SUPPORTIVE SUPERVISION

SUPERVISOR TRAINING CURRICULUM FOR RED CROSS RED CRESCENT NATIONAL SOCIETIES

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Psychosocial Centre

Supportive Supervision:
Supervisor training curriculum for Red Cross and Red Crescent National Societies
July 2024

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Please contact the IFRC Reference Centre for Psychosocial Support for translations and formats of Supportive Supervision: Supervisor training curriculum for Red Cross Red Crescent National Societies.

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INTRODUCTION

Supportive supervision is integral to the safe and effective delivery of mental health and psychosocial support (MHPSS) services in humanitarian settings. However, despite many advances in the development of MHPSS activities in recent years, comprehensive guidance on supervision had remained a 'missing link'. This training is based on guidance and training developed through the Missing Link project, which resulted in the development of the Integrated Model for Supervision (IMS) Handbook[1] (hereafter referred to as the IMS Handbook).

MHPSS interventions represent a broad range of activities which protect or promote psychosocial well-being or prevent or treat mental health conditions[2]. In Red Cross Red Crescent National Societies' MHPSS activities are integrated across sectors, units and departments, including but not limited to disaster management and recovery, protecting family links, health, education, nutrition, migration and protection. Regardless of the sector in which they are situated, volunteers and staff providing MHPSS services should be supervised, using the supportive approach to supervision, to ensure activities are carried out safely and effectively.

The supportive approach outlined in this guide is based on the IMS[3] and will be referred to as 'supportive supervision'. This approach provides a framework for enhancing all types of supervisory roles and will enable National Societies to better fulfil their duty of care towards their volunteers, staff, and community members.

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1 - IFRC Psychosocial Centre & Trinty Centre for Global Health, Trinity Collge Dublin. (2023). Integrated Model for Supervision Handbook For Mental Health and Psychosocial Support. Available from: *www.supervision-mhpss.org*.
2 - IASC (2007). Guidelines on Mental Health and Psychosocial Support in Emergency Settings. *https://interagencystandingcommittee.org/iasc-task-force-mental-health-and-psychosocial-support-emergency-settings/iasc-guidelines-mental-health-and-psychosocial-support-emergency-settings-2007*
3 - IFRC Psychosocial Centre & Trinty Centre for Global Health, Trinity Collge Dublin. (2023). Integrated Model for Supervision Handbook For Mental Health and Psychosocial Support. Available from: *www.supervision-mhpss.org*.

USING THIS TRAINING GUIDE

This guide and accompanying materials include the information and materials you will need to design and facilitate *Supportive Supervision: Supervisor training for Red Cross Red Crescent National Societies.*

This training guide had been pilot tested[4] in this format, it is recommended to include all the content when training volunteers and staff to be supervisors. However, the material must be adapted to the specific context and National Society. Throughout the guide there are notes indicating where adaptation for context might be required.

It is recommended that participants have received prior training in *Caring for Staff and Volunteers*[5] *and Psychological First Aid*[6] at Train the Trainer (ToT) level. Materials for training in these topics can be found at pscentre.org

> Please note, that the design of this guide requires facilitators to undertake preparation for training that will include some adaptation of sessions, training materials and scheduling.

The following section outlines how to use the guide, including details on iconography and layout of the manual to help you navigate the document.

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4 - Materials piloted with National Societies in Romania, Lithuania, and Czechia in 2024.

5 - IFRC Reference Centre for Psychosocial Support, 2012, Caring for staff and volunteers: Training Manual. Available from: https://pscentre.org/resource/caring-for-volunteers-a-training-manual/

6 - IFRC Reference Centre for Psychosocial Support, 2021, Training of Trainers in Psychological First Aid. Available from: https://pscentre.org/resource/training-of-trainers-in-psychological-first-aid/

ICONS

These icons are used in the guide:

Facilitator notes / planning notes for facilitators

Facilitator notes highlight any specific issues in the training process, or in the materials, or preparation required for the section that follows.

Activities

Activities are used in each section to reinforce learning. Each activity is described, with the purpose, materials and the procedure clearly set out.

Methodology

A brief overview of the method used in the session. E.g., plenary discussion, interactive group work, role play etc.

Speaker notes

This icon indicates points in the programme when the facilitator is speaking directly to participants. This includes ways of introducing the topic and notes for short presentations and plenary discussions. These notes are a guide only. It is recommended facilitators develop introductions in their own words.

Estimated minutes needed

A suggested required time for each session. These times have been tested in pilots of the facilitation materials. However, the time allocated for each session can be adjusted, if necessary, depending on the number of participants. Facilitator(s) should make sure that activities fit into the day's schedule.

Materials needed

Materials required for each session.

Plenary discussions

Notes, prompt questions or important points to highlight during the discussion.

Checklist

Checklists provide important points to remember to include in discussions.

Remote training consideration

Highlights changes to activities required if conducting training online.

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Photo: Chad © IFRC/Guillaume Binet

Sample workshop agenda
There is a sample agenda in the Annex.

FACILITATOR PROFILE AND PREPARATION

Prior to conducting this training, National Societies should have a supportive supervision system in place for volunteers and staff providing MHPSS services. Facilitators should be aware of this system and understand how to communicate the details of the system to participants. If the National Society needs to design, or further develop, a supportive supervision system, the accompanying ***Supportive Supervision: Getting started planning and workshop guide for Red Cross Red Crescent National Societies*** supports National Societies to plan and facilitate a workshop with leaders and managers aimed at setting up and developing a supportive supervision structure. The guide can be found at pscentre.org

It is recommended that two facilitators are used for this training.
As a facilitator it is necessary to be well acquainted, and have experience, with mental health and psychosocial support standards, guidelines, and tools, as well as supervision approaches used in MHPSS programming, and within the National Society.

Role plays

These training modules include scenario-based activities that use role play. Sometimes it may be necessary to encourage participants playing roles to increase the intensity of their roles so they are challenging for supporters. At other times it will be necessary to ask role players to tone down their acting and not make their role too difficult for those practising giving support.[7]

On-line adaptation of the session is possible using platforms that allow interactive on-line training and learning, such as Miro, Mural, MS Teams etc.

Facilitators should be familiar with the following publications:
- Integrated Model for Supervision Handbook - *https://supervision-mhpss.org/resources/ims-handbook/*
- Integrated Model for Supervision Adaptation Guide - *https://supervision-mhpss.org/resources/adaptation-guide/*
- Caring for Volunteers toolkit - *https://pscentre.org/resource/caringforvolunteersers/*

There are ten topic areas in this training, each topic is focused on building the knowledge or skills related to a particular aspect of supervision. The topic aims are outlined below.

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7 - R*ole play guidance for facilitators of MHPSS trainings*, IFRC Reference Centre for Psychosocial Support, Copenhagen, 2024 (publication forthcoming and will be made available at www.pscentre.org).

TRAINING AIMS

	TOPIC	TOPIC AIM
1	Exploring supervision	To define supportive supervision and become familiar with the IMS.
2	Expectations for supervision	To demonstrate the importance of setting clear expectations for supervision for volunteers and staff.
3	Different types of supervision	To inform participants about group, individual, peer and live supervision and the potential to deliver face to face or remotely.
4	The supervision alliance	To introduce the importance of the supervision alliance and explore key ways to build trust and alliance in supervision settings for volunteers and staff.
5	Fundamental skills for supervision	To highlight and build key skills for effective volunteer and staff supervisors.
6	Effective supervision	To build participants facilitation skills relevant to supervision.
7	Tools and resources for supervision	To build participant knowledge in preparing for supervision sessions at the National Society and individual level and to increase confidence in structuring supervision session, activities and collaborative agenda setting with volunteers and staff.
8	Case presentations and role play	To explore different activities that can be done in supervision to enhance supervisee (volunteers and staff) confidence and skills.
9	Managing challenges in supervision	To explore different challenges that might arise in supervision and how to manage these dynamics.
10	The supervision journey	To introduce the supervision journey and how supervision can differ at each stage for volunteers and staff.

TRAINING METHODOLOGY

The training is based on practical exercises and role playing mixed with short presentations. An essential part of the training will be based on different case scenarios. Sample case studies are provided in each module. Alternatively, facilitators can develop their own or task participants to develop different case studies in groups to ensure that the scenarios are as close to their reality as possible.

The organizers and facilitators can choose to implement the training in a more traditional classroom-based manner, or they can choose to develop a more live action simulation surrounding with actors, communities, props, additional emergency injects etc. The set up depends on time as well as available resources.

Follow up supervision
It is recommended that this training be followed by supervision. This means that supervisors participating in the training are expected to engage in supervision with the trainers following the training, to further support the development of their supervisory skills. It is recommended that they attend a minimum of six supervision sessions post-training. In addition, those engaged in the supervisee cohort should receive supervision by those who are in the supervisor cohort.

These sessions are recommended to be held in a 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 participating in the Supportive Supervision 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. The post-training follow-up supervision should be factored in by National Societies in their training plan and communicated to participants so that volunteers and staff are aware of the duration of the commitment.

TARGET GROUP

The target group for these training modules are Red Cross Red Crescent staff and volunteers who will be supervisors of volunteers or staff involved in delivering MHPSS services, including multi-disciplinary teams who are integrating aspects of MHPSS in their work. Participants in the training should have experience in Caring for Staff and Volunteers[7] and Psychological First Aid at Train the Trainer[8] level.

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8 - IFRC Reference Centre for Psychosocial Support, 2012, Caring for staff and volunteers: Training Manual. Available from: https://pscentre.org/resource/caring-for-volunteers-a-training-manual/
9 - IFRC Reference Centre for Psychosocial Support, 2021, Training of Trainers in Psychological First Aid. Available from: https://pscentre.org/resource/training-of-trainers-in-psychological-first-aid/

TRAINING MATERIALS

Each topic includes a checklist of planning notes and preparation requirements for facilitators.
General materials needed for the course:

- flipchart, markers, and tape to hang flipcharts on walls

- an inflatable ball the size of a handball or a scarf made into a ball and tennis balls

- pens and post its

- masking tape or blue tac

- props such as Red Cross or Red Crescent vests, caps, scarfs, jackets, toys etc. for different role plays.

Materials for participants

If possible, it is recommended to give participants each a hard copy of the Integrated Model for Supervision manual and to have some hard copies available of the Caring for Volunteers toolkit. If hard copies are not available to you a soft copy will be fine. You can find links to the IMS manual, in several languages at _https://supervision-mhpss.org/_ and the _Caring for Volunteers toolkit,_ also in several languages, here _https://pscentre.org/resource/caringforvolunteersers/_

SUGGESTED TRAINING SCHEDULES

A suggested schedule can be found in the Annex 1. This schedule has been pilot tested with 3 National Societies in 2024.

