- MHPSS staff may themselves be affected by humanitarian emergencies and are also frequently exposed to persons in distress, this leads them to increased risk of burnout, compassion fatigue and trauma. →

Continued on next page



Talking points *(continued)*

What is burnout?

- High levels of persistent physical, emotional and mental exhaustion
- Leads to negative attitudes/cynicism towards work

What is compassion fatigue?

- Described as ‘the cost of caring’
- Reduced interest and ability to take on the suffering of others
- A common psychological response to dealing with trauma


What is vicarious trauma?

- A range of psychological responses including compassion fatigue and secondary traumatic stress
- Results from a workload that is emotionally difficult to manage

Compassion fatigue, vicarious trauma and burnout affect wellbeing across physical, psychological, behavioural, spiritual, cognitive and relational domains. Also affect the health of organisations and their capacity to provide sustainable and effective supports to the affected communities they work with. Specific organisational impacts include:

- high rates of staff turnover
- decreased productivity and motivation
- poorer continuity and quality of work →

Continued on next page

 **Talking points** *(continued)*

Affected individuals may avoid certain tasks, withdraw interpersonally, be less productive or might be regularly absent from work.

Key organisational risk factors for negative outcomes following exposure to trauma and adversity

- Involvement in tasks outside of usual remit or competence, as well as general **role ambiguity**.
- Poor relationships with managers and **dissatisfaction with supervision**.
- No access to care or support.

Key organisational protective factors following exposure to trauma and adversity

- Perceived organisational support.
- A sense of professional **knowledge, competence and confidence**.
- Training and preparedness.

Additionally, factors such as gender, prior trauma history, pre-existing mental health conditions, can also influence outcomes. Along with peri-traumatic factors e.g. proximity to the event, harm to self or others. The individual's own social support and coping strategies will also influence their wellbeing.

Continued on next page

Background information

Psychological trauma = a response to highly stressful, frightening and/or disturbing event(s)

Some potential consequences of trauma exposure (primary or secondary):


- Compassion fatigue
- Burnout
- Vicarious trauma
- Mild to moderate distress (symptoms e.g. low mood, not reaching the threshold for a diagnosis)
- Post-traumatic stress disorder (PTSD), anxiety, depression (and other common mental health conditions)

Post-traumatic stress disorder (PTSD)

- Results from exposure (direct or indirect) to a significant stressor (such as death, threatened death, sexual violence, serious injury)
- Re-experiencing (e.g. intrusive memories, nightmares, dissociation)
- Hyperarousal (e.g. exaggerated startle response, sleep difficulties, difficult concentrating)
- Avoidance (avoidance of experiences – internal and external)
- Altered mood and memory (e.g. negative beliefs about the world; inability to remember key aspects of the trauma, difficulty feeling positive emotions)
- Functional impairment (impact on work, social relations etc.)
- Symptoms must persist for more than one month following the trauma


4


Coping strategies and building resilience

 **Time**
20 minutes

 **Format**
Plenary

 **Slide**

 **IMS Handbook**
Section 3.2

 **Supplies**
- Prepared flipchart or slide
- Paper
- Pens
- Crayons/markers

Facilitator note:

It is important to shift the focus away from too much personal responsibility and explain that while self-care is important - it's often not enough to manage the emotional demands of a very difficult role. To do the latter, space is needed to reflect and deliberately process our work-related experiences. This can be facilitated through supervision and other supports (supportive conversations with colleagues, peer networks, personal therapy etc.).

1. In plenary, ask the group to reflect and discuss the following questions. The facilitator may wish to have questions on a slide or flipchart.

- *When we think about stressors, it is helpful to also think about coping strategies. What are some examples of helpful coping strategies? And what about unhelpful coping strategies? Are there any common negative coping strategies that you see in the humanitarian field and within your context? (e.g. alcohol and substance abuse rates among humanitarians are quite high).*

2. Introduce self-care and resilience using the talking points below:

Talking points

What is self-care?

Reiterate some core positive coping strategies shared during the discussion. Then introduce categories below:

- physical self-care (e.g. healthy eating, exercise, going to medical appointments)
- emotional and psychological self-care (e.g. engaging in hobbies or other enjoyable activities, relaxation techniques, reflecting on wellbeing)
- spiritual self-care (e.g. engaging with a spiritual community, meditation, prayer)
- social self-care (e.g. nurturing relationships, meaningful community engagement) →

Continued on next page



Talking points *(continued)*

- professional self-care (e.g. taking breaks, seeking support from colleagues)

What is resilience?

- A person's ability to cope with challenges and difficulties and to recover quickly
- Can be described as the ability to 'bounce back'.
- Fostered by deliberate and reflective addressing of emotional responses.
- Can be facilitated by supervision, training, staff supports, informal support networks
- Having awareness of our emotional reactions is associated with lower levels of stress and burnout
-

Some activities that can help build resilience:

- Reflecting on emotional triggers and responses
- 'Grounding' techniques during stressful times to self-soothe e.g. deep breathing, focusing on physical sensations in the current space and time
- Participating in peer support networks, supervision or other staff supports
- Open conversations with colleagues about the impact of the work

Important to note:

- Some commonly recommended self-care activities are essentially 'distraction' techniques (e.g. reading, watching TV), they can be useful in the short-term. →

Continued on next page



Talking points (continued)

- However, management of exposure to continued adversity requires more deliberate targeting of emotional responses (i.e. directly addressing our emotional responses and engaging in deliberate reflection and processing of difficult experiences). →
- Good self-care strategies can contribute to enhanced resilience.
- Organisations should not rely on the self-care and resilience of its staff as this places an over-emphasis on individual responsibility

Please see IFRC Reference Centre for Psychosocial Support's Wellbeing Guide for additional tools and guidance to strengthen inner resilience: <https://pscentre.org/?resource=the-well-being-guide&selected=single-resource>

3. Emphasise that while self-care and resilience are important concepts that we can try and develop in our own personal lives, there are supportive actions organisations can take to support staff resilience.

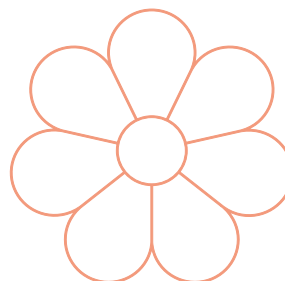
4. Invite participants to take out a piece of paper and pens.

5. Show example of wellbeing flower to group. Invite them to draw their own flower by doing the following:

a. Draw flower with 7 petals

b. Label each of the petals with one of the following domains of personal wellbeing:


- Material
- Social
- Spiritual
- Cultural
- Mental
- Emotional
- Biological




c. Reflect on areas of personal well-being above, and write down examples for each.


d. Decorate the flower. Now each participant has their own well-being that can be used to promote inner resilience.


5 Accessing support

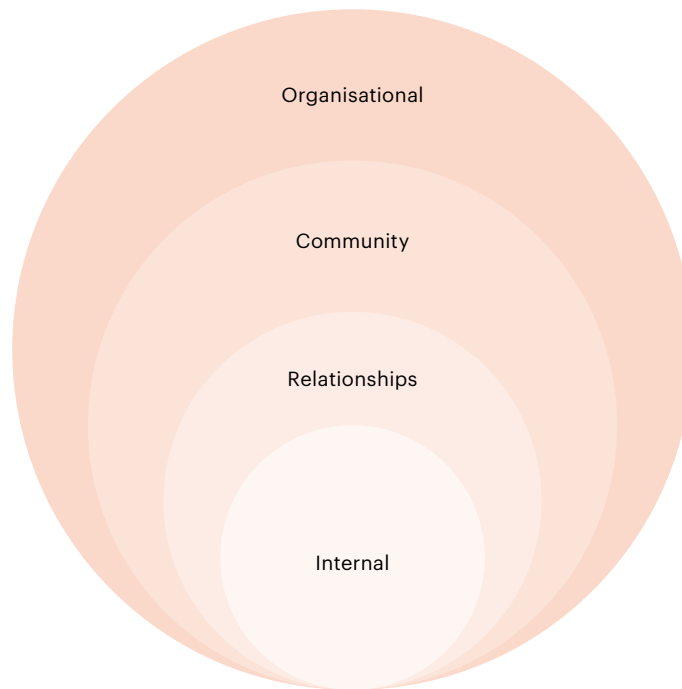
 **Time**
30 minutes

 **Format**
Individual reflection,
small groups and
plenary

 **Slide**


 **IMS Handbook**
Section 3.2


 **Workbook**
Module 2
Activity F




1. Encourage participants to reflect on the types of supports they have in their life. They are welcome to write these supports down or draw them if they wish on the template provided in their participant workbook(10 minutes).
2. Divide participants into groups of three to discuss their ideas around support (10 minutes). Ask them to discuss together what other supports could be helpful that they haven't noted down.
3. Return to plenary and share some general thoughts on support options that are important at the internal, relationships, community and organisational levels (see diagram above).

6 Support within your organisation

 **Time**
20 minutes

 **Format**
Small groups/pairs
and plenary

 **IMS Handbook**
Section 3.2

 **Supplies**
- Flipchart or slides
with questions
- List from Coping
strategies and
resilience activity

Facilitator note


In this activity, it is important to remember that it may not be comfortable or appropriate to discuss challenges in the workplace, or to want to raise issues with management. This activity should be adapted to fit context. Remind participants that the facilitator will not share anything and that it is up to the participants to decide how they would like to share (e.g. in final module when all are together, or independent to the training)

1. Place participants into pairs. Ask participants to reflect on how they access supports within their organisations. Facilitators may wish to have questions displayed on flipchart or slide (10 minutes)


- *Are there barriers to accessing supports?*
- *Are there things they might want to discuss with their manager?*
- *Are there resources that might be available that they are not currently using?*

2. Bring participants back to the plenary and invite them to share their reflections. Ask participants if they would like to add their contributions to the compiled list started in the previous activity (Coping strategies and building resilience) to potentially share with leadership and management.

7 The importance of support in the workplace

 **Time**
5 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 3.2

1. Provide an overview of the importance of support, highlighting the key talking points.

Talking points

MHPSS work is demanding in time, energy and emotions. Achieving a good workload balance and accessing needed support is not always easy, particularly in humanitarian and emergency settings. →

Continued on next page

Talking points *(continued)*

If supervisee feels the demands of their role are too much they should:


- Raise this with their manager.
- Negotiate sufficient time for their supervisory role (e.g. reduced caseloads and time to attend supervision).

While self-care is an individual responsibility there are many other factors that impact wellbeing in the workplace, like structural issues and access to professional development.

Small steps can go a long way in helping us to feel more balanced and well. It is important to regularly evaluate what supports are in your environment, and what you might be able to access in the future.

8

Professional development and well-being

 **Time**
5 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 3.2

1. Provide an overview of professional and development and well-being highlighting the following talking points:

Talking points

Ongoing professional development for all individuals involved with MHPSS programming across the organisation fosters a sense of team bonding and resilience. Once supervisees needs for support in their own roles are met, they are better equipped to provide high-quality support to others.

Many of the basic skills required to be an effective MHPSS provider are the same needed to engage effectively in supervision. →

Continued on next page

 **Talking points** *(continued)*

These include:

- basic helping skills
- personal development
- self-care and well-being
- self-awareness
- interpersonal beliefs, attitudes and skills
- reflective skills
- willingness to learn and develop
(continuous professional development)


2. Tell participants that it is important to think about ways to access professional development that don't rely on organisations or funding. Ask participants for some examples they can think of. If training remotely, the facilitator may ask participants to respond in the chat box.


