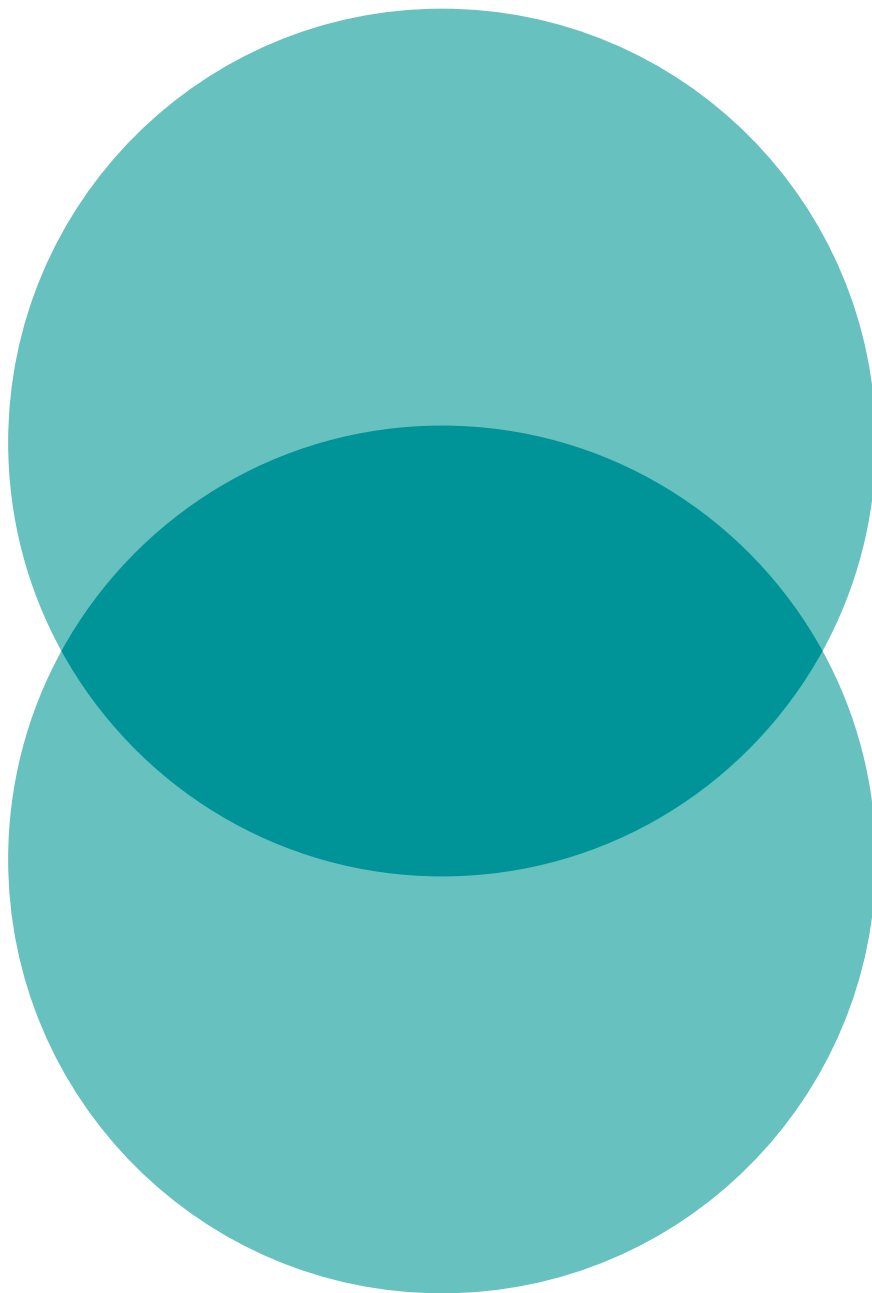


Monitoring and Evaluation

Integrated Model
for Supervision

Guide

2023



This guide 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.