However, facilitators should discuss timing and schedule structure with the requesting National Society to determine an appropriate structure for the training course. This training has been designed to be flexible and adaptable for different National Societies s and contexts. Facilitators are encouraged to develop schedules that reflect the needs and contexts of their staff and volunteer training participants. However, it is recommended that all topics and sessions be covered to ensure participants meet the desired training outcomes.

EVERYDAY FACILITATION

This section provides practical guidance and key considerations for facilitating the Supportive Supervision 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, interpretation and if being conducted remotely, technological challenges.

The suggested schedule over three days has been pilot tested. Be aware that this is three full days of training content and good time management will be required to cover the training curriculum

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 considered when developing a training schedule. Sample activities can be found in the following pages.

Closing the day
End each day with a summary or recap activity with participants. This helps reinforce the 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 considered when developing a training schedule. Sample activities can be found in the following pages.

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.

Reflective practice
Reflective practice is an important tool and skill for supervision. To introduce reflective practice and encourage the approach as part of supervisor practice it is recommended that facilitators set reflective practice activities for participants at the end of each day. This will need to be considered in developing the training schedule. More details on reflective practice can be found in the IMS Handbook in the section on Preparing to be supervised (Section 4.4) also there is a sample activity in Annex 4

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, paired activities, and other opportunities. This allows a more in-depth connection between participants so that they have support throughout the training, and possibly beyond.

ENERGIZERS

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 can 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 using breakout room features available on most technological platforms. Consideration of access to a breakout room feature is key when selecting the appropriate platform for the training to be conducted on.

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 'facilitator 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, from the National Society, 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.

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.

IN-TRAINING COORDINATION

Establishing a chat group on WhatsApp/ Signal/ Telegram or a similar platform that 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 and facilitators 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.

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.

WELCOME AND OPENING TRAINING

Planning notes for facilitator/s

To set up the training room for the training, you will need to:

- set up training room with post-its, pens, markers, water, and glasses on group tables
- prepare a flip chart with the agenda for the day to hang in training room
- prepare a 'parking lot' flip chart to hang in training room
- prepare a 'dartboard' flip chart (see Example).

Aim of session

For the participants to be acquainted with each other and get an overview of the training objectives and programme. This includes welcoming participants, inviting, and creating a conducive training environment, introducing the buddy system set up and the three-phased model before, during and after or '*Are you ready, checking in and cool down*' for buddy conversations.

Planning notes for facilitator/s

Facilitate an introduction activity/icebreaker of your choice where the participants are introduced to each other. A suggestion has been included in the outline below but a similar activity that allows participants to get to know each other briefly can be substituted here. Be sure to leave time to introduce the buddy system as part of your introduction activity. Facilitators may also like to consider asking for volunteers or nominating participants to conduct a recap session each morning.

Time: 60 minutes

Methodology: Plenary

Materials

- Prepared a 'dartboard' flip chart
- Slide: Training objectives, or printed copy
- Slides: Buddy system and check in questions
- Buddy system hand out, see Annex or slides
- Flip chart
- Markers / pens
- Post its

Activity instructions

As participants are arriving and settling in, you can ask them to do a short pre-training assessment activity (see example flipchart):

1. Dartboard: Ask participants to indicate how close or far away they are to the "bulls' eye" (the centre of the circle). Ask them to show this by placing a dot in the appropriate space.

This exercise is repeated at the end of the training as a post-training evaluation. Include the following questions on the dartboard (or what you would like to measure, relevant to the training objectives):

- I am familiar with Supportive Supervision and its core concepts
- I feel confident that I could supervise others
- I understand how to implement supportive supervision with my teams

2. Review the 'Dartboard' responses together with participants in the section about ground rules. When participants have settled into the venue, begin with a welcome and an icebreaker, followed by information about the training programme and an exercise to establish ground rules for the training.

Speaker notes

Welcome to this Supportive Supervision training. My name is _____ and this is [co-facilitator]. I/we will be facilitating the training today/over the next _____ days.

It is important to start by acknowledging that we will discuss events today that might be distressing, upsetting or emotionally challenging. This might include conversations about death and dying, mental health problems, suicide, loss and grief, trauma as well as protection related concerns such as child abuse, violence, families of the missing and neglect. We will do our best to make this a supportive learning environment but if you have any concerns at any point, you are welcome to come talk to me, or [co-facilitator] at any time.

Activity instructions

1. Ask participants to walk around the training space among each other until the facilitators says "stop".

2. Now ask participants to pair up with the person closest to them and ask them to introduce themselves to their partner by sharing their:
- name
- department and if relevant National Society
- their role and
- a skill, talent, or hobby that they have.

3. Give pairs about 5 minutes to talk.

4. Now ask everyone to join a circle, standing next to the partner they have just met.

5. Ask each pair of partners to introduce each other to the wider group. This should take about 20 to 30 minutes, depending on the size of your group.

6. Explain to the participants that the person they are standing next to will be their "buddy" during the training.

7. Ask the participants what they think a "buddy system" requires of them?

8. Add to the comments: During emergency responses it is a good idea to set up a buddy system as a support system for staff and volunteers. So, we are going to test this system in the training. Being a buddy includes:

- *Keeping an eye at each other and making sure that their buddy is doing well.*

- *Being responsible for keeping the buddy updated about what is happening if the buddy needs to leave the training room for some reason.*

9. Ask participants to return to their seats, or they can remain standing if the space allows. Note: If possible, separate any 'buddies' that know each other or are from the same organisation/team.

Speaker notes

Over the next few days, we are going to work through the agenda (refer to agenda slide / handout). The purpose of what we have included on the agenda is to prepare you to take on a supervisor role. The aims of this training are that you understand:

- *supportive supervision and are familiar with the IMS.*

- *the importance of setting clear expectations for supervision for volunteers and staff.*

- *about group, individual, peer and live supervision and the potential to deliver face to face or remotely.*

- *the importance of the supervision alliance and explore key ways to build trust and alliance in supervision settings for volunteers and staff.*

- *how to prepare for supervision sessions at the National Society and individual level and to increase confidence in structuring supervision session, activities and collaborative agenda setting for volunteers and staff.*

And:

- *to highlight and build key skills of effective volunteer and staff supervisors.*

- *to build your facilitation skills relevant to supervision.*

- *to explore different activities that can be done in supervision to enhance supervisee confidence and skills.*

- *to explore different challenges that might arise in supervision and how to manage these dynamics.*

- *To introduce the supervision journey and how supervision can differ at each stage for volunteers and staff.*

The training methodology is participatory, and you will be involved in discussions, group work, work in pairs and role plays. We will use case studies and scenarios throughout the training.

We have included the programme for the day on the wall (point out prepared flip chart) for you to see and we will begin each morning by going over the plan for the day.

We also have a "parking lot" here (point out prepared flip chart). This is where topics or issues that needs to be discussed further can be noted down. We will aim to address these in either our wrap up sessions or morning recaps each day.

Discussion instructions

1.   Ask the participants to think of what is important for them to establish a good learning environment, and then begin to list ground rules for the training on flipchart paper.

2.   Prompt ideas for other rules that may have been missed (see list below) and check if participants have any others that need to be added.

3.   Ask the group to agree and commit to the ground rules.

4.   Display the ground rules in a prominent place for the entire period of the training.

5.   Revisit the 'dartboard' flipchart and link the hopes to expectations for the training.

Ground rules could include:

•   Mobile phones should be on silent mode out of respect for each other.

•   Punctuality is important. The training can start and end on time, as long as everyone returns promptly from breaks and lunch. The facilitator will also respect time.

•   Respect the person who is speaking and do not speak when someone else is speaking.

•   No-one should feel forced to share experiences during the training. Everybody is free to share if they wish, and in doing so, participants will feel a greater sense of ownership of the process.

•   Participants should be non-judgemental when other people share their experiences.

Example flipchart

Dartboard
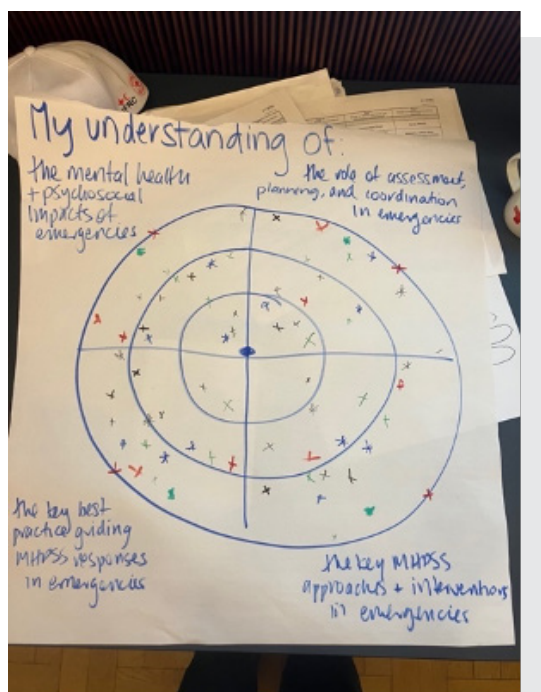
END OF EACH DAY WRAP UP

Aim of session

For participants to share their learning points of the day, and to give facilitator(s) constructive feedback on what went well and what could be improved.

Planning notes for facilitator/s

You will need to prepare two pages of flipchart. One with a large + (plus sign) at the top, another with a large – (minus sign).

Time: 15 minutes

Methodology: Work in pairs

Materials

- Slide: Buddy check in: After

- Slide: Plusses and minuses instructions

- Flipchart for plusses and minuses (see Example)

- Post-it notes (two different colours), pens, two pieces of flipchart paper, markers, ball

Speaker notes

We have come to the end of the day, and it is time to for the buddy cool down conversation. In your buddy pairs, after you have checked in with each other, I'm going to ask you to have brief conversation on the plusses and minuses about today and note these down on different coloured post-its. Red (or another available colour) for minus and green (or another available colour) for the plusses.

In the morning we will look at the post its and see what is going well and what we can try to change.

Activity instructions

1. Ask participants to find their buddy and spend 10 minutes going over the cool down conversation. Refer to slide as reminder for cool down instructions.