Examples:


- read journal articles, blogs, forums
- join IMS Communities of Practice
- go to the IFRC Reference Centre for Psychosocial Support website and familiarise with tools and resources
- reach out to colleague or professional from another organisation, ask for informational interview
- connect with peers to exchange learnings
- attend free online courses/ webinars/ seminars

9

Checking in with ourselves

 **Time**
10 minutes

 **Format**
Individual reflection

 **Workbook**
Module 2
Activity M

1. Introduce the following activity using the sample script for inspiration.

Sample script

Crucial to our ability to support others, is creating an awareness of how we are doing ourselves, and what we need in any given moment to feel supported. An analogy that is commonly used is when we are on an airplane and instructions are given in case of an emergency. You must always remember to put your own oxygen mask on first before you help others. The same applies for our work.


This is something we often tell MHPSS service users and our supervisees, but we might not always practice it in our own lives, even though we are often living in the same communities as those we support, and may be affected by the same types of stressors and adversity.


2. Invite participants to take 5 minutes to check in with themselves. Direct them to the corresponding activity in their participant workbook where they can reflect on the following questions:


- *How are you feeling today? What is happening in your life? With work?*
- *Notice how you feel in your body. Is there a feeling of openness or is there is any tension or tightness?*

10

Managing our own reactions and stressors

 **Time**
30 minutes

 **Format**
Plenary, optional
small group

 **Supplies**
- Pen
- Paper

1. Invite participants to share what works best for them in the moment if they are noticing strong emotional reactions towards a supervisee or a topic. Remind them that it is normal to have reactions arise, and that what is important is that they feel comfortable regulating their own emotions.

Examples to highlight if not already mentioned:


- deep breathing
- focusing on sounds, sights, and sensations
- introducing a sensation to focus on, for example focusing on the smell of a citrus fruit or having a hot or cold drink
- adjusting the body to feel more relaxed and releasing tension
- slowly counting to 10


2. In plenary or in pairs for 5 minutes, discuss how participants might remember to use coping skills in the moment when they are feeling difficult emotions arising.


3. Invite participants to make a list of 5 strategies they can use when they are in a stressful situation and to place it somewhere. Invite them to use IFRC PS Centre Well-being guide and activity cards for inspiration.


4. Before closing the activity, remind participants that receiving their own supervision can be a very helpful way to understand their reactions, and learn new ways to manage.

11 Stop, start, keep, explore

 **Time**
20 minutes

 **Format**
Individual reflection,
optional plenary

 **IMS Handbook**
Section 3.2

 **Workbook**
Module 2
Activity G

Facilitator note:

Highlight that the next activity draws together all the topics just explored on self-care, resilience and coping strategies. Remind participants to be realistic – not to list 50 new things they plan to start doing. Encourage them to focus on what is achievable and to consider perhaps smaller steps they might need to do first to explore options. Let participants know the list is just for them and that they will not be asked to share unless they feel comfortable to do so.

1. In individual reflection encourage participants to consider some of the ways they cope with stress and build resilience in their lives. Give them the following instructions:

- *Please take 15 minutes to reflect on your own coping strategies - explore things you would like to stop, maybe an unhelpful coping strategy or something that doesn't work for you anymore, consider things you would like to start to do, maybe these are self-care or resilience building practices you already have in your life, things you would like to keep doing, and things you would like to explore.*

2. Refer participants to the 'Stop, Start, Keep, Explore' table and ask them to fill it out with their reflections in their participant workbooks. They are also welcome to create their own template and if they choose.

Continued on next page

Stop

What are some things at work or in your personal life you think might be beneficial to stop?

Start

What are some things at work or in your personal life you would like to begin to do?

Keep

What are some things you are currently doing that you would like to keep doing?

Explore

What are some ideas you have about activities, habits, connections etc. that you would like to explore to maybe start incorporating into your life?

3. Ask if anyone would like to share anything about their experience of doing the activity, or anything they would like to stop or start doing.
4. Refer participants to the case study in section 3.8 in the IMS Handbook. It may be helpful to have participants read case study after completing the activity to see how it can be used in a supervision session.

12

Closing session 3

Time
10 minutes

Format
Plenary

1. An energiser activity is recommended to close out the session.
2. Summarise the importance of self-care and inner resilience. Invite questions and answers.
3. Invite questions and feedback on session.

Session 4

How to be reflective and use feedback

Suggested time

1 hour 45 minutes

Corresponding section of IMS Handbook

Section 4.4 and 4.5

Goal of session

Introduce the importance of having a reflective practice and how to use feedback as a supervisee

1

The importance of reflection in supervision

Time

10 minutes

Format

Plenary

IMS Handbook

Section 4.4

1. Open session by discussing the importance of reflection. You may wish to use the sample script below.

Sample script

Reflection plays a key role in not only our work, but also our own growth and development, both personally and professionally. Reflection can support the development of self-awareness and encourages the supervisee's creativity and curiosity.

Continued on next page

2. Ask participants:

- *What does reflection mean in your context or culture?*
- *What are some ways that we can be reflective?*

Potential responses include: Mindfulness | Meditation | Prayer | Writing / Storytelling

3. Tell participants that they will be exploring what is called 'reflective practice', and it might be different from other ways of reflecting that they are used to, or possibly it is already something they do regularly. Emphasise the following talking points:



Talking points

Reflecting as a skill in MHPSS work is to be able to carefully consider one's own practice, beliefs and attitudes, and the knowledge or assumptions on which they are based. Strengthening the ability to reflect can result in more considered and less reactive practice which is essential for MHPSS practitioners who are often working in high stress environments.

Reflection is also important to help MHPSS practitioners link the knowledge and skills from training to their professional practice. It helps supervisees to understand that reflection is **not about finding the 'correct' answers, but instead acknowledges that in providing mental health and psychosocial support services, situations are often complex with no one right answer.**

A reflective approach ensures that the course of **action decided upon is carefully considered and logically reasoned**, taking all relevant information into account. Reflective practice helps supervisees manage ambiguity. It also helps them to build resilience and to manage difficult emotions that arise in the course of their work.

You may want to keep a journal to record your own reflections from your supervision practice. You may encounter situations in which you would like to consider things thoroughly and deliberately. You may also want to encourage your supervisees to practise using a journal to record reflections for discussion in supervision. Feedback from supervisors can help supervisees to develop insights to produce better formulations. Journaling may also be a useful means of tracking progress in relation to critical thinking and reflection over time.

2

Taking the time to develop a reflective practice

🕒 Time

30 minutes

👤 Format

Individual reflection

📖 IMS Handbook

Section 4.4

📄 Workbook

Module 2

Activity T

1. Open activity by providing background information about reflective practice.

Background information

How to think reflectively about your practice and the practice of others

Reflective thinking for MHPSS practitioners is a deliberate practice of exploring thought processes and decision-making. All people hold biases and prejudices, but critical thinking helps to avoid allowing those biases or prejudices to affect the decisions you make in your work as MHPSS practitioner and supervisor.

Practising reflective thinking in relation to MHPSS involves the following elements:

- Think about the different sources of information available such as examples from training or education, information from observation, communication with other people such as supervisors, and reasoning or reflection. You can ask yourself, “What do I know about this case/problem/situation, and how do I know this?”
- Think about whether there might be alternative ways to consider the problem or information that you may have overlooked.
- Consider how your own personal beliefs or values might influence how you are interpreting information.
- Compare your ideas with other ideas or solutions to decide which approaches or actions might be more likely to lead to better outcomes.
- Understand that it’s OK not to know everything or to have all the answers. Even very experienced MHPSS practitioners continue to learn throughout their practice.

Continued on next page

2. Refer participants to the corresponding activity in their participant handbook. Give them the instructions below, highlighting they will have 30 minutes to do the following:

- Read through the worksheet.
- Choose a situation they would like to reflect on more deeply (ideally something related to their work), this situation can be kept private and does not need to be shared.
- Use the prompts in the participant workbook to support reflective practice.
- Invite participants to grab a tea or coffee (if available in the training space) or to do whatever would make them feel comfortable during the reflection time.
- They will be invited to share their reflections on this process, but know that it is optional to share, and they will not need to discuss the difficult situation itself, rather how it felt to use reflective practice and if the process allowed for any new insights.

3. After 30 minutes, bring the group back together. Ask the participants the following reflection questions:

- *How did it feel to have designated time carved out to reflect on something?*
- *Has anyone arrived at any new insights through the process?*

4. Invite participants to share their feedback but only if they feel comfortable. Emphasise their sharing should be more on the process not on the content.

5. Before wrapping up, facilitator can encourage participants to protect time for reflection by using the sample script below.


Sample script

You may want to schedule into your calendar protected time to reflect, as we are often pulled in many different directions. Prioritising time for reflection will help us to strengthen our capacity to supervise by reducing our reactivity to challenging situations, allowing us to examine our own biases, values, beliefs and emotions and their impact on how we are approaching a situation, and gives us more space to think things through.


Remote training considerations:


Tell participants that if they would like to grab a tea or coffee or put on some relaxing music or anything they might find to be comforting, they should feel free to do so. They are also welcome to turn off their camera during this time.

3 Using Feedback

 **Time**
15 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 4.5

 **Supplies**
- Prepared flipchart

1. Write key talking points on slide or flipchart.

2. Take 10 minutes to introduce the importance of in the supervision process using the talking points below.


3. Then invite participants to ask questions, and share ways in which they are familiar with giving feedback e.g. SOFA model or sandwich model.


Talking points

- Receiving feedback, particularly constructive or critical feedback, can be challenging. Supervision can be a space to discuss feedback given by supervisors. It also provides opportunity to clarify anything about the feedback that is unclear in order to fully understand the points communicated.
- In a group supervision session, supervisees have the opportunity to receive and give feedback. Group members benefit greatly from listening actively to and learning from others, as well as paying attention to feedback given to other people. It is important to engage in sessions and not remain silent as far as possible. It is equally important not to dominate the session and talk over other participants.
- Supervisees should be comfortable in telling their supervisors that the way they are delivering feedback is not working well. This is an example of the 'two-way street' of supervision that is vital to building the essential relationship of trust between the supervisor and supervisee.
- It is essential that supervisees come to supervision sessions with an attitude of openness and willingness to take on feedback. Supervisees should use their active listening skills and demonstrate patience and non-judgement, especially if receiving feedback that they do not agree with.
- In addition to receiving feedback from supervision, supervisees should have the opportunity to provide feedback to supervisors about what is working well in sessions, and the direction and focus of future sessions.


4


Reflecting on feedback


 **Time**
45 minutes

 **Format**
Individual reflection,
small groups

 **Slide**

 **IMS Handbook**
Section 4.5

 **Workbook**
Module 4
Activity I

 **Supplies**
- Flipchart or slide
with tips for giving
feedback

1. Refer participants to corresponding workbook activity to individually reflect the following questions:

- *How does it feel to give feedback to your colleagues?*
- *How does it feel to receive feedback? Consider your reactions and responses when you receive critical feedback.*
- *What can you do if you notice that you are feeling defensive when receiving feedback?*

2. Move participants into pairs and invite them to share their reflections on the activity for 5 minutes.

3. Show the following list to participants on flipchart or slide:

Talking points

Tips for giving feedback

- Stick to facts
- Be specific
- Keep your tone professional
- Make it a two-way conversation e.g. 'How do you think that went, what would you do differently'

Tips for receiving feedback

- Listen, openly and without judgement
- Be aware of your response (how does your body feel, how is your tone of voice)
- Ask clarifying questions to be sure you understand the feedback →

Continued on next page



Talking points *(continued)*

- Allow yourself time for reflection (you don't need to respond immediately!)
- Follow up

4. Ask participants to stay in pairs and to now spend 10 minutes

5. Brainstorm a list of examples of sentences that can be used to give feedback, both positive and constructive, taking into account your reflections on feedback. Participants will be invited to share back to the larger group, so invite them to write down the sentences.

6. Bring group back together. Ask for examples from the group on how to give feedback and what they can do if they notice they become defensive when receiving feedback.