Integrated Model
for **Supervision**

**Integrated Model for Supervision
Monitoring and Evaluation Guide — 2023 - Version 3**

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How to use this guide:

The Monitoring and Evaluation Guide (M&E) is a tool to accompany the Integrated Model for Supervision Handbook in its implementation.

Organisations are encouraged to use this guide and adapt it to fit their own context. For more information about adaptation of the Integrated Model for Supervision (IMS), please see the accompanying Adaptation Guide.

For more detailed information on Monitoring and Evaluation in emergency settings, please see the IASC Mental Health and Psychosocial Support in Emergency Settings Monitoring and Evaluation with Means of Verification: Version 2.0.

For more information about the Integrated Model for Supervision, additional resources and implementation support, please visit www.supervision-mhpss.org

What is monitoring and evaluation (M&E)?¹

Monitoring is a continuous process of collecting and analysing information to explore how supervision is being implemented and how it progresses over time. It provides an opportunity for regular feedback to supervisors and supervisees and to other relevant stakeholders (with consent).

Evaluation is a systematic and objective (where possible) assessment to determine if supervision is reaching its intended objectives*. Evaluation allows for lessons to be learned as to how supervision is impacting individuals (for example staff and volunteers), organisations and service users.

¹IFRC Monitoring and Evaluation Framework for Psychosocial Support Interventions: Guidance note and overview. Available at: https://pscentre.org/wp-content/uploads/2018/02/Guidance-Note_ME-framework_FINAL.pdf

*Provide emotional support, skill building, monitoring intervention fidelity

Why should supervision be monitored and evaluated?

Monitoring and evaluation (M&E) of supervision is important to ensure its quality and effectiveness. Monitoring and evaluation can also provide information needed to advocate for increased or continued funding for supervision with organisational leadership or donors. Ultimately, monitoring and evaluation of supervision should explore if supervision is having the desired effect and how it can be improved.

Monitoring and evaluation of supervision:

- enables opportunities for real-time feedback to strengthen the supervisory process
- supports in the identification of issues within supervision and can support identification of potential solutions
- explores if supervision is on track to reaching its intended objectives

A functioning M&E system for supervision can enhance organisational learning on what works in supervision and what can be strengthened. M&E is an important part of accountability and compliance. An M&E system for supervision does not need to be stand-alone, rather it can complement pre-existing M&E within the organisation.

The benefits of monitoring and evaluation for supervision include:

- give supervisees a feedback mechanism to explore their skill development over time
- can support supervisors to strengthen supervisory skills and provide them with real-time feedback to strengthen the supervisory relationship
- can help to promote supervision across the organisation (achieving a culture of supervision)
- data can be used within funding proposals or in reports to donors to demonstrate the impact of supervision and to highlight the importance of continued investment (pending consent from all parties)

Key considerations for Monitoring and Evaluation within supervision

Quality over quantity

When deciding what data it is essential to collect ensure that only relevant information is collected. While a large amount of data may be interesting, if not utilised the data represents a misuse of valuable resources. Collecting large amounts of data can also lead to ‘feedback fatigue’ meaning those whose opinion you are seeking may be less inclined to provide feedback because they might find the process too timely and cumbersome. When designing M&E it is important to ensure that only the most relevant and necessary information is collected.

Examples of information that can be collected:

- Type of supervision conducted
- Frequency of supervision sessions
- Information on quality and impact of supervision
- Improvement suggestions for quality of services being provided
- Data on levels of confidence and self efficacy
- Feedback on resilience, subjective well-being

For more information, see section 2.5 of the [IMS Handbook](#).

Data safety and security

Due consideration must be given to data safety and security during collection, storage, analysis, and reporting. Persons whose feedback is being sought should be clear on how their information will be used and stored with particular attention to confidentiality. In some contexts this might mean data is stored in locked filing cabinets, in others, a password protected digital platform might be used. All storage systems and collection tools must comply with organisational policies and procedures. Data should be de-identified prior to analysis and reporting.

The use of external supervisors might bring unique confidentiality considerations with respect to ownership of data. In this instance organisations must have clear protocols in place around how data can be collected and stored by the supervisor and where possible the external supervisor should utilise the organisations' systems. Organisations should clearly outline expectations around the storage and use of data for external supervisors in a formalised written contract.