2. Ask participant to end the conversation by going over:
   - Plusses of the day or what went well? – note them on the green post its
   - Minuses or what could be changed or improved? – note these on the red post its.

3. Refer participants to the slide with instructions on plus and minus conversation, if needed.

4. Ask participants to place their green post-it notes on the flipchart marked with a plus and their red post-it notes on the flipchart marked with a minus.

5.　Remind participants that the facilitators will review the flipcharts and provide feedback the next morning.

6.　Ask participants to form a circle.

7.　Now throw a ball to someone and invite them to briefly share a key learning point or reflection from the day. Continue round the circle until everyone has had an opportunity to speak.

8.　Remind 'recap volunteers' about the recap activity for the next morning.

9.　Thank everyone and remind them of start time for the next day.

Example flipchart

Plus & minus
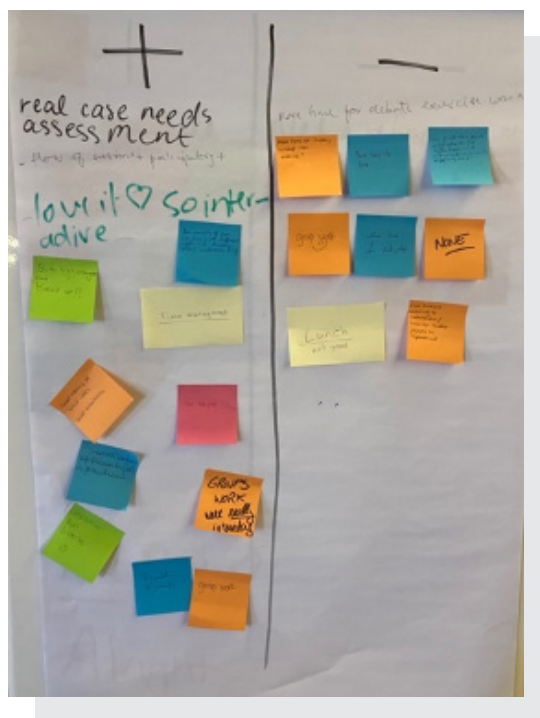
DAILY WELCOME

Aim of session
Welcoming participants, checking the feedback to see if anything should be changed or added in the way the training is run, recap of day one and buddy talks.

Planning note for facilitator/s
You will need to prepare a flipchart with a summary of the agenda for the day. Ensure you have reviewed the plusses and minuses from day 1 and address any issues that arose in the feedback.

Time: 30 minutes

Methodology: Plenary discussion

Materials
- The participants who have been assigned to do the daily recap will need to organize any materials they need for their recap activity.
- A prepared flipchart with the agenda for the day.

Speaker notes
Good morning, everyone. Today we are going to focus on _____.

Activity instructions
1. Welcome the participants to the second day of the training.
2. Go over the programme for the day.
3. Provide feedback to the participants about the plusses and minuses from the previous day.
4. Ask the volunteers to facilitate a recap of the previous day.
5. Ask buddies to check in with one another to start the day.
6. Provide feedback to the participants about the plusses and minuses from the previous day, e.g., if there is any of the minuses that you as a facilitator are able to correct immediately.

CLOSURE OF THE TRAINING

Aim of session

To provide constructive feedback on the participants' experience of the training, to give pointers for improving future training, to round up the training and give participants the chance to give constructive feedback, say goodbye and end on a positive note.

Planning note for facilitator/s

This session needs to be conducted alongside the end of module wrap up.

Time: 15 minutes

Methodology: Plenary

Materials

Evaluation questionnaire, see Training evaluation for example

Activity instructions

1.   Close the training with a short speech praising participants for their efforts and wishing them good luck for the time ahead.

2.   Hand out the evaluation questionnaire to everyone.

3.   Ask the participants to spend ten minutes filling in the questionnaire , which can be administered via Kobo or SurveyXact (electronically), or handed out as a hard copy.

4.   Collect the questionnaires for later assessment.

Example flipchart

Dartboard
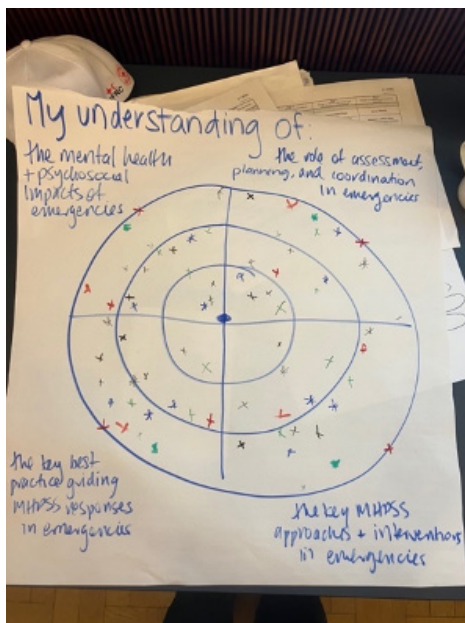
SESSIONS

ONE TO TEN

TOPIC ONE
EXPLORING SUPERVISION

Goal of topic

To define supportive supervision and become familiar with the IMS.

Corresponding section of IMS Handbook
Getting started, Section 1.1

Planning notes for facilitator/s

For this topic you will need:

- Flipchart

- Coloured paper

- White paper

- Pens

- Slide/flipchart of apprenticeship model

- Slide/flipchart with three core functions

- IMS Handbook

SESSION 1.1 SUPERVISION EXPERIENCE

Planning note for facilitator/s

The activity is aimed to better understand participants' opinions on supervision. Not all questions have to be asked, and questions should be adapted to fit the National Society. Participants should be encouraged to skip any questions they are not comfortable answering.

Time: 20 minutes

Methodology: Plenary, individual reflection, or poll

Materials
- Coloured paper

- White paper

Activity instructions

The activity can be done one of two ways.

Option one:

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 the corresponding paper.

Option two:

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

Speaker notes

- *I have received supervision previously in my education or training*
- *I think that supervision is a great way for volunteers and staff 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 in my National Society*
- *I feel like I understand what supervision is, and how I should be using it*
- *I can think of a time where I needed support after providing MHPSS services, 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 running MHPSS activities*
- *I am currently providing or engaged in supervision (e.g., individual, group, peer, live)*
- *I can think of a time when supervision really helped me in my work/ volunteering role*
- *Supervision can help me manage the demands of a difficult volunteering role*
- *Supervision is optional*

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.

SESSION 1.2 APPLYING THE RCRC MOVEMENT FRAMEWORK TO CARING FOR STAFF AND VOLUNTEERS

Planning note for facilitator/s

The purpose of this session is to clarify how supportive supervision aligns with the broader caring for staff and volunteer approach of National Societies. It is recommended that facilitators feel confident discussing the MHPSS Framework[9], Movement Resolution[10] and Policy[11] and can apply this to caring for staff and volunteers. The notes below will support facilitators to prepare for a short session introducing the *Applying the MHPSS Framework to caring for RCRC staff and volunteers* diagram and supporting tools.

Time: 15 minutes

Methodology: Plenary

Materials

Diagram: Applying the MHPSS Framework to caring for RCRC staff and volunteers

Speaker notes
Resolution and policy

Actions described in the IFRC PS Centre Caring for Staff and Volunteers toolkit[12] outlines the foundations of actions required to support all staff and volunteers in their work regardless of the activities they are undertaking. A system of support for staff and volunteers, providing MHPSS services, should also include supportive supervision (that includes emotional support, building skills and monitoring quality), alongside additional caring for staff and volunteer actions.

The International Red Cross Red Crescent MHPSS Framework (MHPSS Framework) outlines MHPSS activities that can support people with different mental health and psychosocial needs. The

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10 - The International Red Cross and Red Crescent Movement's Mental Health and Psychosocial Support Framework, 2019. Available here: https://pscentre.org/about-us/focus-areas/the-mhpss-framework/

11 - 33rd International Conference Red Cross and Red Crescent Movement, 2019. Resolution 2: Addressing mental health and psychosocial needs of people affected by armed conflicts, natural disasters and other emergencies. Available here: https://pscentre.org/resource/resolution-2-addressing-mental-health-and-psychosocial-needs-of-people-affected-by-armed-conflicts-natural-disasters-and-other-emergencies/

12 - Council of Delegates of the International Red Cross and Red Crescent Movement, 2019, International Red Cross and Red Crescent Movement Policy on Addressing Mental Health and Psychosocial Needs. Available here: https://pscentre.org/resource/international-red-cross-and-red-crescent-movement-policy-on-addressing-mental-health-and-psychosocial-needs/

13 - IFRC Reference Centre for Psychosocial Support, 2012, Caring for staff and volunteers: Toolkit, available from: https://pscentre.org/resource/caringforvolunteersers/

Framework can also be applied to supporting staff and volunteers as they prepare for and deliver MHPSS services. This includes action required by Movement components to ensure:

- *A caring and protective environment and,*

- *Stepped training and support aligned with the specialisation level of their work tasks and volunteering role.*

For example, the training and support offered to a volunteer providing basic psychosocial support in a community will differ from a staff or volunteer providing psychological support within a field hospital or clinic.

Building a comprehensive approach to care for staff and volunteers requires inter-department collaboration within a National Society.

Caring and protective environment
A caring and protective environment includes:
- *HR policies for staff welfare*

- *Volunteer management policies on caring for volunteers*

- *Regular team meetings*

- *Ensuring supportive and psychologically safe environment*

- *Clear roles and responsibilities for both staff and volunteers*

- *Job descriptions for all roles*

- *Awareness of and equitable access to mental health supports (such as Employee Assistance Program)*

- *Awareness of complaints processes and whistleblowing protections and processes*

Stepped training
The level of support and types of MHPSS services being provided by staff and volunteers will determine the skills, competencies and level of training required. The more specialised skills and competencies required to safely and effectively deliver an MHPSS service (e.g., psychiatric care) the higher the level of training will be, and vice versa. Actual training required will depend on the tasks being undertaken by staff and volunteers but training in basic psychosocial support[13] is recommended as a minimum for all staff and volunteers. Additional specialised training is required for volunteers and staff providing psychological and specialised mental health care services in communities, clinics/ hospitals and detention settings.