7. After sharing, facilitator should let them know that they will have the opportunity to practice giving feedback in the coming sessions. Encourage supervisees to have an open and honest conversation with their supervisors and peers if ever the way of giving feedback does not work for them, where applicable. If this is not culturally appropriate, discuss ways to open up dialogue on preferences with supervisor.

5

Closing session 4

Time
10 minutes

Format
Plenary

Summarise key learnings from session and leave space for participants to ask questions or give feedback.

Session 5

How to make the most of supervision

Suggested time

3 hours 35 minutes

Corresponding section of IMS Handbook

Section 1.11 and 4.3

Goal of session

To explore the role that supervisees, supervisors, and organisations play to share the responsibility of supervision. To discuss the qualities and activities that can support supervisees to make the most out of supervision

1

Supervision: a shared responsibility



Time

15 minutes



Format

Plenary



IMS Handbook

1.11

1. Discuss the importance of supervision being a shared responsibility using the talking points below.

Continued on next page



Talking points

- Organisations, supervisors, and supervisees have responsibilities to make supervision a success.
- Supervision is a two-way relationship. For supervisors, this includes providing a confidential space to enable supervisees to be confident about sharing information about their work (for more details on confidentiality and limits, see section 3.4). For supervisees, this includes developing skills to improve their practice in MHPSS interventions.
- Supervision sessions should be a place where participants are respectful, use active listening skills, support one another, and maintain a collaborative space with the ultimate goal of promoting safe, effective MHPSS.
- For supervision to work best, both supervisee and supervisor should come prepared and with an open mind.
- The supervisee's willingness to learn and openness to building new skills can help enhance the effectiveness of supervision.
- Supervisees should aim to use their own initiative to seek out opportunities for learning and growth.
- Having an attitude of curiosity, openness and reflectiveness helps greatly. Supervision should not be experienced as a test or a space where supervisees must justify their performance. Instead, they should be able to develop skills and competencies and foster their own growth as MHPSS practitioners.

2. Ask participants the following question:

- *What needs to happen for you to be able to make the most out of supervision?*

3. Facilitator to emphasise the following talking points if not already included in discussion.

Continued on next page



Talking points

- Discuss openly before supervision begins what you hope to achieve or gain from supervision
- Set the agenda together
- Have a supervision agreement
- Goal setting and regular check in on progress. It is important that the goals are meaningful to both you and your supervisor
- As a preparation for supervision, it is recommended that supervisees reflect on what has been going well in their work, and what they have found challenging (supervisors will also be doing this)
- Dynamic may change as supervision progresses- may begin as more teaching/learning and over time become more collaborative

2

Qualities and actions to make the most from supervision

Time

15 minutes

Format

Small groups
and plenary

IMS Handbook

Section 4.3

Supplies

- Flipchart or paper
- Pens

1. In small groups, ask participants to spend 10 minutes to make a list of the main qualities and actions that are important for supervisees to have to make the most of supervision.

2. After invite participants to, take 10 minutes to discuss the qualities and actions are important for a supervisor to have to help make the most of supervision together. Ask participants to pick one person to share their lists back with the group.

3. Invite groups to share their lists and then facilitator asks:

- *Which qualities are similar. Which are different?*

4. Highlight any qualities that were not already discussed using the talking points below.


Continued on next page

 **Talking points****Qualities and actions to enhance supervision**

- **Openness:** Try to listen to others' points of view, even when you may not agree with them. Bear in mind that in MHPSS there is often not one 'correct' way to look at a problem or solutions, but there are usually multiple perspectives. MHPSS is an ambiguous space.
- **Honesty:** Talk to your supervisor about the issues in your work at an early stage. If you are struggling, let them know, so that you can explore pathways for support.
- **Preparation:** Put some time into gathering your thoughts and ideas and have any notes or documentation ready in advance of supervision sessions. This is especially important if you know that you will be doing a case presentation in the next session.
- **Reflectiveness:** Develop the habit of thinking critically about your work – what is going well and what is going less well. It may help to use a reflection journal to support this process.
- **Curiosity:** Try to look at difficult cases as opportunities to learn and develop your skills. Ask questions and try to make the most of the resource of your supervisor's expertise and experiences.
- **Initiative:** Try to identify ways that you can develop in your role and suggest your ideas to your supervisor.

5. Ask participants what qualities would be different among peers, if for example in a peer supervision session, or a group supervision session. Facilitator should highlight that most, if not all of the qualities are the same.

3 Supervision agreement

 **Time**
10 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 1.9 and 2

1. Remind participants that it can be helpful to have a supervision agreement for all parties (organisations, supervisors and supervisees) to set out certain details for supervision.

2. In plenary, ask participants to feedback on the following:

- *What are important factors that need to be mentioned in the supervision agreement?*

3. Facilitator to emphasise talking points below

Talking points

Facilitator can highlight details below if not mentioned in plenary.

- a. frequency, location, duration, and boundaries of supervision.
- b. personal goals and expectations of supervision agreed between the supervisor and supervisee.
- c. mechanisms within the organisation for concerns to be raised, including how line managers are involved in the process.
- d. who supervisees should talk to (e.g. line manager, branch manager, or human resources) if they are having problems within supervision or with their supervisor.

4

What is a supervisory alliance?

 **Time**

30 minutes

 **Format**

Individual reflection,
plenary

 **IMS Handbook**

Section 3.3

 **Workbook**

Module 2
Activity H

1. Open session by telling participants that you will be talking about the relationship between the supervisor and supervisee(s), and that this is known as a 'supervisory alliance'.

2. Allocate 10 minutes for participants to reflect on the following questions in their participant workbooks:

- *What is a supervisory alliance? What do you think is important to build this alliance?*
- *If you have had a strong alliance before, what did that feel like? How did it impact your work?*
- *If you were to receive supervision, what would prevent you from speaking to your supervisor? Are there any topics or issues you might be hesitant to raise and why?*

Bring participants back together as a larger group. Facilitator should invite the group to share their reflections, focusing in on the definition, and what factors influence the supervision relationship. Highlight any of the below if not brought up by participants:



Talking points

See Section 3.3 of the IMS Handbook for more information.

A strong supervisory alliance is key to the overall effectiveness of the process of supervision.

- This relationship should be a collaborative one and aimed at building mutual trust. With a good supervisory alliance, the supervisee should feel comfortable to discuss difficult issues, ask questions and give and receive feedback.
- Good communication and interpersonal connections are fundamental to a good supervisory alliance.
 - demonstrate that you are listening to and considering supervisees' views and opinions.
 - practise an open style of communication during supervision ultimately builds confidence and empowers supervisees. →

Continued on next page



Talking points *(continued)*

- The supervision process should be as non-hierarchical as possible, which can sometimes be challenging.
 - supervisors should not view themselves as 'above' the supervisee.
 - requires the supervisor to switch between the roles of expert and learner. Supervisors should be open to learning from supervisees' experience and knowledge. They should value these learning opportunities, rather than imposing their own opinions and instructions.
 - Remember the apprenticeship model - we are all constantly learning!
- Dual Roles: The supervisor should take care to make clear to the supervisee that the supervision process is separate to the managerial one. Holding separate managerial and supervisory meetings is a useful way to help prevent the two roles from becoming blurred.
- A healthy supervisory alliance can also be encouraged by the supervisor checking in regularly with the supervisee about how things are going within supervision sessions. Creating the agenda together, agreeing goals, and planning joint activities can also promote a sense of ownership of the supervisory process and further strengthen the supervisory alliance.




Key message


Pairing a supervisor with a supervisee: It is important to consider what is appropriate in your context when pairing a supervisor with a supervisee. In some contexts, for example, mixing genders may not be appropriate. However, it should not automatically be assumed that same-gender pairs or groups are preferable in all circumstances. If resources allow, it is encouraged for supervisees and potential supervisors to meet prior to beginning supervision to make sure they are compatible with one another.


5

Activities that can be used in supervision

 **Time**
20 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 4.3

 **Supplies**
Prepared slide or flipchart

Facilitator note:

Depending on the experience level of participants, it may be more beneficial to go straight to 3.

1. Facilitator to open the session by asking the following question:

- *Can you think of other activities that can be useful to help us to develop and get the support we need in supervision?*

2. Ask for a volunteer to scribe participant responses on a flipchart.

3. Show a slide or flipchart with the following list:


- Case presentations
- Activity presentations
- Wellbeing and self-care activities
- High risk consultations
- Role plays
- Demonstrations
- Skill strengthening activities

4. Ask if participants are familiar with the activities. Then provide brief descriptions of each, letting participants know that you will focus on case presentations and role play during your time together.

Remote training considerations

Facilitators can ask participants to Please use the chat box to list their input in ideas that you might have. The co-facilitator may compile the list and share screen so participants can see the compilation.

6 Making the most of role plays

 **Time**
5 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 4.3

1. In plenary, ask the group why role plays are used in supervision. Allow 5 minutes for brainstorming ideas.

Talking points


Role plays are often used in supervision to help support the learning and development of supervisees. Some examples of how role plays can be used in supervision:


- In an individual supervision session, the supervisor could role play being the service user and the supervisee could be the helper.
- In a group supervision session, two supervisees could role play a specific technique they have learned as a demonstration to the rest of the group.
- In a group supervision session, the whole group breaks into pairs. Each pair role plays a strategy, with time given for each to be the helper and the service user in turn.
- It is important that those taking part in the role plays take the exercise seriously. It can often feel uncomfortable or silly at first, but role play provides a very useful way to receive feedback from the supervisor and peers. It can also help supervisees to gain insight into what it might feel like to be a service user.


In role play, supervisees can adjust aspects of the character to make it feel more authentic so that they can role play more realistically.

7

Role play demos


 **Time**
30 minutes

 **Format**
Role play

 **IMS Handbook**
Section 4.3


1. Let participants know that you will be doing a role play demonstration and ask for one volunteer.
2. The facilitator should take the volunteer aside and ask for them to think of a situation they had at work that was challenging, and that together you will role play what this might look like in a supervision session with the facilitator acting as the supervisor, and the participant as the supervisee.
3. Return to larger group, and ask for participants to take notes on what they observed as helpful and less helpful from either of the role play participants. Remind participants of tips about giving feedback.
4. The role play demonstration should last 5 minutes. Facilitator should open the session and invite the participant to share their problem. They should use their helping skills to clarify the situation and to show the supervisee that have empathy, patience, and non-judgement.
5. After role play has concluded, invite feedback from the group.
6. If there is time, as if anyone would like to be the supervisor next, and facilitator is the supervisee.
7. Conclude the session by asking those participants why it is helpful for learning to do role plays. After completing role play, bring back to plenary and discuss what it felt like to be in a role-play with someone. Encourage them to consider what it would have been like to be in a role play who wasn't taking it very seriously versus someone who was. How did it impact their ability to focus and practice their skills? What did it feel like to receive feedback?


8 Case presentations

 **Time**
60 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 4.6

 **Workbook**
Module 3
Activity I

 **Supplies**
- Case presentation
template

Facilitator note:

Before the start of the training, ask participating organisations if they have a template already in use for their case presentations. If so, the participants can use that template for the following exercise. Facilitators may also wish to adapt the session to focus on Activity Review presentations if more relevant. A template can be found in Appendix 3.