Strict consideration should be given to who has access to collected data. In most cases the data collection focal point (e.g. an M&E focal point) should be the only persons with access to 'raw' data. In many instances, it may be inappropriate for the supervisor to have access to collected data (to ensure objectivity of feedback and confidentiality), in these cases a more objective/neutral focal point is preferred, such as the M&E focal point.

Please see section 3.11 of the [IMS Handbook](#) for more information.

The data collection focal point is then responsible for de-identification* or anonymisation, and then can share in aggregate form the data with relevant persons for analysis. For example, deleting the name, removing anything that could be used to identify an individual, and including a unique identifier number or code that is stored separate. However, supervisors may wish to collect their own data to monitor the supervisory progress over time with explicit agreement of supervisees.

Use participatory approaches where possible

As per the IASC (2007) guiding principles for MHPSS assessment tools ², participation of relevant stakeholders should be encouraged at all stages including design, implementation, interpretation of results and translation of results into recommendations.

**De-identification means that no information could be used to identify an individual unless re-identification occurs. Organisations should ensure strict protocols are in place to manage and protect data.*

How to set up an Monitoring and Evaluation plan

Follow these steps to develop a supervision monitoring and evaluation plan within your context.

1

Setting out aims and deciding on which outcomes to measure

2

Determining who will collect data and how will it be used

3

Deciding how to measure the selected outcomes

4

Implementing the plan

5

Acting on the results

Each step is explained in detail on the following pages.

Step 1 2 3 4 5

Setting out aims and deciding on which outcomes to measure

The first step in designing a monitoring and evaluation plan involves identifying what the desired outcomes of supervision are within an organisation and what a successful supervision structure would look like. It should then be considered how it would be apparent if that has been achieved. Please see section 1.5 of the [IMS Handbook](#) for more information on how to set up and scale supervision structures.

Consideration should also be given to how the collected information will be used. For example, if areas for improvement in supervision come to light through monitoring and evaluation, how will these be acted upon? Who will be responsible for communicating this to supervisors and other relevant stakeholders? How can supervisors communicate their needs and ideas for improvement? Will the findings be written up into periodic reports, and who will these be shared with? It should also be decided how the data can be used to advocate for and secure funding for supervision and the monitoring and evaluation of it.

Case study 1

Organisation A has noticed that staff morale appears low. In team meetings staff are not engaged and report often being overworked.

Over the past year a number of staff have resigned after only being with the organisation for little over a year. The organisation is concerned about the welfare of the staff and believes supervision might be a good first step to improve wellbeing and to better support staff with their work.

Organisation A decided that the key outcomes they would like to measure are staff retention and burnout. They decided to use their existing human resource data on staff turnover as one outcome to explore if more staff appear to be retained once supervision systems are in place. Similarly, they decide to implement the Oldenburg Burnout Inventory ³ to explore if staff report less feelings of burnout once supervision systems are in place.

Step 1 2 3 4 5

Determining who will collect data and how will it be used

Identify who will be responsible for the data collection, analysis, and storage. If an organisation does not have a monitoring and evaluation system already in place, a system should be established.

It is the duty of an organisation to protect the data of those who have shared information, and to inform the participants of why the data is being collected and how it will be used. It is necessary to adhere to all applicable laws and policies, such as GDPR, when it comes to data protection. This is particularly important when engaging with vulnerable groups and in fragile contexts.

Establishing protocols and training procedures for data collection can help ensure that all who are involved are able to collect and store data in a way that is responsible and sensitive. At times, assigning a data collection focal point who is independent of the supervision process is ideal to facilitate more genuine feedback. Supervisors themselves may wish to seek less formalised feedback mechanisms from supervisees about the supervisory process. It is essential that participants understand why the data is being collected e.g. to enhance supervision practices, and not to find reasons to be critical of their work.

This data can be used as part of the M&E plan only with full prior agreement by the supervisor and supervisee (with fully informed consent).