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14 - Mapping of basic psychosocial support courses. Available here: *https://pscentre.org/resource/42132/*

Stepped support

As we ascend in the levels of MHPSS support within the MHPSS Framework[14], the level of training of the staff and volunteers increases in line with the required competencies, as well as the level of support that should be available and provided to staff and volunteers. This includes:

- *Psychoeducation (self-care, relaxation exercises, stress management, awareness of signs and symptoms)*
- *Buddy systems*
- *Staff and volunteer wellbeing activities*
- *Team meetings*
- *Team leader support for staff and volunteers*
- *Access to supportive supervision for staff and volunteers*
- *Access to (staff) counsellors*
- *Access to professional psychological or psychiatric care.*

Reference Diagram

SUPPORTIVE SUPERVISION ACTIVITIES

Access to supportive supervision for specialized mental health care activities

Access to supportive supervision for psychological support activities

Access to supportive supervision for focused psychosocial support activities

Access to supportive supervision for basic psychosocial support activities

CARING FOR STAFF AND VOLUNTEERS ACTIVITIES

Access to professional psychological or psychiatric care

Access to staff counsellors or referrals to external counsellors

Access to systems and activities that support staff and volunteer wellbeing

Access to training, information, and basic psychosocial support

SPECIALIZED MENTAL HEALTH CARE

PSYCHOLOGIAL SUPPORT

FOCUSED PSYCHOSOCIAL SUPPORT

BASIC PSYCHOSOCIAL SUPPORT

Type of service provided by staff and volunteers

Level of formal training and supervision, skills and competencies

Level of mental health and psychosocial support provided to all staff and volunteers

ALL STAFF AND VOLUNTEERS

CARING AND PROTECTIVE ENVIRONMENT

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15 -The International Red Cross and Red Crescent Movement's Mental Health and Psychosocial Support Framework, 2019. Available here: *https://pscentre.org/about-us/focus-areas/the-mhpss-framework/*

SESSION 1.3 NATIONAL SOCIETIES PRESENTING ON WHAT EXISTS OR PLAN FOR SUPERVISION

Planning note for facilitator/s

The purpose of this session is present to the participants how supportive supervision structures are implemented in their National Society or Unit. For this session you will need the supportive supervision structure that the National Society already has or was drafted during the Supportive Supervision Getting Started session. See Supportive Supervision Getting Started: Planning and workshop guide for Red Cross Red Crescent National Societies

Time: 30 minutes

Methodology: Plenary

Materials

Supportive Supervision Structure – National Society or Unit

Speaker notes

Present the Supportive Supervision Structure that is used or will be tested in your National Society or Unit. The key information should be:

- *Who is going to lead the team of supervisors for staff and volunteers?*
- *Who is going to supervise whom for staff and volunteers?*
- *What type of supervision for staff and volunteers?*
- *Frequency and timeline (if available)*

SESSION 1.4 WHAT IS SUPERVISION AND WHAT IT IS NOT

Planning note for facilitator/s

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.

Time: 20 minutes

Methodology: Small groups and plenary

Materials

- Flipchart
- Pens
- IMS Handbook: Section 1.1

Activity instructions

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.

2. Where there is not a consensus, the facilitator should invite conversation.

3. It should also be noted that different cultural interpretations and other considerations may influence a shared understanding of supervision between supervisor and supervisee, and between staff members and volunteers.

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

What supervision IS ✓	What supervision is NOT ✗
a safe, supportive, confidential and collaborative space	the time to resolve administrative issues e.g., timesheets, volunteering tasks, etc.
a place where supervisees can openly discuss both difficulties and successes in their role	only a means of monitoring the supervisee's performance
a place where supervisees receive clear and constructive feedback that helps them to build their technical capacity	the only type of staff care that National Society should make available
a place where supervisees receive emotional support	a substitute for mental health care
a respectful, collaborative space that enables joint problem solving and supports independent learning	hierarchical, top-down, overly instructive
a place for mutual learning for supervisee(s) and supervisor	fault-finding, judgmental or punitive
a place to identify and respectfully challenge bias or prejudice	
an appropriately boundaried space, including awareness for both the supervisor	

Remote training considerations

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

SESSION 1.5 THREE CORE FUNCTIONS OF SUPERVISION

Time: 5 minutes

Methodology: plenary

Materials
- IMS Handbook: Section 1.1
- Slide/flipchart with 3 core functions

Activity instructions

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 and relates to the previous section on caring for volunteers, and the protective environment in the MHPSS Framework.

Talking points

Emotional support:
- Creates a safe, supportive, confidential space to explore personal reactions to professional situations and (challenging) situations volunteers encounter in their volunteering role (but it is not therapy!).
- Can support supervisee's own mental health and well-being by encouraging supervisees to recognize and manage their own reactions and stressors.
- Supports self-discovery.
- Is part of staff welfare and caring for volunteers.

Building skills:
- Structures learning over time to support application of knowledge into practice.
- Improves confidence and competence in supervisees own professional development and volunteering roles and tasks..
- Supports independent learning and volunteer development.

Monitoring quality:

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

Reference Diagram

Three elements of supportive supervision from the IMS Handbook
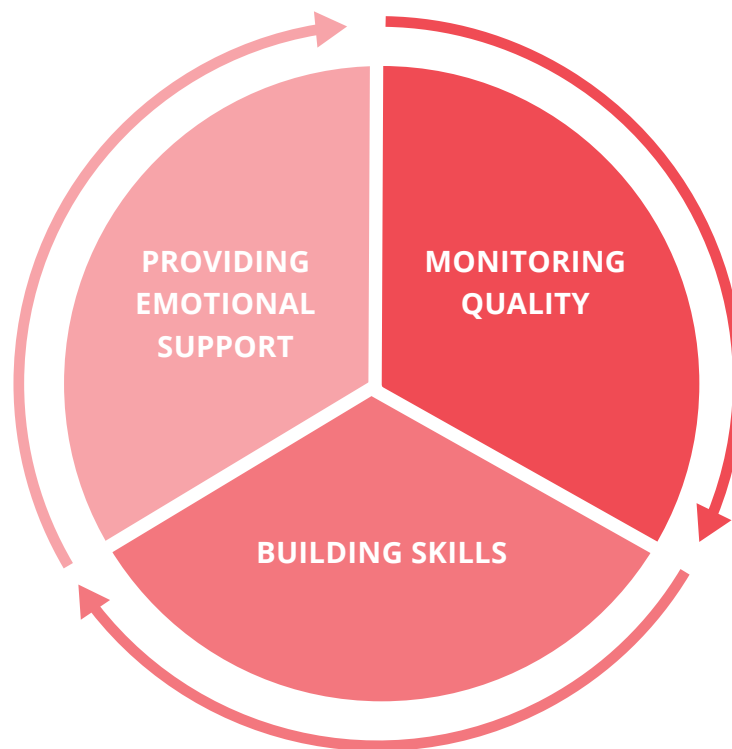
SESSION 1.6 APPRENTICESHIP MODEL

Planning note for facilitator/s

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.

Time: 10 minutes

Methodology: Demonstration / plenary

Materials
- Slide/flipchart of apprenticeship model
- IMS Handbook: Section 1.4

Activity instructions

1. Use script below to introduce the apprenticeship model

Speaker notes

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.

Activity instructions

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.

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

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

3. 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.

Speaker notes
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.

MONITORING QUALITY, EMOTIONAL SUPPORT, SKILL BUILDING

Master Trainers & Supervisors | Trainers & supervisors | Supervisors | MHPSS staff and volunteers | Service Users
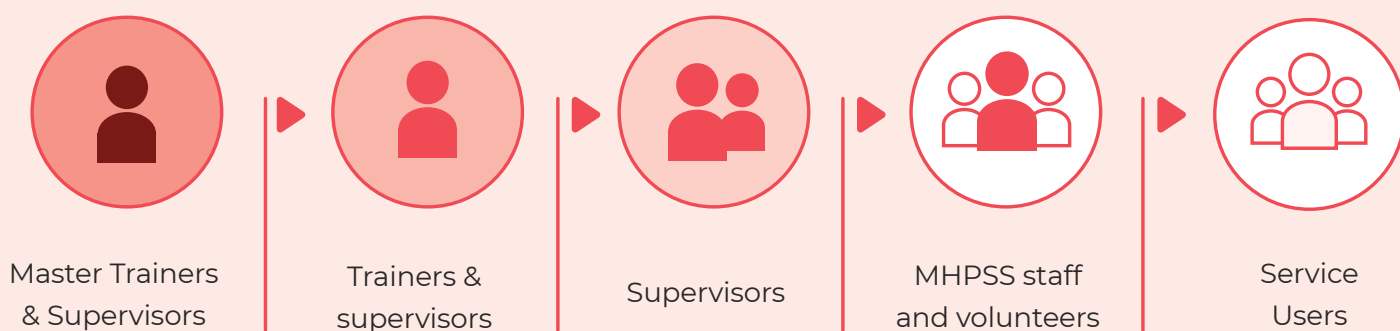
Apprenticeship Model

TOPIC TWO
EXPECTATIONS FOR SUPERVISION

Goal of topic

To demonstrate the importance of setting clear expectations for supervision for staff and volunteers.

Corresponding section of IMS Handbook
Preparing to become a supervisor, Section 3.4

Planning notes for facilitator/s

For this topic you will need:

- IMS Handbook
- Flipchart
- Pens

This topic will require that facilitators are aware of existing models and materials available for supervision in their National Society or country and documents that regulate behaviours and conduct within the National Society or country. For example, policies relating to confidentiality, codes of conduct, policies regarding safeguarding, internal supervision system requirements, country's ethical and regulatory and/or legal requirements related to supervision, supervision agreement template, supervision for volunteers etc

SESSION 2.1 EXPECTATIONS FOR SUPERVISION

Planning note for facilitator/s

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.

Time: 10 minutes

Methodology: Plenary

Materials

IMS Handbook: Section 3.4

Activity instructions

1. Ask participants the following question, which can also be written on a slide or flipchart: As a staff member or a volunteer 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 or a clear list of volunteer tasks setting out the full scope of their responsibilities, including the supervisory role.
- Supervisors should have clear guidance from their National Society 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, how to fit them around their volunteering duties 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.

SESSION 2.2 BOUNDARIES

Time: 55 minutes

Methodology: Plenary and role play or demonstration

Materials
IMS Handbook: Section 3.4.1 and 3.4

Activity instructions

1. Take a few minutes to introduce what boundaries mean in supervision using the talking points below.

2. After a brief introduction, the group will do a short activity to further engage.

Option 1

1. 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 volunteering role or work, or something completely made up. If it is something that has happened in their National Society, 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 from 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 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 psychosocial support 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!)