1. Provide information on case presentations highlighting they can be used in a group setting, or in individual sessions. Case presentations can be used to help gain feedback about difficulties they might be experiencing in practice with a client (MHPSS service user) while working in both individual and group settings. Cover the following talking points:

Talking points

For more information see IMS Handbook 4.6


Case presentations are a great way to receive feedback on situations or cases that might be challenging. There are several steps to presenting a case study:

1. You will first need to gather all the relevant information about the client. See the template in the IMS for an example of important information needed in case your organization doesn't have their own template.
2. The next step is to identify the most important elements of the problem. Think about what you might be feeling 'stuck' or unsure about. Don't worry if this feels challenging at first. You can work with your supervisor to help you if needed.
3. Present case to your supervisor or peers- It can be helpful to have information written down on a flipchart or via the 'screen share' function online. This helps everyone to keep track of all of the important details of the case and the possible ways forward.
4. Answer follow up questions by peers and supervisors- This will help to clarify any details about the case and to work through the formulation of supportive solutions.
5. Take notes for yourself on things you would like to move forward with in your case and any points for reflection.

Continued on next page

2. Instruct participants to take 10 minutes to create a case presentation. Direct them to the corresponding activity in their participant handbook and ask that they complete the template. They may choose to modify the template by adding information if they wish. Their case can be informed by a person in real life but do be sure to de-identify and make sure there is no potentially identifiable information presented.
3. After 10 minutes, break participants up into groups of three, ask them to take turns presenting their case to their peers. Each presenter will have 10 minutes to share their presentation and receive feedback from their peers. Encourage participants to use tips from the previous session on how to give feedback.
4. After each participant has had the opportunity to present, bring back to the larger group and ask the following:
 - *Is anything about the activity that felt difficult or that they have questions on?*
 - *What are their most important take-aways are from the case presentations, and how to make the most of them?*
5. Encourage the participants to take the template shared and adapt it to fit their context if their organisation does not already provide a contextualised template.

9 Closing session 9

 **Time**
10 minutes

 **Format**
Plenary

Summarise key learnings from session and leave room for Q&A.

Session 6

Closing module 3

Suggested time

30 minutes

Format

Plenary

Goal of session

Summarise key learnings from Module 3 and leave room for Q&A. Invite feedback on the module and advise participants of the next steps in the training.

Module 04

Bringing it all together

Participants:

All, varies between sessions

Suggested time:

1 day

Corresponding section of IMS Handbook:

All

Goal of module:

To consolidate learnings from the training and determine concrete next steps for implementing the IMS.

Sessions

- 1 Getting started** Page 264
🕒 45 minutes
- 2 Supervision within your organisation** Page 268
🕒 1 hour 45 minutes
- 3 Measuring success of supportive supervision** Page 271
🕒 1 hour 05 minutes
- 4 Roadmap: Where do we go from here?** Page 275
🕒 2 hours 45 minutes
- 5 Closing module and pilot** Page 279
🕒 30 minutes

Session 1

Getting started

Suggested time

45 minutes

Goal of session

Participants meet one another and set ground rules for participation


Participants

All

Facilitator note:


This session includes supervisee, supervisor and leadership and management, and interpreter (if applicable) cohorts at different points in time. Who should be included will be specified at the start of the session, but facilitators can use their own judgement on who is best placed to participate.

1 Introductions


 **Time**
10 minutes


1. Open module by doing a quick round of introductions of all participants. If in one room, do ball toss, or if online, do virtual ball toss.


 **Format**
Plenary

 **Supplies**
- Ball

2 Icebreaker activity

 **Time**
20 minutes

 **Format**
Plenary and
optional small
groups

 **Supplies**
- Ball

Facilitator note:

Do not skip this step! Important for breaking any tension among the group, as it will be a mixture of seniority levels..


Option 1

Put participants in pairs, ask them to introduce themselves to each other (name and roles) and to say one thing they each have learned from this training. They then need to remember the details of the other person, then in plenary ask them to introduce the person they just met along with that person's key learning.


Option 2

Ask participants to line up in order from shortest to tallest. Invite each participant to share one thing they learned from the training, but it must not have already been said by another participant.

3 Housekeeping

 **Time**
10 minutes

 **Format**
Plenary

 **Supplies**
- Prepared list of ground rules
- Flipchart or slide with Module 4 agenda

Facilitator note:

Highlight the importance of listening to different perspectives since it will be the first time everyone is coming together as one.

1. Show flipchart or slide with the days agenda and run through with participants. If doing Module 4 for more than one day, show multi-day agenda.
2. Have prepared list of ground rules taken from all Modules to be used for Module 4. Display for participants and review.

 **Talking points**

Confidentiality

- Cannot be guaranteed 100% but should be strived for.
- Everyone should do their best to keep stories and experiences shared private.

Everyone is an expert

- We have different levels of experience. Some have received or provided extensive supervision, and some do not have any experience as a supervisor or supervisee.
- Everyone's perspectives and experiences are welcomed without judgement.
- Everyone has a valuable contribution they can make.

Respect other views

- We may not always agree on everything and that is ok.
- It is important to listen to, consider other opinions and learn from one another.
- There is diversity in how people like to be supervised, as there are differences in how they like to be managed. →

Continued on next page



Talking points *(continued)*

If training online, remind participants of online etiquette:

- Try to ensure your environment is distraction free.
- Turn off notifications from emails and messages on your computer (phones on silent).
- Stay muted when you are not talking.

4

Closing session 1



Time

5 minutes



Format

Plenary

Summary of session, and time for questions.

Session 2

Supervision within your organisation

Suggested time

1 hour 45 minutes

Corresponding section of IMS Handbook

Section 2

Participants

All

Goal of session

To reflect on key takeaways from the training and to create an elevator pitch outlining core messages about supervision.

1 Key takeaways

Time

10 minutes

Format

Individual reflection


Workbook


Module 5

Activity A

1. Give participants 10 minutes to reflect individually on what they have found to be most valuable, and what their key takeaways are from this training.
2. Direct them to their participant workbook where they can record their reflections.
3. Inform them that they will share the reflections in groups in upcoming activities.

2 Priorities for supervision

 **Time**
60 minutes

 **Format**
Small groups and plenary

Facilitator note:

If interpreters are engaged as participants (see Appendix 1), they can leave training after this activity. Facilitator is encouraged to show appreciation for their participation and do short closing activity. Interpreters will be invited to closing activities of training.

1. In groups, either combined cohorts or separated by role group, invite participants to share their key takeaways. Then as a group, they should develop three main points they can share in plenary. Ask the group to nominate a spokesperson to share back.

2. In plenary, take a round to share key takeaways. Ask for a volunteer to scribe the key takeaways from each group.

3. After each group has shared, invite discussion around the following questions:.





- *Was there anything that surprised you about what was shared?*
- *Is there anything that was not brought up that you think is important for your colleagues to know?*

Remote training considerations:

Co-facilitator to scribe the key takeaways and share screen so participants can see the compilation.

3

Elevator pitch for supervision

-  **Time**
20 minutes
-  **Format**
Small groups and plenary
-  **Workbook**
Module 4
Activity B
-  **Supplies**
- Stopwatch

Facilitator note:

This activity is good to gauge participants understanding of the IMS and their key takeaways from training. Being able to advocate for the IMS is key for integrating within organisations. It can also be a good way to increase positive group dynamic.

1. Break participants into groups of 2-3 persons and give them the following instructions (read aloud and copy into the chat if appropriate). They have 10 minutes to create the pitch.



Sample script

As a group, reflect on the key findings. Using these key findings create an 'elevator pitch' on what is important to highlight when speaking to someone (e.g. donor / manager) about the importance of supervision. The 'elevator pitch' should be no more than 1 minute (bonus points if you can keep it to 30 seconds!), the idea is to highlight the key points keeping in mind an elevator ride can be short and you will run out of time quickly!

2. After 10 minutes, bring the groups back to plenary and ask each group to present. Have a stopwatch and be sure to cut the groups off after 1 minute saying something like 'the elevator doors are open unfortunately you are out of time!'.
3. Ask participants or pre-assigned 'judges' to vote for the best elevator pitch.

4

Closing session 2

-  **Time**
15 minutes
-  **Format**
Plenary

1. The supervisees will leave the training at this point. Thank them for their time and remind them that everyone will come together to celebrate at the end (if that is the case).
2. Allow time for questions.

Session 3

Measuring success of supportive supervision

Suggested time

1 hour 5 minutes

Corresponding section of IMS Handbook

Section 2.5 and accompanying Monitoring and Evaluation Guide

Goal of session

To emphasise the importance of monitoring and evaluation of supervision


Participants

Supervisors and leadership/management

Facilitator note:

This session is for leadership/management and supervisors. It is at the facilitators discretion who should participate.

1 Monitoring and evaluation

 **Time**
10 minutes

 **Format**
Plenary

 **Slide**

 **IMS Handbook**
Section 2.5

1. Introduce monitoring and evaluation by sharing that service user outcomes are only one of several outcomes that should be considered when evaluating the effectiveness of supervision practice. Supervision also protects and promotes the well-being of MHPSS providers, who themselves are often members of the affected communities. Use the talking points below.

Continued on next page





Talking points


Different ways to measure success:


- Can be included in organisational monitoring as an output. Monitoring in this case would include recording whether supervision is taking place, how many staff are receiving it, and with what frequency.
- Consultation with supervisors and supervisees about the quality and effectiveness of supervision (confidentially).
- Evaluating certain supervisee outcomes. These can be evaluated through the use of feedback forms that can be designed internally. Can allow for self-reporting from supervisees.
- Outcomes that might be measured:
 - Improvements in competencies
 - Levels of confidence and self-efficacy
 - Stress levels
 - Resilience and subjective well-being
- Assessing supervisees competencies, especially after a training to be used as a baseline. This can help supervisors to identify areas of support and also helps to monitor progress in reaching goals.
- Goal setting with supervisor and supervisees. Helps supervisee to be able to monitor their own progress towards goals.
- Regardless of how monitoring and evaluation occurs, it should be clear to everyone involved why it is being done.

2 M&E in your organisation

 **Time**
45 minutes

 **Format**
Small groups/pairs
and plenary

 **IMS Handbook**
Section 2.5 and
the Monitoring and
Evaluation Guide

 **Workbook**
Module 4
Activity C

Facilitator note:

If participants don't already have a copy of the IMS Monitoring and Evaluation Guide, pass out after 2.

1. Divide participants into pairs
2. Instruct them they have 10 minutes to reflect on the following question which can be found in their participant workbooks:
 - How will you define 'success' in supervision? What would be an indicator that things are going well?

Use the corresponding participant workbook as a guide for this activity.

3. Combine pairs to create several larger groups. Invite them to take a few minutes to review the IMS Monitoring and Evaluation Guide.

4. Ask groups to create a list of how they would like to include supervision in M&E in their organisation. Inform them this list will be shared with your colleagues.

5. After 15 minutes return to plenary and ask participants to share their lists. While listening, participants should note the elements that are most important to action within their organisation.


After each group shares, ask the plenary what in the list just presented is most important and should be carried forward within the organisation. Be sure to ask this after each group so the list is fresh in their mind.

6. Facilitator should capture all contributions and then write the most important elements on flipchart or slide.

7. Finalised list will be shared with organisational focal point to be carried forward.

3

Closing session 3

 **Time**
10 minutes

Summarise, feedback, Q&A

 **Format**
Plenary

Session 4

Roadmap: Where do we go from here?

Suggested time

2 hours 45 minutes

Corresponding section of IMS Handbook

Section 2

Goal of session

To explore how the IMS can be integrated within their organisation in detail

Participants


Supervisors and leadership/management

Facilitator note:

This session is for leadership/management and supervisors. It is at the facilitators discretion who should participate


1

Implementation of the IMS: a shared responsibility

 **Time**
5 minutes

 **Format**
Plenary

 **Slide**

 **IMS Handbook**
Section 2


1. Facilitators to review key ingredients to make the IMS functional using the talking points below.


Talking points


- 1 **Human resources:** screening, hiring, training new supervisors, legal frameworks governing supervision in context
- 2 **Organigram:** how IMS approach towards supervision will fit within your structures (refer back to previous session in Module 1 when you were thinking about the tiered approach)? Consider ratios, skillsets, access to supervision at every level, how they will engage with project managers etc.
- 3 **Logistics:** protecting staff/volunteer time, supervision agreements, working with interpreters
- 4 **Funding:** working with donors and including supervision at proposal design phase


2

Where we are now?