Step 1 2 3 4 5

Deciding how to measure the selected outcomes

Data gathered as part of existing organisational procedures may already be available which could be useful for monitoring and evaluating the impact of supervision. For example, data in relation to staff or volunteer turnover, in most cases, should be relatively straightforward to capture. To gather data related to service user outcomes it may be helpful to refer to the [IASC guidance document on Monitoring and Evaluation](#), although it is important to note that the direct impact of an MHPSS practitioner receiving supervision is likely difficult to ascertain at the service user level.

In relation to gathering new data to assess supervision, it is important to consider what information is needed to measure the outcome in question, as well as the time and resources available for data gathering.

Data to measure the selected outcomes can be gathered in several different ways. Information can be gathered informally by supervisors, at the end of sessions, or by periodically checking in with supervisees to ask them how they feel about the supervision process. Development of an interview tool may be a helpful addition. Please see [Appendix 1](#) for an example. This is an outlined script of open-ended questions relevant to the interview topics. Probing questions can be used to clarify comments and to gain more detailed information. It can be useful to end with questions asking for general recommendations.

How data will be managed and gathered should be considered; for example, if notes are to be typed up during the interview, afterwards or if the interview be tape recorded. Due consideration must be given to the safe storage of the data and participants must be informed about why the data is being collected and used.

Feedback provided may be affected by socially desirable responding (the supervisee telling the supervisor or data collector what they think they want to hear). Data collection may benefit from a more structured and confidential mechanism such as surveys (paper or electronic), or the use of an impartial third party to gather data when possible.

There are also ethical issues to consider, including the requirement to protect sensitive data carefully, to use the data only for the intended purpose, and to avoid collecting more personal data than necessary.⁴ Whether gathering survey or interview data, ethical principles such as ensuring voluntary participation, maintaining confidentiality, and acquiring informed consent must be adhered to.

Case study 2

Organisation B is a small community-based organisation with limited resources. They do not have strong M&E systems in place but still would like to evaluate the effectiveness of supervision. They decide to adapt a three-step approach to data collection:

1. They will use data that is already existing in the human resources department to monitor trends in staff wellbeing (staff turnover and number of sick days taken) before and after supervision systems are in place.
2. The supervisors will each do an informal check-in with supervisees at the end of each supervision session to explore acceptability. This will be done through a short series of questions (see [Appendix 1](#) for an example) or through a short pen and paper questionnaire (see [Appendix 2](#) for an example). This information will be de-identified by the supervisor and sent to the M&E focal point for further evaluation.
3. Supervisors will also keep a record of how many people receive supervision and in what format which will be used to report on the uptake of supervision within the organisation (see [Appendix 3](#)).

Documentation completed as part of supervision may also be utilised as part of M&E if this is explicitly agreed to by both supervisor and supervisee prior to the data being gathered (ideally to be agreed upon during the development of the supervision agreement). An example of supervision documentation that could support M&E can be found in [Appendix 4](#) and [Appendix 5](#).

It is important to bear in mind the cultural appropriateness of the assessment methodology and terms used. The [adaptation guidelines](#) accompanying the IMS can be used to support this process. In certain situations, standardised rating scales/questionnaires might not be available in the desired language.

Existing tools can be translated and used in individual contexts by using detailed and precise processes. In addition, if organisations would like to use a specific tool, they may wish to reach out to the creators of the tool to discuss translation and validation as part of larger-scale efforts.

Surveys to support the M&E of supervision

Target Group	Outcome	Survey
Supervisees	Measure burnout at work	<i>Oldenburg Burnout Inventory</i>
–	Measure of self-efficacy, correlated to emotion, optimism and work satisfaction	<i>General Self Efficacy Scale (GSE)</i> <i>The Occupational Self-Efficacy Scale – short version (25) (Appendix 6)</i>
–	Measure the subjective experiences of supervision	<i>Perceived Supervision Scale</i>
–	Measure compassion fatigue, work satisfaction and burnout	<i>Professional Quality-of-Life Scale</i>
–	Measure an employee’s commitment to the organisation	<i>Organizational Commitment Questionnaire</i>
–	Measuring an employee’s intention to leave the organisation	<i>Turnover Intention Scale (TIS-6) (Appendix 7)</i>