- 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, especially when working with volunteer teams and local branch offices. 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, including the specificities of volunteering organisations drawn from local communities like National Societies. 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 National Society and local branch contexts and why.
- What happens when boundaries are breached by a staff member of a volunteer?

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

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 and within volunteering teams may result in mismatched expectations between supervisors and supervisees if this is not openly discussed.

Key areas for discussions about boundaries

- boundaries identified in National Societies' guidance or codes of conduct for volunteers and staff, including policy on dual roles[15]

- legality and ethics

- interpersonal boundaries and how this works within volunteering teams

- relationships outside of the workplace for staff and volunteers

- limits to the scope of supervision

- cultural and gender differences, if relevant

- limits to connection on social media

- keeping to time for sessions

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

- supports self-care

- fosters trust

What happens when boundaries are breached?

- unhealthy volunteering team dynamics of challenging office/ work dynamics amongst staff members

- loss of trust among staff and volunteers

- disengagement from supervision sessions

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

Remote training considerations

When conducting 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.

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16 - Dual roles refers to the situation when the person providing supportive supervision for a staff member or volunteer is also their line manager.

SESSION 2.3 CONFIDENTIALITY

Planning note for facilitator/s

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 by staff and volunteers.

Time: 30 minutes

Methodology: Small groups and plenary

Materials
- IMS Handbook: Section 3.4.2
- Flipchart
- Pens

Activity instructions

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

Supervisors should be familiar with the legal requirements in relation to delivering MHPSS and protection services in the context where they are operating, as well as in relation to internal National Society guidance and policy. Note that policies will likely differ for staff members and volunteers or people in a volunteering role (including spontaneous volunteers) providing MHPSS services.

Activity instructions

1. Break participants into two groups and ask them to discuss what confidentiality means within their National Societies, 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.

Talking points

Facilitator should emphasise the talking points provided below:
Legality and ethics are also important for the supervisor to emphasize 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, harm to others and harm from others
- duty to warn
- staff members vs volunteers.

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.

Consider:
- Professional bodies and regulatory agencies (e..g, Health Regulatory Agencies, Psychology Associations etc).
- Codes of conduct for volunteering organisations (e.g., National Societies)
- Mental Health and Psychosocial Support Minimum Services Package[16]
- The Sphere standards[17] presents 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 in humanitarian settings.
- The IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings[18] are also central to the implementation of minimum MHPSS responses in emergencies
- Child safeguarding principles[19] and other protection protocols.

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17 - IASC MHPSS Reference Group, 2023, The Mental Health and Psychosocial Support Minimum Service Package. Available here: *https://www.mhpssmsp.org/en*

18 - Sphere Association. The Sphere Handbook: Humanitarian Charter and Minimum Standards in Humanitarian Response, fourth edition, Geneva, Switzerland, 2018. *www.spherestandards.org/handbook*

19 - The Inter-Agency Standing Committee (IASC), 2007, Guidelines on Mental Health and Psychosocial Support in Emergency Settings, Available here: *https://interagencystandingcommittee.org/*

20 - For example, IFRC Child Safeguarding Policy. Available from: *https://www.ifrc.org/document/child-safeguarding-policy*

SESSION 2.4 DUAL ROLES

Planning note for facilitator/s

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

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 staff and volunteers providing MHPSS services. This is a common occurrence within organisations, especially organisations providing (mental) health services as part of a Government health service, and is used for monitoring the quality of MHPSS services provided and skill-building of health staff. Organisational financial constraints may encourage the use of dual roles too. However, there are challenges with a dual role approach. Supervisees may feel under pressure to present themselves in a positive light and meet managers' or team leaders' 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/ volunteering issues (e.g., meeting targets, deadlines or contractual agreements).

A possible solution to this problem is that National Societies invest in human resources such that supervisors are able to maintain specific roles and functions separate from managerial or team leadership ones. However, the reality is that there may be insufficient funding to do so, particularly if supervision is being introduced into a National Society'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 National Society (for example across neighbouring local branches or regions in a matrix structure). Alternatively, if legally permitted and permitted within the policies of the National Society, external personnel can be appointed for face-to-face or remote supervision.

If supportive supervision is provided externally, it is important that there is an agreement between the external supervisor and the line manager or team leader, as the duty of care responsibility remains with the National Society. The line manager or volunteer team leader should still remain available to provide additional support to supervisees.

Time: 15 minutes

Methodology: Small groups and plenary

Materials

IMS Handbook: Section 2.3

Activity instructions

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, as is common for National Society volunteers.
   - When you work in rural settings, small local branches 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?*
   - *Does it differ for staff members and for volunteers?*
   - *When this happens, what are some of the ways you 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, especially when working with volunteer teams.
- If administrative tasks related to work or volunteering roles 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.

SESSION 2.5 SUPERVISION AGREEMENTS IN YOUR NATIONAL SOCIETY

Planning note for facilitator/s

Facilitators will need to use a supervision agreement template in this session. Prior to the training, the organisation will need to draft and agree on an agreement that will be used by supervisors/ supervisees. A sample can be found in the Annex 2 and 3.

Time: 15 minutes

Methodology: Plenary

Materials
- IMS Handbook: Section 1.9 Appendix A
- Organisations supervision agreement or sample supervision agreement from Annex.

Activity instructions

1.   Use the talking points below to talk about the importance of using a supervision agreement to ensure that National Society's, 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 for staff and volunteers.

- It is recommended to have a supervision agreement in place prior to beginning with supervisees. Note that supervision agreements will likely be different for staff members and for volunteers and the types of services they are providing (e.g., a disaster management volunteer providing basic psychosocial support vs., a volunteer providing psychological support within an administrative detention setting).

- National Society (leadership and management), supervisors and supervisees should all be engaged with the supervision agreement. This means that National Societies should also understand their duties in relation to supervision – for example, ensuring staff and volunteers have time within their existing workloads and volunteering tasks to prioritize and meaningfully participate in supervision, to have either the technology available or physical space available to conduct sessions.

Activity instructions

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?*

Talking points

Facilitator can highlight details below if not mentioned:
- Frequency, location, duration, and boundaries of supervision for staff and volunteers. Note this will likely vary depending on the services provided by the staff member or volunteer.

- Personal goals and expectations of supervision agreed between the supervisor and supervisee/s. This conversation can happen separately and should be regularly revisited.

- The agreement should also indicate the mechanisms within the National Society for concerns to be raised, including how line managers and volunteer team leaders are involved in the process.

- It should also be clear who supervises should talk to (e.g., line manager, branch manager, volunteer team leader/ volunteer coordinator or human resources) if they are having problems within supervision or with their supervisor.

TOPIC THREE
DIFFERENT TYPES OF SUPERVISION

Goal of topic

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

Corresponding section of IMS Handbook
Getting started, Section 1.6

Planning notes for facilitator/s

For this topic you will need:

- IMS Handbook

- Flipchart

Use the background information below to support you to clarify the different types of supervision and in answering questions and responding to any concerns raised.

INDIVIDUAL SUPERVISION

Background information
For more information see Section 1.6 in the IMS Handbook

- One-to-one meeting between supervisor and supervisee
- Some National Societies have supervision in place for staff and volunteers providing MHPSS services solely in this format. Others offer individual supervision only in the early stages of a staff or volunteer's skill development, while some provide group and individual supervision at the same time.
- Usually lasts around one hour
- 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, services provided, professional development, and/ 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.
- 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 schedule to meet with each supervisee individually. This format may not always be feasible for organisations with limited resources.
- This format may not always be feasible for National Societies with limited resources, with staff and volunteers operating from branches in remote or rural contexts.
- Volunteers may prefer to meet with a supervisor in a group format with their fellow team members and peers rather than individually (link to team well-being).

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 (e.g., a volunteer team).
- It can include various activities depending on the group composition, such as role plays, case or volunteer role presentations, skill development activities, reflection, monitoring quality 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 among volunteer teams.
- 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 volunteer team members.
- 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 or branches, it is a great space to exchange ideas from own contexts.
- If from same cultural context, can deepen cultural contextualization.
- More cost effective (or less expensive than individual supervision).

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 volunteer team 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 staff and volunteers are working in a conflict zone.
- Difficult in settings of conflict and civil unrest when you have supervisees across the conflict divide or on opposing sides of protest.

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. It provides space for peer emotional support and skill-building among team members.
- This approach allows collaboration and mutual learning without the power difference in traditional supervisor/supervisee arrangements.

Benefits
- Very useful and commonly used approach in sustaining ongoing support for more skilled staff and volunteers providing MHPSS services 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 (if 1:1 peer sessions) where they need additional guidance or information
- Cost effective and flexible as it uses existing human resources.
- Can be a security concern, particularly if staff and volunteers are working in a conflict zone.
- Difficult in settings of conflict and civil unrest when you have supervisees across the conflict divide or on opposing sides of protest.
- Difficult in competitive staff or volunteer teams.

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 or challenging volunteering tasks

  - when and how to seek additional support

- Where possible, peer supervision should not be the only supervisory support available, particularly for less experienced practitioners and if there are concerns on monitoring the quality of services being provided by staff and volunteers. It should be considered as a complementary support, ideally to be used in conjunction with live supervision.

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 services. This allows supervisors to provide specific feedback to their supervisees based on what they see in the interactions between the MHPSS staff member or volunteer and community member. They can then identify areas that require development and reinforce best practice.

- This type of supervision is widely recognized 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 activity, 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 community members 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. Recording activities and sessions may not be possible in come contexts such as MHPSS activities bring provided in administrative detention settings or within a clinic or emergency field hospital environment.

- It is essential that the supervisee first prepares the community member 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 community member that information shared in the session or activity is confidential. The community member 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 practice by demonstrating an activity, while the supervisee observes. In these cases, the supervisee should follow the guidance outlined above to avoid disrupting the activity session or therapeutic alliance

Benefits
- Monitoring quality of care provided.
- Ensuring the correct implementation of protocols and therapeutic guidelines of the National Society and regulatory agencies.
- 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 activities, the therapeutic alliance (and supervisory).
- Consent may be challenging.
- Not possible in some contexts e.g., detention settings, emergency field hospitals.

SESSION 3.1 INTRODUCTION TO DIFFERENT TYPES OF SUPERVISION

Planning note for facilitator/s
Some participants might have experience with all the different types of supervision. Take a few minutes to brainstorm about each type.