 **Time**
60 minutes

 **Format**
Small groups and plenary

 **IMS Handbook**
Section 2

 **Workbook**
Module 4
Activity D

1. Divide participants into small groups and refer them to the corresponding participant workbook activity.

2. Ask participants to turn to section 1.11 of the IMS Handbook.

3. Pass out flipcharts and have participants make sections to correspond with the IMS Handbook chart : Prepare-implement-monitor and evaluate- develop


Then add category for organisation/supervisor/supervisee


Continued on next page

4. Ask each group to either fill out what they can for all categories on the chart, or divide into organisation, supervisee, and supervisor groups to fill out the sections on their respective sections.
5. After 30 minutes, return to plenary and invite each group to share back.
6. After each group has shared back, ask each group the following:
 - *What is the first step that should be taken that is realistic and achievable?*
 - *What is the next step?*
7. Prioritise the action steps and prepare to share back in plenary.


3

Roadmap

 **Time**
60 minutes

 **Format**
Small groups and plenary

 **IMS Handbook**
Section 2

 **Workbook**
Module 4
Activity E

Facilitator note:

This activity will serve as a basis for future implementation consultation discussions, so it is important that this activity is given enough time and emphasis.

1. Divide participants into small groups.
2. Take 40 minutes to discuss how to realistically incorporate the IMS within their organisational structure. Given the information from the previous activity, they should be instructed to consider the following:
 - *What needs to be considered for the future?*
 - *What are the barriers and facilitators to incorporating the IMS within the organisation?*
 - *How to eliminate barriers/hindrances?*
 - *How to increase facilitators that enable IMS implementation?*
 - *Who is going to be responsible for seeing this through?*
3. Ask participants to use these reflection questions to develop a roadmap outlining the different steps that need to be taken.

Continued on next page

4. After 40 minutes return to the plenary and ask each group to share back the roadmap they have developed.


5. The facilitator should summarise core points from each roadmap and should encourage reflection on the following points to achieve a common roadmap amongst participants:

- *What were some of the similarities you noticed in the roadmaps presented?*
- *What differences did you notice?*
- *What are the top 10 actions that should be included in a shared roadmap within your organisation?*

6. Facilitator should take the top 5 and ask participants to rank them on a consolidated roadmap. This roadmap can serve as a basis for future implementation discussions.

4

Closing session 4

 **Time**
10 minutes

 **Format**
Plenary

 **IMS Handbook**
Section 2

After each group has shared back, facilitator to ask participants what the organisation will look like and feel like once they have taken steps to integrate the IMS.

Summary, feedback, Q&A

Session 5

Closing training

Suggested time

30 minutes

Format

Plenary

Facilitator note:

All participants should be invited to close the training. It is recommended to do a small celebration after feedback and next steps have been completed.

Discuss next steps, follow up, feedback

Closing activity to end on positive note, such as a round of key takeaways, or gratitude.

Option A

Invite participants to share three things they didn't know before the training, two things that surprised them and one thing they will implement right away.

Option B

Have each participant summarise a key takeaway by creating a short post (like a tweet). They can even create a #hashtag.

Option C

Invite participants to make posters that say, 'Supervision matters because.....' and complete the statement. If permission is granted by participants, photos can be taken of them holding posters and shared on social media for advocacy.

THANK YOU

Post-training

Following up

IMS Training should not be done without also including time and resources for adequate follow up, which is viewed as an essential component of the IMS training.

The duration and frequency of post-training activities will be dependent on the organisation. At minimum, 6 months is suggested, but in all likelihood, the integration of the IMS within organisations will be an ongoing process.

Key post-training activities include:

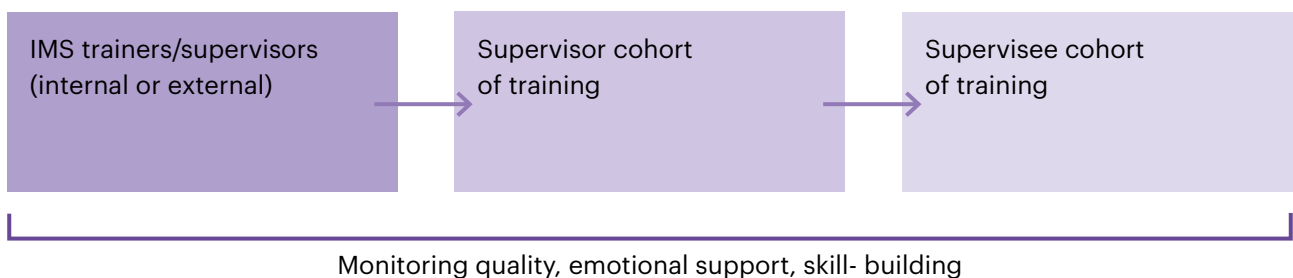
Supervision

The IMS Training package promotes the apprenticeship model (see section 1.4 of the IMS Handbook) as a core component of post-training support. Post-training supervision is considered to be an integral part of the IMS training package, and not an optional add-on. The focus of these supervision sessions is to implement the best-practices put forth in the IMS, and to provide support at all levels in integration.

Facilitators of the IMS Training should provide supervision to the supervisor cohort within the training. Additionally, members of the supervisor cohort of the IMS Training should provide supervision to persons within the supervisee cohort. This tiered approach allows for the realisation of the apprenticeship model.

The apprenticeship model allows for continuous support to be provided by the IMS trainers/supervisors as the supervisor and supervisee cohorts use what was learned in training in their daily activities.

The Apprenticeship Model



Adapted from Murray et al. International Journal of Mental Health Systems 2011, 5:30 / <http://www.ijmhs.com/content/5/1/30>

The supervisor(s) providing the post-training supervision to the supervisor cohort should at all times model the skills emphasised within the IMS and must (amongst other things) develop a supervision agreement with supervisees, establish expectations and ground rules, set agendas for sessions and take appropriate notes of discussions (highlighting core actions to be taken).

Implementation meetings

Implementation meetings are more formal meetings that include leadership and management, supervisors, and other relevant parties, to explore the wider embedment of the IMS and the culture of supervision within the organisation.

The purpose of the meetings are to track progress in the implementation of the IMS. Roadmaps developed by organisations in Module 4 of the IMS Training package will serve as a starting point for discussions, and future implementation sessions will check in on progress and troubleshoot any barriers that might arise.

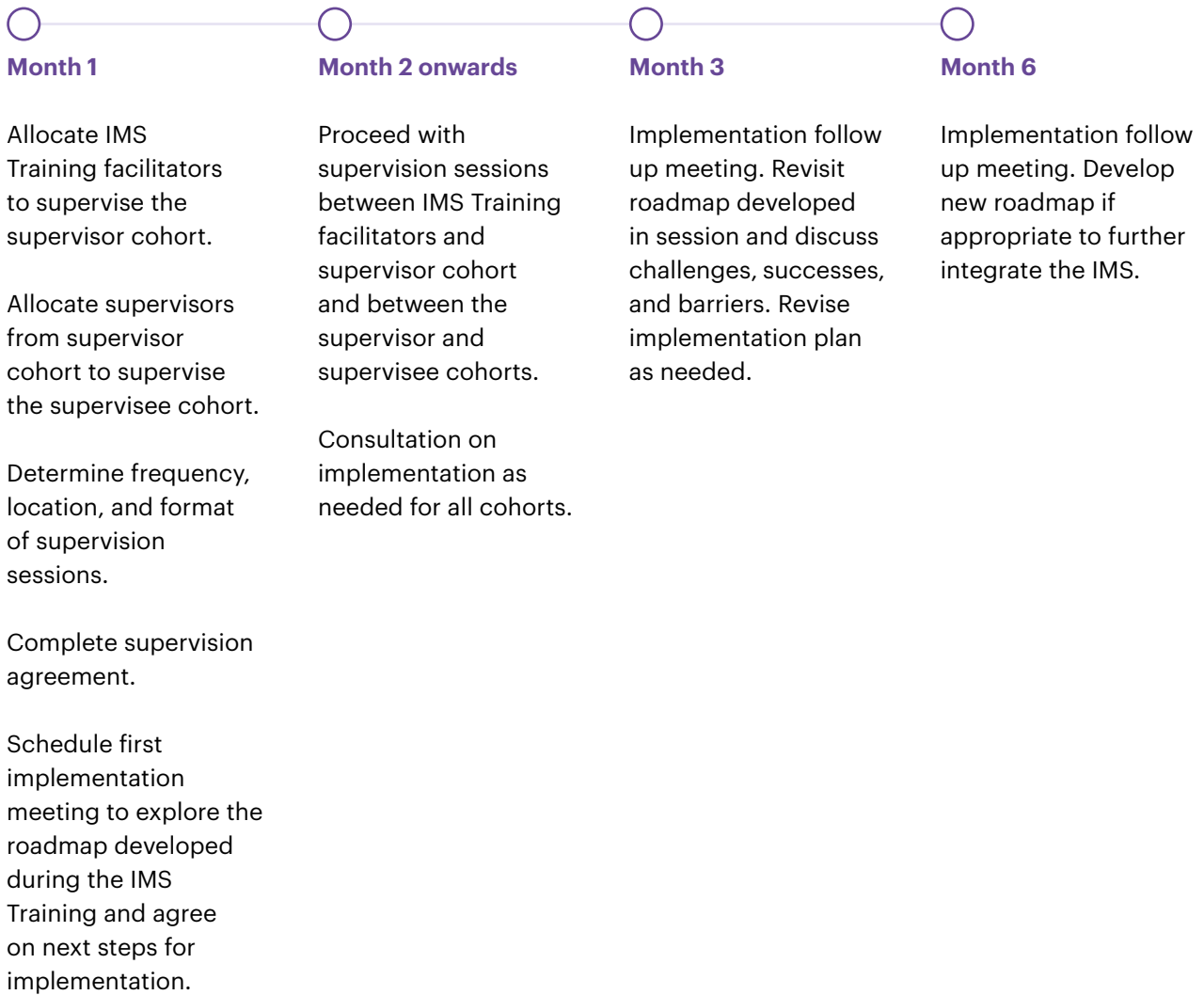
Follow up consultation

Follow up consultation on the implementation of the IMS should be done as needed. For some organisations, it may be necessary to have weekly or bi-weekly meetings with the IMS trainers/supervisors, and for others, monthly may be more appropriate. Leadership and management and other key stakeholders may also be included as relevant.

Consultation meetings will be a space to discuss challenges and barriers and to promote positive outcomes with respect to how the IMS is being implemented within the organisation in the long-term.

Follow-up consultations usually take place some months after the IMS Training (see the sample timeline on next page) to explore continued progress and to ensure a long-term plan is in place to support sustainability of established supervision structures within the organisation.

Sample timeline for post-training activities



Appendix 1

Supervision through interpretation

When supervision is provided through interpretation, interpreters should be included within the pre-training meeting as well as background sessions on the IMS (e.g. Module 1 Session 1 or Module 2 Session 2). The facilitator should make the determination of which Module is most appropriate. In addition, a separate activity on interpreter well-being (Appendix 1 Session 2) is recommended for interpreters who are engaged with supervision. Please see Appendix 2 for an example of how this can be incorporated into the IMS training schedule.

Interpreter well-being should be included in conversations with leadership and management in Modules 1 and 4 and efforts should be made within the organisation to ensure that interpreters also have access to supports and where possible, their own supervision sessions.

After interpreters have participated in the pre-training and background sessions, the following activities should be incorporated into their training. The goal of the activities is to orient participants on best practices when using interpretation within supervision.