Surveys to support the M&E of supervision

Target Group	Outcome	Survey
Supervisors	Measure burnout at work	<i>Oldenburg Burnout Inventory</i>
-	Measure compassion fatigue, work satisfaction and burnout	<i>Professional Quality-of-Life Scale</i>
-	Measure of self-efficacy, correlated to emotion, optimism and work satisfaction	<i>General Self Efficacy Scale (GSE)</i> <i>The Occupational Self-Efficacy Scale – short version (25) (Appendix 6)</i>
-	Measuring an employee’s commitment to the organisation	<i>Organizational Commitment Questionnaire</i>
-	Measuring an employee’s intention to leave the organisation	<i>Turnover Intention Scale (TIS-6) (Appendix 7)</i>
-	Assessment of Fundamental Helping Skills	<i>Ensuring Quality in Psychological Support (EQUIP)</i> <ul style="list-style-type: none"> — <i>ENACT – Fundamental Helping Skills - Adults</i> — <i>WEACT – Fundamental Helping Skills – Children/Adolescents</i> — <i>GroupAct – Fundamental Helping Skills - Groups</i>

Step 1 2 3 4 5

Implementing the plan

At all stages of implementation, it is important to be fully transparent with those who are providing data about what the data will be used for, and who will have access to it.

Consistency and transparency throughout the implementation of an organisations monitoring and evaluation plan is essential, informed consent must be obtained before any data collection begins, and must be maintained throughout the data collection process. They should also be made aware that they can withdraw their consent at any time, without repercussion.

The ongoing monitoring and evaluation of supervision can be a useful way to help supervisees to develop their sense of professional self-awareness, by encouraging them to self-monitor their progress towards work-related goals.

Step 1 2 3 4 5

Acting on the results

Findings from monitoring and evaluation of supervision should ideally be used to adapt and improve supervision practices. Findings can also be used to present to organisational leadership and management, or to donors, to make the case for increased resources to support supervision provision.

Organisations are encouraged to share their results with the IMS team to help support larger advocacy and dissemination efforts. This can be coordinated by emailing info@supervision-mhpss.org.

Survey Links

Oldenburg Burnout Inventory:

https://www.papsych.org/uploads/1/0/3/6/103628808/oldenburg_burnout_inventory.pdf

General Self Efficacy Scale (GSE):

[https://www.drugsandalcohol.ie/26768/1/General_Self-Efficacy_Scale%20\(GSE\).pdf](https://www.drugsandalcohol.ie/26768/1/General_Self-Efficacy_Scale%20(GSE).pdf)

Perceived Supervision Scale:

<https://www.perceivedsupervisionscale.com/>

Professional Quality-of-Life Scale (ProQOL)

https://cdn.ymaws.com/www.naswma.org/resource/resmgr/SocialWorkPractice/SWAN_ProQOLScale.pdf

Professional Quality of Life Scale (ProQOL-Health)

https://img1.wsimg.com/blobby/go/dfc1e1a0-a1db-4456-9391-18746725179b/downloads/ProQOL%20Health%20-%20Ver%201_branded.pdf?ver=1678479693971

Organizational Commitment Questionnaire:

https://www.csc-scc.gc.ca/research/092/r18e_e.pdf (page 15)

Ensuring Quality in Psychological Support (EQUIP)**ENACT – Fundamental Helping Skills - Adults**

https://equipcompetency.org/sites/default/files/downloads/2022-07/ENACT_inperson_published_220321.pdf

WEACT – Fundamental Helping Skills – Children/Adolescents

https://equipcompetency.org/sites/default/files/downloads/2022-07/WeACTPublished_220606.pdf

GroupAct – Fundamental Helping Skills - Groups

https://equipcompetency.org/sites/default/files/downloads/2022-07/GroupACT_published_220321.pdf