Time: 65 minutes

Methodology: Small groups and plenary

Materials
IMS Handbook: Section 1.6

Activity instructions

1.   Facilitator to introduce the session by outlining the following information:
Supervision for staff and volunteers providing MHPSS services 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 National Society to decide what is the best fit for them. In this session, we will cover the following:

- individual
- group
- peer
- 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.   Divide participants into four groups and assign each group a type of supervision (individual, group, peer, live).

3.   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 for staff and volunteers?
- What are the limitations for staff and volunteers?

4.   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 (gallery walk).

5.   After each group presentation, participants should be invited to add any additional information to each supervision type.

6.   Ensure that the information below is included for each of the types of supervision.

7.   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.

SESSION 3.2 DELIVERING SUPERVISION REMOTELY

Time: 30 minutes

Methodology: Plenary

Materials
•   IMS Handbook: Section 1.7
•   Prize (optional)

Activity instructions

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 rebuttal.

5.   Judges will summarize each argument and award a winner. An optional fun prize is also recommended.

6.   In plenary, facilitator to emphasize 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
- disasters can isolate communities and local branch offices (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 National Society

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.

- National Societies 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 and volunteers based in multiple remote locations at once.
- Cost-effective (cheaper).
- Cuts travel time (if staff and volunteers need to travel to attend supervision).
- Can increase access to supervision for staff and volunteers who normally may not receive it (e.g., those located in rural branches).

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.
- 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 possible in the home, branch office or workplace such that members of the household or co-workers and fellow volunteers are not able to hear as 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.

TOPIC FOUR
THE SUPERVISION ALLIANCE

Goal of topic
To introduce the importance of the supervision alliance and explore key ways to build trust and alliance in supervision settings.

Corresponding section of IMS Handbook
Preparing to become a supervisor, Section 3.3

Planning notes for facilitator/s
For this topic you will need:
- IMS Handbook
- flipchart
- Prepared slide or flipchart
- Paper
- Pens
- LEGO blocks (optional)

SESSION 4.1 FISHBOWL SUPERVISION DEMONSTRATION

Planning notes for facilitator/s
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.

Time: 30 minutes

Methodology: Roleplay demonstration, plenary

Materials
IMS Handbook: Section 3.3

Activity instructions

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 supervisee that they are very busy, they don't really have time to talk- supervisor should demonstrate lack of empathy and few basic listening 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**:
B. Supervisee says they have a problem. Supervisor is welcoming and supportive. They demonstrate basic listening 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 listening 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.

SESSION 4.2 KEY INGREDIENTS FOR SUPERVISION ALLIANCE

Planning notes for facilitator/s

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.

Time: 30 minutes

Methodology: Individual or group reflection

Materials

- IMS Handbook: Section 3.3

- Prepared slide or flipchart

- Paper

- Pens

- LEGO blocks (optional)

Activity instructions

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

Speaker notes

Meaningful supportive supervision relies on building a strong alliance between a supervisor and supervisee/s. Using basic listening skills and being mindful of how we engage with our supervisees can go a long way in helping to build rapport and trust. This session will focus on key qualities and strategies that can 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.

Activity instructions

1. Refer to prepared slide or flipchart that says:
What skills are important to support the development of the supervisory alliance?

2. Divide the participants into groups and ask them to discuss all the skills that are more relevant to their group.

3. Allow 15 minutes for groups to complete the activity.

4. Ask for a speaker for each group and ask them to share with the plenary their relevant skills.

5. Plenary discussion of a final list.
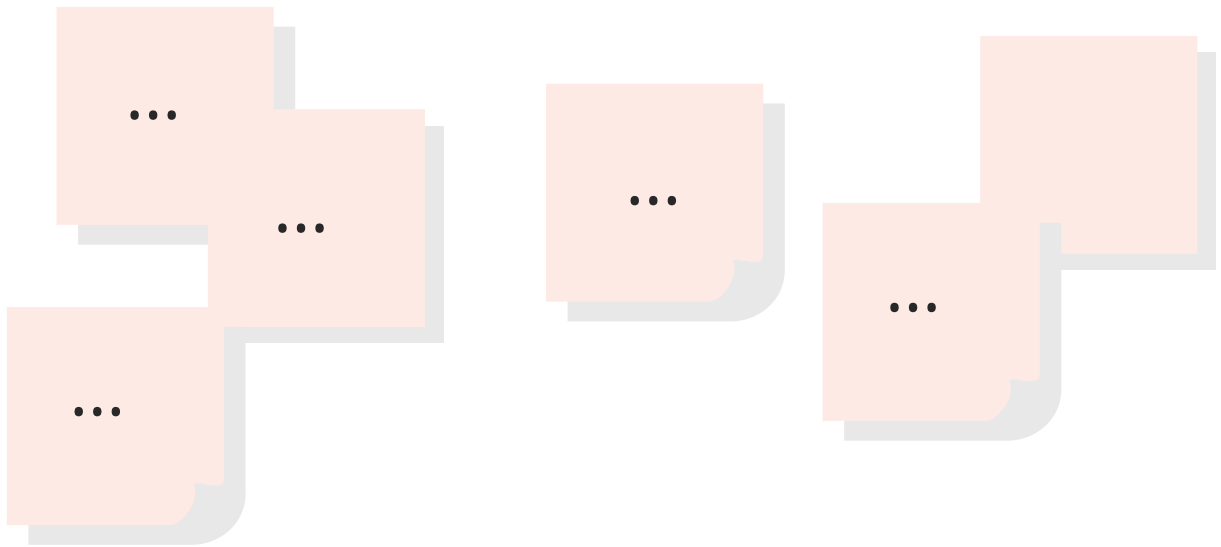
SESSION 4.3 BUILDING ALLIANCE REMOTELY

Planning notes for facilitator/s

If training is done in person, but supervision sessions may be delivered remotely, it is advisable 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.

Time: 20 minutes

Methodology: Small groups and plenary

Materials

IMS Handbook: Section 1.7.2, 3.3

Activity instructions

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?

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.

TOPIC FIVE
FUNDAMENTAL SKILLS FOR SUPERVISION

Goal of topic
To highlight and build key skills of effective supervisors.

Corresponding section of IMS Handbook
Preparing to become a supervisor, Section 3.5

Planning notes for facilitator/s
For this topic you will need:
- Flipchart

- IMS Handbook

SESSION 5.1 USING BASIC HELPING SKILLS IN SUPERVISION

Planning notes for facilitator/s

Emphasise that basic listening 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 a first instinct to rush in to 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.

Time: 60 minutes

Methodology: Plenary and small groups

Materials

Sample scenario

Activity instructions

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

Talking points

Practising active listening and using open body 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-judgmental

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

Activity instructions

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

3. In pairs, participants will have 30 minutes to do an activity using the following scenario:

Sample scenario

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

Activity instructions

4. Each pair will take time to practice using each of the following skills:
    - Summarizing and paraphrasing
    - Open vs. close ended questions
    - Practicing non-judgement
    - Reflecting back
    - Bouncing back questions

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

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 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 before?"

Close by emphasizing the following talking points.

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Talking points

- Emphasize 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.

SESSION 5.2 CHECKING IN WITH OURSELVES

Time: 10 minutes

Methodology: Individual reflection

Activity instructions

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 staff and volunteers, 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.

Activity instructions

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?

SESSION 5.3 NOTICING EXERCISE

Planning notes for facilitator/s

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.

Time: 20 minutes

Methodology: Plenary

Activity instructions

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

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?

Activity instructions

2. In plenary invite a discussion reflecting on: How did you feel before the activity? How did you feel after?

3. 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.

SESSION 5.4 EMPATHY

Planning notes for facilitator/s

Facilitators should be able to explain what empathy is and why it is an essential skill for supervisors.

Time: 20 minutes

Methodology: Plenary and pairs reflection

Materials

Section 3.5 of the IMS Handbook

Activity instructions

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

- Individually, 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.

- In pairs, discuss:
    - a situation in which your felt that you were too empathic towards someone you were working with
    - a situation in which your felt that you were not empathic towards someone you were working with
    - What did you do to manage your empathy?

4. In plenary discuss the solutions that participants discussed to manage empathy.

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.

SESSION 5.5 NON-JUGEMENT AND BIAS

Planning notes for facilitator/s

Facilitators should be aware of topics that might carry judgement and how important this awareness is for supervisors and the supervision alliance. It is important as a facilitator to be aware of our own bias and judgements.

Time: 20 minutes

Methodology: Plenary

Materials
- Section 3.5 of the IMS Handbook
- Flipchart
- Pre-prepared flipchart with the topics that can lead to bias or judgment

Speaker Notes

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 community member 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.

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 normalize 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*

Activity instructions

1. Ask the group what topics can lead to bias? It can be something that the participants have experienced or something common in the community or country?

2. Ask a participant to take notes in the flipchart and discuss how they react to it within their work and volunteering environment.

3. If the group has difficulties suggesting topics or does not mention any of the bellow topics, show the pre-prepared flipchart to ease the discussion.

SESSION 5.6 MANAGING OUR OWN REACTIONS AND STRESSORS

Time: 30 minutes

Methodology: Plenary, optional small group

Materials

The Well-being guide: reduce stress, recharge and build inner resilience[20].

Activity instructions

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.

Facilitators can also refer to the exercises in the IFRC PS Centre Well-being Guide and if necessary practice some of the exercises with the participants.

2.   In plenary or in pairs for five 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 five strategies they can use when they are in a stressful situation and to place it somewhere. Encourage participants to use the Well-being guide if they are struggling to think of strategies.

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.

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21 - IFRC Psychosocial Centre. (2022) The Well-being Guide. Available from: *https://pscentre.org/resource/the-well-being-guide/*

TOPIC SIX
EFFECTIVE FACILITATION

Goal of topic

To build participants' facilitation skills relevant to supervision.

Corresponding section of IMS Handbook
Preparing to become a supervisor, Section 3.8

Planning notes for facilitator/s

For this topic you will need:

- flipchart

- IMS Handbook

- Prepared flipchart

SESSION 6.1 REFLECTION ON FACILITATION

Time: 30 minutes

Methodology: Small groups/pairs

Materials
- IMS Handbook: Section 3.8
- Prepared flipchart, using the grid outlined below

Activity instructions

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?

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

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 of others from The Well-being guide[21] to self-regulate, if needed.

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22 - IFRC Psychosocial Centre. (2022) The Well-being Guide. Available from: *https://pscentre.org/resource/the-well-being-guide/*

- Contact supervisees well before the session if they are going to do a case or activity 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 work 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.