The suggested integration of the activities are as follows:

- Pre-training meeting- include interpreters
- Module 1 Session 1 or Module 2 Session 2 - include interpreters
- Appendix 1 Session 1 - Module 2, after the completion of Sessions 5 & 6, invite interpreters to join
- Appendix 1 Session 2 - Anytime after Pre-Training and background information have been completed. Complete before Module 4 takes place in IMS Training

Session 1

Supervision through interpretation

Participants

Supervisors + interpreters

Suggested time

1 hour 30 minutes


Corresponding section of IMS Handbook


Section 1.10

Goal of session

The goal of this session is to orient interpreters on best practices for interpretation during supervision. This session should take place after interpreters have participated in the pre-training meeting AND sessions on the core principles of the IMS. It is recommended that introductions and an icebreaker activity are used to open the session.

1 The importance of interpretation in supervision

 **Time**
1 hour 30

 **Format**
Plenary, small group

 **Slide**

 **IMS Handbook**
Section 1.10

1. Open session by asking participants the following, and emphasising the points below if not mentioned:.

- *What are some key considerations we should keep in mind when providing supervision through interpretation?*



Talking points

- Interpreters will play a key role in the development and maintenance of the supervision alliance. Using the same interpreter throughout is ideal.
- It is essential to have clear boundaries and that interpreters have the same understanding of confidentiality and are included in the supervision agreement or non-disclosure agreement prior to the start of supervision..
- Interpreters should be trained in advance on the purpose of supervision. They should also have access to their own supervision and support wherever possible.
- Feedback mechanisms should be in place for all parties in case they are dissatisfied or uncomfortable with the supervision process.
- Special considerations be made for live supervision, particularly when service users are involved. See IMS Handbook section 1.10 for more information.

Continued on next page

2. Ask the following, emphasising talking points below if not mentioned:

- *Whose responsibility is it to ensure these considerations are carried out?*



Talking points

- It is the shared responsibility of the organisation, supervisor, supervisee, and the interpreter
- Organisations should ensure that proper training, supervision, and feedback mechanisms are in place for interpretation and that supervision agreements include interpreters
- Supervisors are responsible for ensuring that during supervision sessions information is being communicated clearly and slowly and that adequate time is allowed for interpretation. They should also give space for feedback and addressing any issues if the supervision alliance is impacted by the interpretation process
- Supervisees and supervisors are responsible for communicating clearly and for providing feedback if there are any issues with interpretation
- Interpreters are responsible for ensuring that they adhere to the boundaries and guidelines within their organisation and that they are providing feedback if they experience any issues or concerns within sessions

3. After approximately 20 minutes of discussion, divide participants into 4 small groups. Each group should have a mixture of supervisors, and interpreters.

4. Briefly review formats of supervision. Explain that the different types of supervision will need specific considerations in order to make interpretations within the sessions most effective. In small groups, assign each one of the following types of supervision:

- Individual
- Group
- Live
- Remote

Continued on next page

5. Invite participants to take 15 minutes to create a short presentation on the following (within their assigned group):

- What needs to be in place before the session begins?
- How should the session be set up? (how should people be physically situated etc. Where should the interpreter sit?)
- What are the key considerations when using interpretation during the session?
- What should be done if something is not working during the session?

6. After 15 minutes, each group has 5 minutes to share their presentations. Facilitator should invite feedback and review any missing information.

Session 2

Interpreter well-being

Participants

Interpreters

Suggested time

2 hours


Corresponding section of IMS Handbook

Section 1.10

Goal of session

To identify support and strategies for interpreter self-care and well-being, and to highlight the importance of institutional support.

1 Introducing the importance of feeling well for interpreters

 **Time**
10 minutes

 **Format**
Plenary

Facilitator note:

This topic can be sensitive, so it is important to not pressure participants to open up or share anything they are not comfortable with, but also be prepared that participants may greatly appreciate the opportunity to share their experiences. Facilitator should emphasise that conversations that take place in the session are confidential.

1. Open session by explaining that interpreters play a critical role in MHPSS service delivery as well as in the supervision process.

2. Invite participants to share why interpreters are so important. After 5-10 minutes of sharing, facilitator should summarise and highlight key points below.



Talking points

Importance of interpretation in supervision:

- If language barriers are present between supervisor and supervisee(s), supervision would not be possible.
- Key to the success of supervision is the relationship that is built on mutual respect and trust. Interpretation plays a critical role in facilitating this relationship.
- Interpreters are part of the supervision alliance, and it is important that all parties involved in the supervision process feel comfortable and safe.


3. Explain that interpreters are often members of affected communities, exposed to distressing material in their work, and can have high workloads. These stressors can impact well-being.

4. In pairs invite participants to reflect on stressors in their workplace, particularly when thinking about supervision. After 5 minutes bring the group back together and allow for participants to share back, if they wish.

Continued on next page

2

Coping strategies and building resilience

 **Time**
20 minutes

 **Format**
Plenary

 **Slide**

Facilitator note:

It is important to shift the focus away from too much personal responsibility and explain that while self-care is important - it's often not enough to manage the emotional demands of a very difficult role. To do the latter, space is needed to reflect and deliberately process work-related experiences. This can be facilitated through supervision and other supports.

Ask participants how they would like to use feedback generated during this activity. Would they like to share directly with management and leadership in Module 4, would they prefer for the facilitators to do so? Or maybe they prefer to just hang on to the list and decide later. There should be no pressure to tell leadership and management.

1. In pairs, invite participants to consider the following:

- *How do you manage stress in the workplace?*
- *Consider what type of supports are available to you, whether internal coping, or support within your organisation.*

2. After 10 minutes, bring participants back to plenary. Introduce self-care and resilience using the talking points below:

 **Talking points**

What is self-care?

Reiterate some core positive coping strategies shared during the discussion. Then introduce categories below:

- Physical self-care (e.g. healthy eating, exercise, going to medical appointments)
- Emotional and psychological self-care (e.g. engaging in hobbies or other enjoyable activities, relaxation techniques, reflecting on wellbeing)
- Spiritual self-care (e.g. engaging with a spiritual community, meditation, prayer) →

Continued on next page



Talking points (continued)

- social self-care (e.g. nurturing relationships, meaningful community engagement)
- professional self-care (taking breaks, seeking support from colleagues)

What is resilience?

- A person's ability to cope with challenges and difficulties and to recover quickly. Fostered by deliberate and reflective addressing of emotional responses.
- Can be described as the ability to 'bounce back'
- Can be facilitated by supervision, training, staff supports, informal support networks
- Having awareness of our emotional reactions is associated with lower levels of stress and burnout

Some activities that can help build resilience:

- Reflecting on emotional triggers and responses
- 'Grounding' techniques during stressful times to self-soothe e.g. deep breathing, focusing on physical sensations in the current space and time
- Participating in peer support networks, supervision or other staff supports
- Open conversations with colleagues about the impact of the work

Important to note:

- Some commonly recommended self-care activities are essentially 'distraction' techniques (e.g. reading, watching TV), they can be useful in the short-term →

Continued on next page



Talking points (continued)

- Management of exposure to continued adversity requires more deliberate targeting of emotional responses (i.e. directly addressing our emotional responses and engaging in deliberate reflection and processing of difficult experiences)
- Good self-care strategies can contribute to enhanced resilience
- Organisations should not rely on the self-care and resilience of its staff as this places an over-emphasis on individual responsibility

3. Emphasise that while self-care and resilience are important concepts that we can try and develop in our own personal lives, there are supportive actions organisations can take to support staff resilience. Ask participants to take a moment to reflect on the following:

- *What do you think is important for you to feel supported in your workplace?*
- *Are there things that would be helpful to share with the leadership and management of your organisation?*


4. Ask for volunteers to share some of their ideas and ask permission to scribe some of the contributions (ask for volunteer to scribe on flip chart or if virtual, on a shared screen). Tell participants that you will start a list of their contributions (anonymised of course!). If training in-person the list can be compiled on a flipchart that is accessible to training participants throughout the duration of the training. If the training is being conducted remotely, a copy of the list will be shared with the participants so that they can access it at any time.





Key message

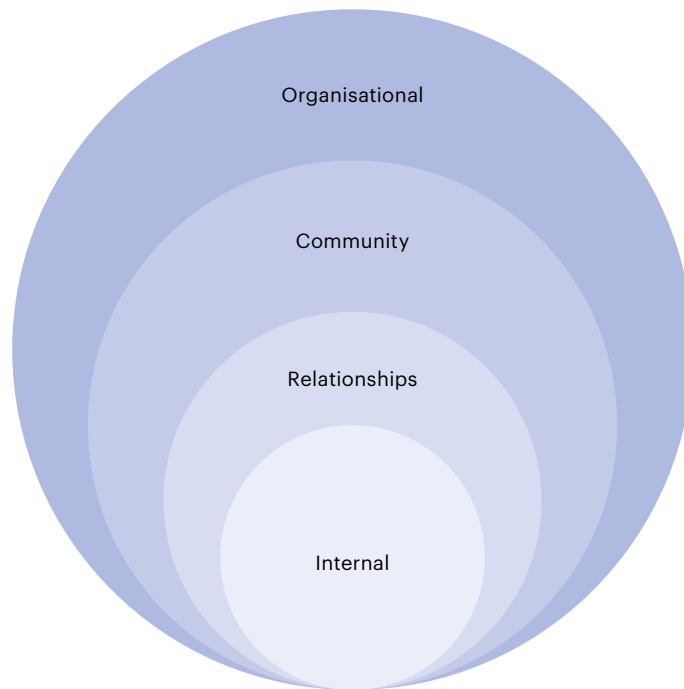
While self-care is important, it alone is not sufficient to ensure wellbeing. Organisations have a considerable responsibility to staff to ensure they are supported in their role.

3 Accessing support

 **Time**
30 minutes

 **Format**
Individual reflection,
small group
discussion

 **Supplies**
Template of
accessing support



1. Encourage participants to reflect on the types of supports they have in their life. They are welcome to write these supports down or draw them if they wish on the template provided.
2. After 10 minutes, divide participants into groups of three to discuss their ideas around support.
3. Ask them to discuss together what other supports could be helpful that they haven't noted down.
4. After 10 minutes, return to plenary and share some general thoughts on support options that are important at the internal, relationships, community and organisational levels (see diagram above).

4 Stop, start, keep, explore

🕒 Time

20 minutes

👤 Format

Individual reflection,
optional plenary

📖 IMS Handbook

Section 3.2

📄 Supplies

Template of Stop,
Start, Keep, Explore

Facilitator note:

This is an activity in one of the IMS Handbook case studies in section 3.8, so participants can get an idea of how to use it in an actual supervision session. For this activity, remind participants to be realistic – not to list 50 new things they plan to start doing. Encourage them to focus on what is achievable and to consider perhaps smaller steps they might need to do first to explore options.

1. In plenary highlight that the next activity draws together all the topics just explored on self-care, resilience and coping strategies.

2. In individual reflection encourage participants to consider some of the ways they cope with stress and build resilience in their lives. Give the following instructions:

📄 Sample script

Now, reflect on your own coping strategies- explore things you would like to stop, maybe a negative coping strategy or something that doesn't work for you anymore, consider things you would like to start to do, maybe these are self-care or resilience building practices you already have in your life, things you would like to keep doing, and things you would like to explore.

3. Show participants the 'Stop, Start, Keep, Explore table and ask them to fill it out with their reflections on the template provided. Let participants know the list is just for them and that they will not be asked to share unless they feel comfortable to do so.

4. In plenary, emphasise that the created worksheet is private, but ask if anyone would like to share anything they noticed when doing the activity e.g. some things they would like to start doing or continue doing?