References

1. IASC Reference Group on Mental Health and Psychosocial Support in Emergency Settings Monitoring and Evaluation with Means of Verification Version 2.0 (2021). Available at <https://tinyurl.com/4n6zxhee>
2. IASC Reference Group on Mental Health and Psychosocial Support in Emergency Settings. IASC Reference Group Mental Health and Psychosocial Support Assessment Guide, IASC RG MHPSS, 2012.
3. Oldenburg Burnout Inventory: https://www.papsych.org/uploads/1/0/3/6/103628808/oldenburg_burnout_inventory.pdf
4. If you are operating within the European Union (EU) or European Economic Area (EEA), you must ensure that all monitoring and evaluation activities are compliant with the General Data Protection Regulation (GDPR).

Fenn, J., Tan, C., & George, S. (2020). Development, validation and translation of psychological tests. *BJPsych Advances*, 26 (5), 306-315. doi:10.1192/bja.2020.33

Relevant Monitoring and Evaluation Resources for MHPSS

IASC Reference Group on Mental Health and Psychosocial Support in Emergency Settings Monitoring and Evaluation with Means of Verification Version 2.0 (2021).

Available at: <https://tinyurl.com/4n6zxhee>

IFRC Monitoring and Evaluation Framework for Psychosocial Support Interventions

Available at: https://pscentre.org/wp-content/uploads/2018/02/Guidance-Note_ME-framework_FINAL.pdf

Appendix 1

Verbal feedback from supervisee at end of each supervision session

The following worksheet includes examples of questions that can be verbally asked at the end of each supervision session by the supervisor to obtain real-time feedback on what worked well and could be strengthened to improve the supervision process. Organisations are encouraged to adapt the worksheet to fit their context and intended outcomes.

Before asking these questions, the supervisor should emphasise the importance of receiving feedback and should role-model accepting feedback constructively (see section 3.8 and section 4.5 in the [IMS Handbook](#) for more information on how to provide and receive feedback).

Supervisors should act on recommendations for change made by supervisees. If for some reason the recommendations are not possible to implement, the supervisor should have a transparent discussion with supervisees about why the feedback cannot be actioned, ideally with suggestions of other actions that can be taken to address the supervisees concerns.

Supervision verbal feedback questions

To be asked verbally after completion of supervision session

<p>1. What was most helpful about today's supervision session?</p>	
<p>2. What was not so helpful? Is there anything you would change about today's session?</p>	
<p>3. What might we try differently next time?</p>	
<p>4. Is there any other feedback you have that can help to make these sessions most relevant to you and your work?</p>	

Appendix 2

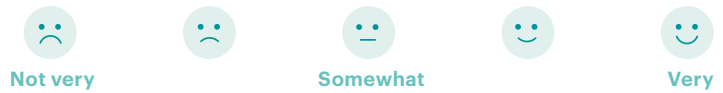
Written feedback from supervisee

The following worksheet is a short survey that can be handed out at the end of each supervision session, or at regular intervals determined by the supervisor and supervisee. Ideally the feedback would be anonymous.

Organisations should adapt these questions to fit their contexts and intended outcomes.

Feedback survey

Using the 5-point scale below, how would you rate today’s supervision session on the following?



					
	Not very		Somewhat		Very
1. How helpful was the session?					
2. How strong was the supervisory relationship (alliance)?					
3. How engaged did you feel with the topics being discussed?					
4. How supported did you feel during the supervision session?					

What was helpful?

What could be improved or done differently next time?

Other feedback?

Appendix 3

Supervision monitoring record for supervisor

The supervisor may wish to keep their own records of the supervision sessions each of their supervisee attends, or to record missed sessions. Confidentiality should be ensured through a coding system to prevent supervisee details being visible.

Keeping the list electronically can assist for more easily tracking information over time and can be compiled easily into excel for analysis if desired. Organisations should adapt the record to fit their contexts and intended outcomes.