- Mix teaching content with interactive approaches. Use role plays, discussion and collaborative work to energize 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 on 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*

Example flipchart

Effective facilitation qualities:

Less effective facilitation qualities:

How it made me feel:

How it made me feel:

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.

SESSION 6.2 USING AND RECEIVING FEEDBACK

Time: 60 minutes

Methodology: Plenary, Individual reflection, small groups

Materials
- IMS Handbook Section 4.5
- Prepared flipchart or slide

Activity instructions
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. This is more natural in some cultures and contexts than in others.

- 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.

Activity instructions

2.   Invite participants to ask questions.

3.   Ask participants to take five 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?

4.   Move participants into pairs and share their reflections for five minutes.

5.   After five 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.

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

7.   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.

8.   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
- 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

SESSION 6.3 FACILITATION EXERCISE

Planning notes for facilitator/s
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, "What worked well?" in addition to areas that have room for improvement. Examples of how to give constructive feedback: "What would happen if you had used an open-ended question instead of telling the community member 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. Feedback can be provided orally and/ or in a written form (especially for live supervision) where observation checklists may be used by supervisors.

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

Time: 90 minutes

Methodology: Role Play, small group

Materials
MS Handbook Section 3.7

Activity instructions
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 (five 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 (five 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 about breakout rooms with their cameras and microphones off.

TOPIC SEVEN
TOOLS AND RESOURCES FOR SUPERVISION

Goal of topic

To build participant's knowledge in preparing for supervision sessions at the National Society and at the individual level. To increase confidence in structuring supervision session, activities and collaborative agenda setting.

Corresponding section of IMS Handbook

Preparing for supervision, Section 2 and Preparing to become a supervisor, Section 3.12

Planning notes for facilitator/s

For this topic you will need:

- Flipchart
- IMS Handbook
- LEGO bricks
- Paper
- Markers

SESSION 7.1 WHO, WHAT, WHEN, WHERE AND HOW

Time: 5 minutes

Methodology: Plenary

Materials
- IMS Handbook Section 2
- Prepared flipchart

Activity instructions

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 a flipchart or slide, present the following in a 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.

SESSION 7.2 CLEAR ROLE DESCRIPTIONS

Time: 20 minutes

Methodology: Plenary

Activity instructions

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.

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.

SESSION 7.3 LOGISTICS

Time: 20 minutes

Methodology: Small groups and plenary

Materials
IMS Handbook: Section 2

Activity instructions

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 five 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 National Society-wide 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.

SESSION 7.4 SUPERVISION AGREEMENT

Planning notes for facilitator/s
This topic was covered in Topic 2 but do a quick review with participants.

Time: 5 minutes

Methodology: Plenary

Materials
IMS Handbook Section 1.9 and 2

Activity instructions
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

- Different supervision agreements may be required for staff and volunteers.
- Frequency, location, duration, and boundaries of supervision.
- Personal goals and expectations of supervision agreed between the supervisor and supervisee.
- Mechanisms within the organisation for concerns to be raised, including how line managers are involved in the process.
- Who supervisees should talk to (e.g., line manager, branch manager, volunteer manager or human resources) if they are having problems within supervision or with their supervisor.

SESSION 7.5 CHECKING IN WITH SELF

Time: 10 minutes

Methodology: Plenary

Materials
The Well-being guide: reduce stress, recharge and build inner resilience[22].

Activity instructions

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.

Activity instructions

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?

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23 - IFRC PS Centre, 2022, The well-being Guide. Available from: *https://pscentre.org/resource/the-well-being-guide/*

SESSION 7.6 AGENDA SETTING

Time: 5 minutes

Methodology: Plenary

Materials
IMS Handbook Section 1.6 and 3.11

Activity instructions
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 later in 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 community member, 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.

SESSION 7.7 FLEXIBILITY

Planning notes for facilitator/s
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.

Time: 20 minutes

Methodology: Plenary

Materials
- LEGO bricks
- Paper
- Markers

Activity instructions
1. Give each participant a handful of LEGO bricks and ask them to build something with bricks for five minutes.

2. Ask participants to shift over one seat to the right. They then have two 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 two 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 considerations
If done remotely, do number six only.

SESSION 7.8 SETTING UP A SUPERVISION SESSION AND AGENDA

Planning notes for facilitator/s
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

Time: 60 minutes

Methodology: Plenary and small groups

Materials
- Slide
- Prepared flipchart
- IMS Handbook Section 3.11 and 3.12

Activity instructions
1.   Explain that the set-up of a supervision session will vary depending on the format and whether it is individual, group, peer, live 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, live and peer and ask for a volunteer to write down based on participants responses.

4.   See talking points below and highlight anything not mentioned by participants.

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)

Activity instructions

5. 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 or volunteering role what might work well?*

6. Ask for a volunteer to continue to write 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 situations.

- Reflect on ethical dilemmas

7. 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

8. Ask each group to have their agendas written down so that it can be shared.

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9. 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.

10. 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
- Disruptive or changed team dynamics due to a recent work/ volunteering situation

Remote training considerations
For steps 1 to 6, using a word document with a header for individual, group, live 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.

TOPIC EIGHT
CASE PRESENTATIONS AND ROLE PLAY

Goal of topic

To explore different activities that can be done in supervision to enhance supervisee confidence and skills.

Corresponding section of IMS Handbook
Preparing to be supervised, Sections 4.3 and 4.6

Planning notes for facilitator/s

For this topic you will need:

- Flipchart

- IMS Handbook

- Workbook

- A case presentation template (preferably one used within the organisation. If unavailable, a template is available in the IMS Handbook)

SESSION 8.1 CASE PRESENTATIONS

Planning notes for facilitator/s
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.

Time: 90 minutes

Methodology: Role play

Materials
- IMS Handbook: Section 4.3 and 4.6
- Case presentation template (see Annex or use relevant organisational tool)

Activity instructions

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 staff and volunteers might be experiencing with a community member. 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.*

Activity instructions

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. Participants can use the case presentation template (see Annex), if relevant. They may choose to modify the template by adding information if they wish.

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.

4.   The supervisor should focus on helping to facilitate the presentation and feedback (be careful not to rush in and give advice!)

5.   The supervisee presenting should focus on their case presentation and receiving feedback

6.   The supervisee (extra) should focus on asking clarifying questions and providing feedback where needed.

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

8.   Ask participants if there is anything about the activity that felt difficult or if they have questions. Encourage the participants to use the shared template and adapt it to fit their National Society.

SESSION 8.2 USING ROLE PLAY IN SUPERVISION

Time: 20 minutes

Methodology: Plenary / pairs

Materials
- IMS Handbook: Section 4.3
- Prepared flipchart or slide

Activity instructions
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 community member
- 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'
- Can be helpful for supervisors to model challenging conversations with a community member

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 studies 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'.

TOPIC NINE
MANAGING CHALLENGES IN SUPERVISION

Goal of topic
To explore different challenges that might arise in supervision and how to manage these dynamics.

Corresponding section of IMS Handbook
Preparing to become a supervisor, Sections 3.8 and 3.9

Planning notes for facilitator/s
For this topic you will need:

- Flipchart

- Supportive Supervision Structure for the National Society or Unit

Due to time constraints, it is advised that the facilitator focus the following exercises on the type of supportive supervision that will be used in their reality. If the supervision will be individual, then focus on Session 9.1, if the supervision will be group, then focus on Session 9.2. If both types will be used, then added time should be considered in the agenda.

SESSION 9.1 ROLE PLAYING DIFFICULT BEHAVIOURS IN INDIVIDUAL SUPERVISION

Planning notes for facilitator/s

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.

Time: 120 minutes

Methodology: Individual activity, small group role play

Materials

Prepared slide or flipchart

Activity instructions

1. Start by encouraging individual reflection (for 15 minutes) by inviting participants to do the following:
    *   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.
    *   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.
    *   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.
    *   Role-play the challenging scenario using an activity they have learned during this training e.g., setting an agenda, setting ground rules etc.
    *   After 10 minutes of role-playing, take five minutes for the observer and others to provide feedback.
    *   Switch roles with a new supervisor role-playing their challenging situation. Follow the same timings (10 minutes practice and five minutes of feedback).
    *   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.
- What did you learn from observing others manage difficulties?
- What skills did you witness others use to manage challenging behaviours?

4.   Close the activity by highlighting the importance of using basic listening 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.

SESSION 9.2 ROLE PLAYING DIFFICULTIES IN GROUP SUPERVISION

Time: 120 minutes

Methodology: Individual activity, role play

Materials
Prepared role-play cards

Activity instructions
1.   Explain that during this activity, participants will practice managing difficulties in a 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 five minutes for feedback from supervisees. Repeat until everyone has had the opportunity to be the facilitator.

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.

TOPIC TEN
THE SUPERVISION JOURNEY

Goal of topic
To introduce the supervision journey and how supervision can differ at each stage.

Corresponding section of IMS Handbook
Preparing to become a supervisor, Section 3.1

Planning notes for facilitator/s
For this topic you will need:
- Flipchart
- Markers

SESSION 10.1 THE SUPERVISION JOURNEY

Time: 20 minutes

Methodology: Plenary

Materials
IMS Handbook Section 3.1

Activity instructions
1. Introduce the supervision journey using the sample script below.

Sample script
Supervision is something that should support staff and volunteers providing MHPSS services/ activities throughout their journey. You as supervisors will be working with staff and volunteers at different stages of their journey, and you yourself should receive supervision throughout your journey as a supervisor.

There are several things that will impact supervision, including the relationship, or alliance, which 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.

This is a linear presentation of a process that is not necessarily linear. It can differ depending on culture, team dynamics (e.g., peer supervision may not be possible due to challenging team dynamics), live supervision is great for large and branch or community-based activities such as integration cafes for refugees, community drop in centres, youth clubs, summer camps, child friendly spaces. A supervision journey means different types of supervision may be needed at different times, but these needs to be overlaid against the National Society's reality.

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 staff member's practice or volunteer role, 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.*

Activity instructions

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.