Continued on next page

Stop

What are some things at work or in your personal life you think might be beneficial to stop?

Start

What are some things at work or in your personal life you would like to begin to do?

Keep

What are some things you are currently doing that you would like to keep doing?

Explore

What are some ideas you have about activities, habits, connections etc. that you would like to explore to maybe start incorporating into your life?

Appendix 2

Sample IMS Training Agendas

Each full training day should allow for 6 hours of training, approximately 1 hour for a meal break and 1 additional hour for snack/comfort breaks, 30 minutes being before the meal break, and 30 minutes after. The placement and timing of breaks are at the discretion of the facilitator.

Time should be assigned every few days to receive feedback from participants on the training process. This could be done daily as part of the 'daily wrap-up' and could take the form of a small group discussion asking participants to do a round of 'what worked well, what could be done differently'. Alternatively, or in addition to this, an anonymous feedback box can be used to capture feedback anonymously and without too much time being taken within the training.

All activities can take place either face to face or remotely. Trainings can also be a hybrid of both formats.

Example 1 10 day consecutive training (exclusive of weekends)

Pre-training meeting to take place one week before IMS Training begins

Day/Module	Session/Time	Participants
Module 1 Day 1	Session 1: Introducing the IMS (3 hours 40 minutes, optional 45 min add on)	Leadership and Management
	Session 2: Supervision within your organisation (1 hour 10 minutes)	
	Session 3: Closing Module 1 (40 Minutes)	
Module 2 Day 2	<i>Daily opening</i>	Supervisors
	Session 1: Getting started (2 hours)	
	Session 2: Exploring supervision (2 hours 25 minutes)	
	Session 3: Expectations for supervision (first 2 hours)	
	<i>Daily wrap-up</i>	

Day/Module	Session/Time	Participants
Module 2 Day 3	<p><i>Daily opening</i></p> <p>Session 3 (continued): Expectations for supervision (remaining 1 hour 45 mins)</p> <p>Session 4: The foundation for good supervision: self-care and wellbeing (2 hours 45 minutes)</p> <p>Session 5: The supervision alliance (first 1 hour)</p> <p><i>Daily wrap-up</i></p>	Supervisors
Module 2 Day 4	<p><i>Daily opening</i></p> <p>Session 5 (continued): The supervision alliance (remaining 2 hours)</p> <p>Session 6: Different types of supervision (3 hours with optional 20 minutes add-on)</p> <p>Session 7: Demonstrating empathy, patience, and non-judgement (2 hours 25 minutes)</p> <p><i>Daily wrap-up</i></p>	Supervisors
Module 2 Day 5	<p><i>Daily opening</i></p> <p>Session 8: Managing distress and risk within supervision (2 hours 40 minutes)</p> <p>Session 9: Preparing for supervision (1 hour 45 minutes)</p> <p>Session 10: How to structure supervision sessions (1 hour 10 minutes)</p> <p>Session 11: Effective facilitation (first 1 hour)</p> <p><i>Daily wrap-up</i></p>	Supervisors

Day/Module	Session/Time	Participants
Module 2 Day 6	<p><i>Daily opening</i></p> <p>Session 11 (continued): Effective facilitation (remaining 3 hours)</p> <p>Session 12: Case presentations and role play (2 hours)</p> <p>Session 13: Managing challenges in supervision (first 1 hour 30 minutes)</p> <p><i>Daily wrap-up</i></p>	Supervisors
Module 2 Day 7	<p><i>Daily opening</i></p> <p>Session 13 (continued): Managing challenges in supervision (remaining 3 hours 10 minutes)</p> <p>Session 14: Reflective practice (1 hour)</p> <p>Session 15: The supervision journey (1 hour)</p> <p>Session 16: Closing Module 2 (30 minutes)</p>	Supervisors
Module 3 Day 8	<p>Session 1: Getting started (2 hours 40 minutes)</p> <p>Session 2: Exploring supervision (2 hours 45 minutes)</p> <p>Session 3: The foundation for good supervision: self-care and wellbeing (first 1 hour)</p> <p><i>Daily wrap-up</i></p>	Supervisees

Day/Module	Session/Time	Participants
Module 3 Day 9	<i>Daily opening</i>	Supervisees
	Session 3 (continued): The foundation for good supervision: self-care and wellbeing (remaining 1 hour 35 minutes)	
	Session 4: How to be reflective and use feedback (2 hours 45 minutes)	
	Session 5: How to make the most of supervision (2 hours 20 minutes)	
	Session 6: Closing Module 3	
Module 4 Day 10	Session 1: Getting started (1 hour)	All participants
	Session 2: Supervision within your organisation (1 hour 45 minutes)	All participants
	Session 3: Measuring success of supportive supervision (1 hour 5 minutes)	Supervisors and leadership/management
	Session 4: Roadmap: Where do we go from here? (2 hours 45 minutes)	Supervisors and leadership/management
	Session 5: Closing Module and training (30 minutes)	Supervisors and leadership / management (supervisees optional)

Post training activities 6 months +

Example 2 IMS Training over the course of one month

Pre-training meeting to take place one week before IMS Training begins

Week 1	Session/Time	Participants
Week 1 Day 1 Module 1	<p>Session 1: Introducing the IMS (3 hours optional 45 min add on)</p> <p>Session 2: Supervision within your organisation (2 hours)</p> <p>Session 3: Closing Module 1 (45 Minutes)</p>	Leadership and Management
Week 1 Day 2 Module 2	<p><i>Daily opening</i></p> <p>Session 1: Getting started (2 hours)</p> <p>Session 2: Exploring supervision (2 hours 25 minutes)</p> <p>Session 3: Expectations for supervision (first hour)</p> <p><i>Daily wrap-up</i></p>	Supervisors

Week 2	Session/Time	Participants
<p>Week 2 Day 1 Module 2</p>	<p><i>Daily opening</i></p> <p>Session 3 (continued): Expectations for supervision (remaining 1 hour 25 minutes)</p> <p>Session 4: The foundation for good supervision: self-care and wellbeing (2 hours 45 minutes)</p> <p>Session 5: The supervision alliance (first 2 hours)</p> <p><i>Daily wrap-up</i></p>	Supervisors
<p>Week 2 Day 2 Module 2</p>	<p><i>Daily opening</i></p> <p>Session 5 (continued): The supervision alliance (remaining 1 hour)</p> <p>Session 6: Different types of supervision (3 hours with optional 20 minutes add-on)</p> <p>Session 7: Demonstrating empathy, patience, and non-judgement (2 hours 45 minutes)</p> <p><i>Daily wrap-up</i></p>	Supervisors
<p>Week 2 Day 3 Module 2</p>	<p><i>Daily opening</i></p> <p>Session 8: Managing distress and risk within supervision (2 hours 40 minutes)</p> <p>Session 9: Preparing for supervision (1 hour 45 minutes)</p> <p>Session 10: How to structure supervision sessions (1 hour 10 minutes)</p> <p>Session 11: Effective facilitation (first 1 hour 30 minutes)</p> <p><i>Daily wrap-up</i></p>	Supervisors

Week 3	Session/Time	Participants
<p>Week 3 Day 1 Module 2</p>	<p><i>Daily opening</i></p> <p>Session 11 (continued): Effective facilitation (remaining 2 hours 30 minutes)</p> <p>Session 12: Case presentations and role play (2 hours)</p> <p>Session 13: Managing challenges in supervision (first 2 hours 30 minutes)</p> <p><i>Daily wrap-up</i></p>	Supervisors
<p>Week 3 Day 2 Module 2</p>	<p><i>Daily opening</i></p> <p>Session 13 (continued): Managing challenges in supervision (remaining 2 hours 20 minutes)</p> <p>Session 14: Reflective practice (1 hour)</p> <p>Session 15: The supervision journey (1 hour)</p> <p>Session 16: Closing Module 2 (30 minutes)</p>	Supervisors
<p>Week 3 Day 3 Module 3</p>	<p>Session 1: Getting started (2 hours 40 minutes)</p> <p>Session 2: Exploring supervision (2 hours 45 minutes)</p> <p>Session 3: The foundation for good supervision: self-care and wellbeing (first 35 minutes)</p> <p><i>Daily wrap-up</i></p>	Supervisees

Week 4	Session/Time	Participants
<p>Week 4 Day 1 Module 3</p>	<p><i>Daily opening</i></p> <p>Session 3 (continued): The foundation for good supervision: self-care and wellbeing (remaining 2 hours)</p> <p>Session 4: How to be reflective and use feedback (2 hours 45 minutes)</p> <p>Session 5: How to make the most of supervision (2 hours 20 minutes)</p> <p>Session 6: Closing Module 3</p>	<p>Supervisees</p>
<p>Week 4 Day 2 Module 4</p>	<p>Session 1: Getting started (1 hour)</p> <p>Session 2: Supervision within your organisation (1 hour 45 minutes)</p> <p>Session 3: Measuring success of supportive supervision (1 hour 5 minutes)</p> <p>Session 4: Roadmap: Where do we go from here? (2 hours 45 minutes)</p> <p>Session 5: Closing Module and training (30 minutes)</p>	<p>All participants</p> <p>All participants</p> <p>Supervisors and leadership/management</p> <p>Supervisors and leadership/management</p> <p>Supervisors and leadership / management (supervisees optional)</p>

Post training activities 6 months +

Example 3 IMS Training including interpreters 1.5 months

Pre-training meeting to take place one week before IMS Training begins. Interpreters engaged in supervision included.

Week 1	Session/Time	Participants
Week 1 Day 1 Module 1	<p>Session 1: Introducing the IMS (3 hours optional 45 min add on)</p> <p>Session 2: Supervision within your organisation (2 hours)</p> <p>Session 3: Closing Module 1 (45 Minutes)</p>	Leadership and Management
Week 1 Day 2 Module 2	<p><i>Daily opening</i></p> <p>Session 1: Getting started (2 hours 30 minutes)</p> <p>Session 2: Exploring supervision (2 hours 25 minutes)</p> <p>Session 3: Expectations for supervision (first 2 hours)</p> <p><i>Daily wrap-up</i></p>	Supervisors Interpreters included in Session 1 and Session 2, Activities 3,4,5,6,7,8, 9

Week 2	Session/Time	Participants
<p>Week 2 Day 1 Module 2</p>	<p><i>Daily opening</i></p> <p>Session 3 (continued): Expectations for supervision (remaining 1 hour)</p> <p>Session 4: The foundation for good supervision: self-care and wellbeing (2 hours 45 minutes)</p> <p>Session 5: The supervision alliance (3 hours)</p> <p><i>Daily wrap-up</i></p>	<p>Supervisors</p>
<p>Week 2 Day 2 Appendix 1</p>	<p><i>Daily opening</i></p> <p>Appendix 1 Session 2: Interpreter well-being (2 hours)</p> <p><i>Wrap up interpreter with cohort</i></p> <p><i>Daily opening with supervisor cohort</i></p> <p>Session 4: Expectations for supervision (remaining 1 hour 25 minutes)</p> <p>Session 13: Reflective practice (1 hour)</p>	<p>Interpreters</p> <p>Supervisors</p>

Week 2 <i>(continued)</i>	Session/Time	Participants
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Week 2
Day 3
Module 2

Daily opening

Supervisors

Session 6: Different types of supervision
(3 hours with optional 20 minutes add-on)

Session 7: Demonstrating empathy, patience,
and non-judgement (2 hours 25 minutes)

Appendix 1 Session 1: Supervising through
interpretation (1 hour 30 minutes)

Supervisors +
interpreters

Daily wrap-up

Week 2
Day 4
Module 2

Daily opening

Supervisors

Session 8: Managing distress and risk
within supervision (2 hours 40 minutes)

Session 9: Preparing for supervision
(1 hour 45 minutes)