Sample of completed record form

Supervisee ID	Session #	Date	Type of supervision	Modality
AA123	1	01/01/2020	Individual	In person
	2	15/01/2020	Individual	In person
	3	02/02/2020	Group	Online
	4	20/02/2020	Peer	In person
	5	01/03/2020	Individual	Online
AE456	1	20/02/2020	Peer	In person
	2	20/03/2020	Peer	Online
BC789	1	20/04/2020	Group	In person
	2	20/05/2020	Group	In person
	3	20/06/2020	Group	In person

Appendix 4

Sample live supervision observation form

Name of supervisor: _____

Name of supervisee: _____

Date and time of live session: _____

Format of intervention or activity observing: Individual: Group: Other:

Remote: Face to face:

This form should be stored in a secure place after the live supervision session is over and feedback has been given to the supervisee.

Was the observed session or activity well prepared for?	<i>Consider time management, materials, organisation, content preparation.</i>
In what ways did the supervisee demonstrate their relationship skills with the service user(s)?	<i>Consider examples of genuineness, warmth, use of basic helping skills, appropriate cultural competencies, stays attuned to the service user throughout.</i>

<p>In what ways did the supervisee demonstrate their understanding of MHPSS skills and interventions that they have been trained on?</p>	<p><i>Consider examples of applying skills and knowledge appropriately from intervention protocols, recent trainings, knowledge of scripts for manualised interventions, ability to respond to and manage risk if presented.</i></p>
<p>What are key areas of strength or competence observed?</p>	<p><i>Consider rapport with service user, demonstrated skills, time management or organisational skills</i></p>
<p>What are key areas for improvement that were observed?</p>	

Date this feedback was reviewed with supervisee(s) _____

Note how the feedback session went. Include areas to follow-up or build on in future supervision sessions:

Appendix 5

Supervision reflection form - supervisee

Session ID	
What issues or challenges are you facing in your work that you would like to discuss in supervision?	
What is going well for you in your work?	
Action Plan – what are the key steps you would like to take after this discussion?	
Agenda for next session	

Supervision reflection form - supervisor

Session ID	
What was discussed in session? Main issues/challenges? Improvements/ areas of growth?	
What is the action plan?	
What is the agenda for the next session?	

Appendix 6

The Occupational Self-Efficacy Scale – short version (25)

1. I can remain calm when facing difficulties in my job because I can rely on my abilities.
2. When I am confronted with a problem in my job, I can usually find several solutions.
3. Whatever comes my way in my job, I can usually handle it.
4. My past experiences in my job have prepared me well for my occupational future.
5. I meet the goals that I set for myself in my job.
6. I feel prepared for most of the demands in my job.

Appendix 7

Turnover Intention Scale (TIS-6)*

Copyright © 2004, G. Roodt

** The only two conditions for using the TIS-6 are that it may not be used for commercial purposes (other than for post graduate research) and second that it should be properly referenced as (Roodt, 2004) as in the article by Bothma & Roodt (2013) in the SA Journal of Human Resource Management (open access).*

The following section aims to ascertain the extent to which you intend to stay at the organisation.

Please read each question and indicate your response using the scale provided for each question:

DURING THE PAST 9 MONTHS...

1	How often have you considered leaving your job?	Never	1	2	3	4	5	Always
2	How satisfying is your job in fulfilling your personal needs?	Very satisfying	1	2	3	4	5	Totally dissatisfying
3	How often are you frustrated when not given the opportunity at work to achieve your personal work-related goals?	Never	1	2	3	4	5	Always
4	How often do you dream about getting another job that will better suit your personal needs?	Never	1	2	3	4	5	Always
5	How likely are you to accept another job at the same compensation level should it be offered to you?	Highly unlikely	1	2	3	4	5	Highly likely
6	How often do you look forward to another day at work?	Always	1	2	3	4	5	Never

In order to score the TIS-6 merely add the item scores to get a total score. The midpoint of the scale is 18 (3 x 6). If the total score is below 18 then the it indicates a desire to stay. If the scores are above 18 it indicates a desire to leave the organisation. The minimum a person can get is 6 (6 x 1) and the maximum is 30 (5 x 6). No item scores need to be reflected (reverse scored).