Session 10: How to structure supervision sessions
(1 hour 10 minutes)

Session 11: Effective facilitation (first 1 hour)

Daily wrap-up

Week 3	Session/Time	Participants
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Week 3
Day 1
Module 2

Daily opening

Supervisors

Session 11 (continued): Effective facilitation (remaining 3 hours)

Session 12: Case presentations and role play (2 hours)

Session 13: Managing challenges in supervision (first 1 hour 30 minutes)

Daily wrap-up

Week 3
Day 2
Module 2

Daily opening

Supervisors

Session 13: Managing challenges in supervision (remaining 3 hour 10 minutes)

Session 14: Reflective practice (1 hour)

Session 15: The supervision journey (1 hour)

Session 16: Closing Module 2 (30 minutes)

Week 3
Day 3
Module 3

Session 1: Getting started (2 hours 40 minutes)

Supervisees

Session 2: Exploring supervision (2 hours 45 minutes)

Session 3: The foundation for good supervision: self-care and wellbeing (first 35 minutes)

Daily wrap-up

Week 4	Session/Time	Participants
<p>Week 4 Day 1 Module 3</p>	<p><i>Daily opening</i></p> <p>Session 3 (continued): The foundation for good supervision: self-care and wellbeing (remaining 2 hours)</p> <p>Session 4: How to be reflective and use feedback (2 hours 45 minutes)</p> <p>Session 5: How to make the most of supervision (2 hours 20 minutes)</p> <p>Session 6: Closing Module 3</p>	Supervisees
<p>Week 4 Day 2 Module 4</p>	<p>Session 1: Getting started (1 hour)</p> <p>Session 2: Supervision within your organisation (1 hour 45 minutes)</p> <p>Session 3: Measuring success of supportive supervision (1 hour 5 minutes)</p> <p>Session 4: Roadmap: Where do we go from here? (2 hours 45 minutes)</p> <p>Session 5: Closing Module and training (30 minutes)</p>	<p>All participants</p> <p>All participants</p> <p>Supervisors and leadership/management</p> <p>Supervisors and leadership/management</p> <p>Supervisors and leadership / management (supervisees and interpreters optional)</p>

Post training activities 6 months +

Appendix 3

Scenarios and Case Studies

The following Scenarios and case studies accompany Module 2 Session 8. If training is done face to face, these should be printed and shared with participants, or shared remotely a day in advance.

Scenarios to accompany Module 2 Session 8.1

Scenario 1

You have been working at the same organisation for the past three years and you have been feeling very demotivated. You work very long hours, and do your best to provide very good support. You work very hard and feel like you do a good job, but your line manager is always very critical of your work.

You are starting to feel very stressed every time you come to work, and you aren't sleeping well. You recently had your annual review, and your boss told you that you are not meeting expectations and that your work needs great improvement. You feel like this is unfair because you usually get very positive feedback from MHPSS service users, but your boss wasn't interested to hear this.

You have a supervision session scheduled, and when you get to your individual session, you burst into tears. You feel that all of the stress of these past years were for nothing, and that you are worthless. Your supervisor tries to support you during the session.

Scenario 2

You are an MHPSS provider who provides MHPSS support in a very remote area for displaced persons. This area is very hard to reach, and it's an insecure environment. Your cases are very challenging, and your days are long. One day, you had a case that very deeply impacted you. The story of the MHPSS service user was so vivid and horrible.

Since then, you have started to have nightmares and intrusive thoughts about the service users' experience. You continue to provide services, but haven't seen your supervisor for a very long time because they have been working at a different location so you don't know who to talk to about what is happening.

One day, on your way home from the work site, you find yourself having a very difficult time calming yourself. You had another session with the MHPSS service user, and you feel like you are having a panic attack. The driver and other workers see what is happening and they ask what they can do. You are unable to speak and just shake your head. They call your supervisor on the phone and you put the phone to your ear. Your supervisor tries to support you over the phone.

Scenario 3

You are an MHPSS volunteer at a large organisation. You provide basic psychosocial support and PFA to affected communities. You have access to supervision but don't often have time to attend, despite feeling supported in these sessions.

One day, there is a huge explosion in your city, and you wake up to learn that your country has been attacked. Your family calls, frantic saying that you must leave immediately. You call a friend and ride with them to a neighboring city where it is calm. After a few days, your organisation calls you to see if you will be able to start volunteering again, as many people are displaced and impacted by the war. You are really happy to start volunteering again. You meet with your supervisor and other volunteers and have a supervision session.

During that session, you receive several phone calls, which you try to ignore. Finally, you realise something must be important. You return the phone call and it is your father, calling from the hospital. He tells you that there was another shelling and the shelter where they were at has been hit, and your mother has been severely injured. You hang up the phone and are in shock. The supervision session is still in progress, so you return to the session. You say nothing. You feel numb. The supervisor approaches you and tries to provide support.

Scenario 4

You are an MHPSS provider who has recently moved to another country to work on a team who is providing services in a clinic in a big city. You have been working in the country for about a year, and you are finding it to be very difficult. People treat you differently because you are a foreigner, and they often discriminate against you. You do your best to ignore this, but it really gets to you. You have noticed that after recent elections, the harassment has become worse. You can barely walk on the streets without verbal harassment, people will call you names or say unkind things.

One day on your way to work, a group is behind you. They throw things at you and call out hateful and abusive things. You start to feel very scared so turn down a street to get away from them. They follow you, and circle you. They scare you, but another member of the community sees what is happening and chases them away. You are crying and shaking. The member of the community walks you to your office, which is nearby. As you are entering the building, you realise that you need a moment. You sit down in a corner and cry. You are shaking and still feel very scared. Your supervisor happens to walk by at this moment and tries to support you.

Case studies to accompany Module 2 Session 8.5

Case study A

You are an MHPSS supervisor to volunteers at a local branch that provides humanitarian and community-based support. You supervise several groups of volunteers in their work, some that are regular and consistent volunteers and others who provide one off support at the onset of crises. You offer a monthly group supervision session to all volunteers and individual support to those if requested.

One of your supervision groups is comprised of volunteers who are providing support through a manualised approach to men who are in an immigration detention setting. These volunteers have an educational background in mental health. Many of the men in the immigration detention group either face indefinite detention, or are at risk of being deported to places they don't feel safe going back to. The program is very successful, as it helps the participants to regulate their emotions. Despite the positive impact of the groups, it can be emotionally challenging for the volunteers to work with people who have little control over major factors in their lives.

One of your supervisees, Sam, is a volunteer who has been running the groups for the past year. One afternoon, Sam emails you asking for an urgent case consultation. You agree to call her as soon as you finish your next meeting. On the phone call, Sam tells you about the experience that happened in her men's group earlier that day. Sam spoke of an MHPSS service user who was about to be deported back to his home country where he felt certain he would be killed. During the session, he broke down crying. He said that he was thinking of ending his life and that he would rather die at his own hand than at the hands of the militia back home, who had already taken so much from him and his family. The other participants in the group were visibly distressed by this, but remained supportive. Some also said that they have felt the same way at times but offered encouragement on reasons to stay alive.

Sam told you that she received training in suicide prevention, but it was a brief one-day course, and she wasn't feeling confident at all that she did the right thing. You ask Sam how she assessed risk during the session, and she reported that she asked the participant during the session if he had a plan to take his life, and he said no. He said there were a few ways to complete suicide in the detention centre, but because of his love for God, he would not do it.

Sam began to cry at this point, saying she feels like she should do more. What do you do next to help Sam manage this situation?

Case study B

You are a supervisor at an international NGO, working in a refugee camp. You support MHPSS practitioners who run Child Friendly Spaces. One day, you are doing live supervision in a tent, and you observe one of the animators, Brian, looking very upset. He is newer to the organisation, so you don't know him very well. You know that he very recently took the training to become an animator, and that in the group supervision sessions he wasn't feeling very confident in his role yet. He reported feeling overwhelmed at times by the stories that the children would sometimes share with him, and did not feel like he was doing enough to support them.

Brian is doing a drawing activity with a group of children. You decide to move closer to the table to see if you might be able to observe more clearly what is happening. One of the children has a drawing of a person with what looks like a bottle of poison to their mouth. In the background of the drawing are a woman and child crying. You are aware that there is a brief component of the orientation for staff on identifying risk, but by looking at your supervisee, you sense that they are overwhelmed by the situation. What do you do next to support your supervisee?

Case study C

You are a supervisor at a local community-based organisation that provides support to persons who have been displaced because of conflict in a neighboring country. Your role includes supervision as well as many administrative tasks for the MHPSS practitioners. You often work very long hours doing site visits around your state. Your days often involve many hours in the car with a few hours to do site visits and provide supervision sessions. You try your best to be available to your supervisees, but there are over 30, and it is not physically possible for you to provide the kind of support you would like to. The MHPSS practitioners you supervise are non-specialists, and there is high turnover in your organisation.

On one of your site visits, you are doing a group supervision session. You aren't able to hold these very regularly, maybe once every two months. After doing a round of check-ins, you ask if any participants have any urgent or high-risk situations to discuss. One of the supervisees, Farhana, raises their hand and says that they have been working to provide individual psychosocial support within the GBV program.

One of the women that she is working with has a very difficult history of sexual violence that happened to her during the war in her home country, and feels a lot of shame and isolation in the community because of what has been done to her. She attempted to take her own life after the assault occurred, which was two years ago. Recently, the service user reported that she has been feeling very depressed and alone, and sometimes doesn't 'feel like going on'. She has started to give away her possessions to her friends, and says that she needs 'to do something.' Farhana said that she didn't know what to do, because talking about suicide wasn't ok in her culture. She said she remembered from her orientation training that it was important to pay attention to risk factors and warning signs for suicide, and that she felt that the service-users previous attempt as well as taking steps to give away her things were both red-flags, but she didn't know what to do as her training had never given her tools, rather told her only to refer out to someone more specialised.

As her supervisor, how can you support Farhana?

Case study D

You are a supervisor based at the headquarters for an organisation that provides MHPSS globally. You provide support to a group of roster members who deploy as needed to support during humanitarian crises. You provide group supervision and consultation groups as well as post-mission support and individual sessions as needed. Some of the roster members go on multiple missions, and others sometimes only do one mission and then choose to not deploy again.

All roster members have files in the headquarters with emergency contact information. One of the roster members who you have known for a very long time, Charles, has been on multiple missions this past year. During his last mission, he was at the airport when there was a targeted attack. Several colleagues died during the attack, and Charles escaped with minor injuries. Charles received remote support from you after he returned to the capital of the country he was in, which was much more stable, and was referred to a staff psychologist who specialised in traumatic events.

Several months have gone by since you have seen Charles, and then he attends one of the group sessions that you offer, which is open to any roster member. The session is held remotely. When you see Charles on the call, you are shocked. He looks very different to what you remember. He has lost a significant amount of weight and looks a bit unkept, so much so that it was obvious through the camera screen. At the beginning of the session, each participant shares how they are doing and if they have any specific cases or scenarios that they would like support with. When it is Charles' turn to share, he says that he hasn't felt much like himself since the attack, and to be honest, he feels that life no longer holds meaning to him. He doesn't understand why he lived and so many others died.

You are unsure exactly what to do because this feels like a red-flag, but you are in the middle of a remote group supervision session, so you feel like all you can do is express empathy. You intentionally ask at the end of the session for people to share who they go to when they feel like they need support. Just before Charles' turn, he leaves the call. You are feeling very worried, and aren't sure what to do next. You decide to reach out to Charles to offer an individual session, or access to organisational supports. He agrees to a call. When the call begins, Charles is visibly intoxicated. He is slurring his words and keeps slumping over. You ask what is going on and he tells you he doesn't want to live anymore and that he just took a lot of pills.

As his supervisor, what would you do to support Charles?



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