Reference diagram

IMS Handbook Section 3.1

Early stages ▶ Throughout practice ▶ Later stages of practice ▶ Advanced stages
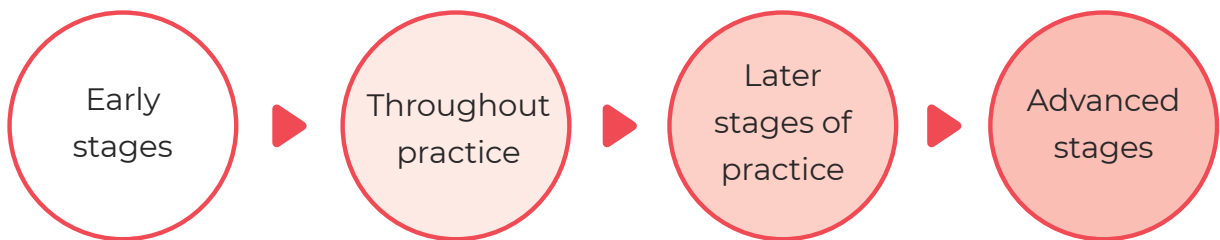
MONITORING AND EVALUATION

More information and resources related to monitoring and evaluation of supportive supervision systems, as per the IMS, can be found at *https://supervision-mhpss.org/*

TRAINING EVALUATION

The following sample questions can be used to create a survey to evaluate the success of the training. These questions focus on the facilitation and content of the training. However, facilitators could also include questions to assess participant learning against the learning outcomes. If facilitators wish to do this, it is recommended that knowledge be assessed both before and after training to determine if there is any change in participant knowledge.

Sample questions

1. Overall, how would you rate the content of the training?

    ☐ Excellent
    ☐ Good
    ☐ Average
    ☐ Poor
    ☐ Very poor

Comments:

_____

_____

_____

_____

2. The facilitator/s was knowledgeable about the topic:

    ☐ Strongly agree
    ☐ Agree
    ☐ Neither agree, nor disagree
    ☐ Disagree
    ☐ Strongly disagree

Comments:

_____

_____

_____

_____

3. The facilitator/s presented the content in a clear and logical manner:

    ☐ Strongly agree

    ☐ Agree

    ☐ Neither agree, nor disagree

    ☐ Disagree

    ☐ Strongly disagree

Comments:

_____

_____

_____

_____

4. The facilitator/s had good facilitation skills

    ☐ Strongly agree

    ☐ Agree

    ☐ Neither agree, nor disagree

    ☐ Disagree

    ☐ Strongly disagree

Comments:

_____

_____

_____

_____

5. What worked well and what should we keep doing, or do more of?

_____

_____

_____

_____

6. What did not work well, and what should we stop doing, or do less of?

_____

_____

_____

_____

7. Any other feedback you would like to share?

_____

_____

_____

_____

Dartboard evaluation

At the beginning and end of the training, facilitators can conduct a short, interactive pre and post evaluation of participants perceived knowledge.

Facilitators can decide which objectives they would like to assess. Example statements are listed below and completed examples of the dartboard with assessed statement are also below.

My understanding of:

- The mental health and psychosocial impacts of emergencies.
- The role of assessment, planning and coordination in emergencies.
- The key best practices guiding MHPSS responses in emergencies.
- The key MHPSS approaches and interventions in emergencies.

Pre-evaluation example   **Post-evaluation example**
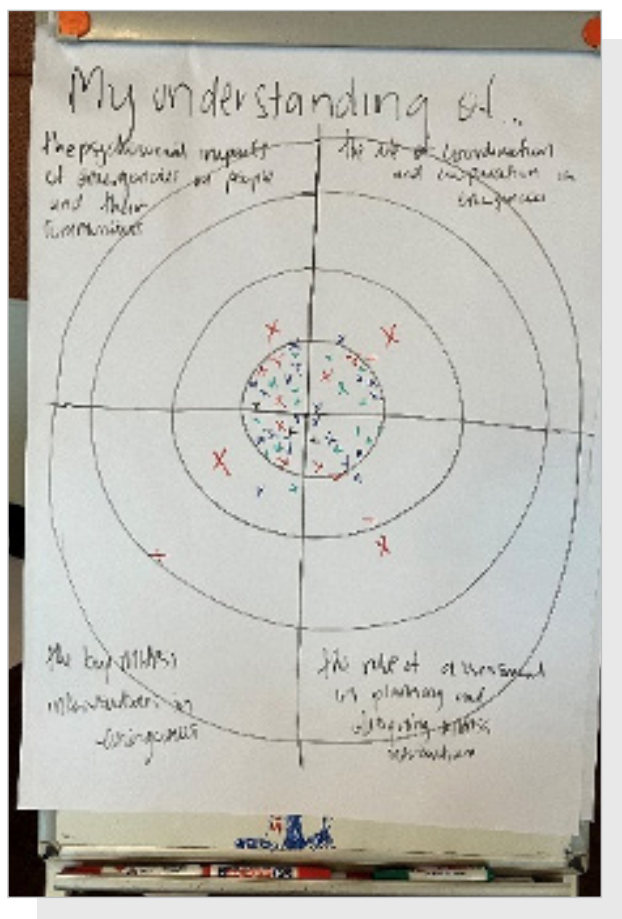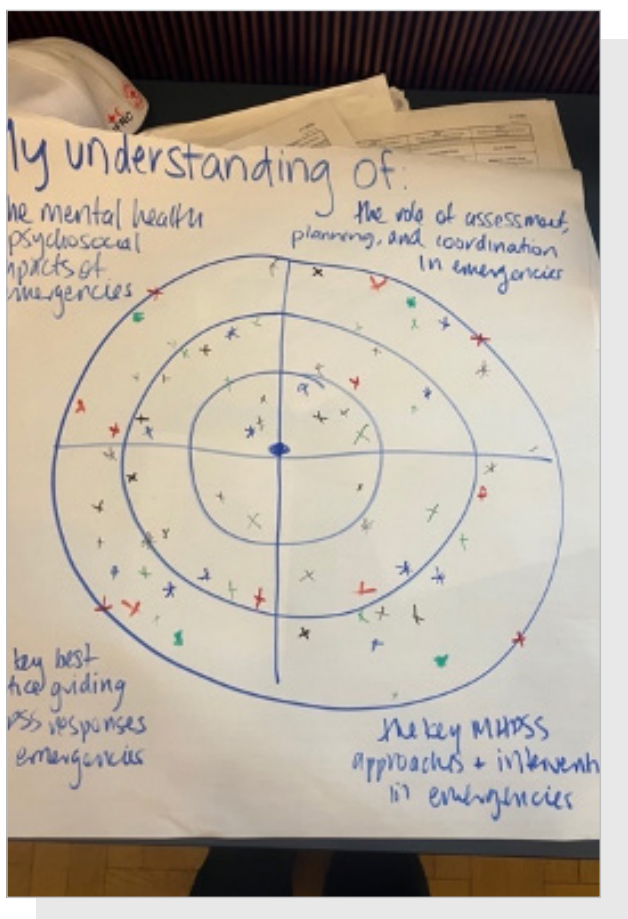
Annex

1. SAMPLE TRAINING RUNSHEET

DAY 1

| TIME	SESSION	TRAINING METHODOLOGY
GETTING STARTED		
0900-0910 (10mins)	**Opening of the training**	Plenary
0910-0930 (20 mins)	**Welcome activity and Introductions**	Plenary
0930-0950 (20 mins)	**Housekeeping/Expectations/Ground Rule**	Plenary
0950-1000 (10 mins)	**Overview of training/Agenda**	Plenary
EXPLORING SUPERVISION		
1000-1015 (15 mins)	**Session 1.2 Applying the RCRC Movement framework to Caring for Staff and Volunteers**	Plenary
1015-1045 (30 mins)	**Session 1.3 National Society Plan for Supervision Structure**	Plenary
1045-1100 (15 mins)	Coffee and tea break	
1100-1120 (20 mins)	**Session 1.1 – Supervision experience**	Poll
1120-1140 (20 mins)	**Session 1.4 – What is supervision, what it is not**	Small groups
1140-1150 (10 mins)	**Session 1.5 – Three core functions of supervision**	Plenary

TIME	SESSION	TRAINING METHODOLOGY
EXPECTATIONS FOR SUPERVISION		
1200-1210 (10 mins)	**Session 2.1 – Expectations for Supervision**	Poll / Plenary
1210- 1300 (50 mins)	**Welcome activity and Introductions**	Plenary Role Play
1300-1400 (60 mins)	Lunch break	
1400-1430 (30 mins)	**Session 2.3 – Confidentiality**	Plenary Small Groups
1430-1445 (15 mins)	**Session 2. 4 – Dual Roles**	Small groups
1445-1500 (15 mins)	**Session 2. 5 – Supervision agreements in your NS**	Plenary
1500-1515 (15 mins)	Coffee and tea break	
DIFFERENT TYPES OF SUPERVISION		
1515-1615 (60 mins)	**Session 3.1 – Introducing different types of supervision**	Plenary Small Groups
1615-1645 (30 mins)	**Session 3.2 – Delivering supervision remotely**	Plenary
1645-1700 (15 mins)	**Wrap Up Day – Reflective Practice**	

DAY 2

TIME	SESSION	TRAINING METHODOLOGY
0900-0915 (15 mins)	**Recap of Day 1 and welcome**	Plenary
	THE SUPERVISION ALLIANCE	
0915-0945 (30 mins)	**Session 4.1 – Fishbowl supervision demonstration**	Roleplay demonstration Plenary
0945-1015 (30 mins)	**Session 4.2 – Key ingredients for the supervision alliance**	Small groups
1015-1045 (30 mins)	**Session 4.3 – Building an alliance remotely**	Plenary
1045-1100 (15 mins)	Coffee and tea break	
	FUNDAMENTAL SKILLS FOR SUPERVISION	
1100-1200 (60 mins)	**Session 5.1 – Using basic listening skills in supervision**	Plenary Small groups
1200-1205 (5 mins)	**Session 5.2 – Checking in with ourselves**	Individual
1205-1225 (20 mins)	**Session 5.3 – Noticing exercise**	Plenary
1225-1300 (35 mins)	**Session 5.4 – Empathy**	Plenary Individual or Small Groups
1300-1400 (60 mins)	Lunch break	
1400-1445 (45 mins)	**Session 5.5 – Non-judgment and Bias**	Plenary Individual
1445-1500 (15 mins)	**Session 5.6 – Managing our own reaction and stressors**	Individual
1500-1515 (15 mins)	Coffee and tea break	

TIME	SESSION	TRAINING METHODOLOGY
1515-1530 (15 mins)	**Session 5.6 – Managing our own reaction and stressors**	Plenary Small groups

EFFECTIVE FACILITATION

1530-1600 (30 mins)	**Session 6.1 – Reflecting on facilitation**	Pairs
1600-1645 (45mins)	**Session 6.2 – Using Feedback & Reflecting on Feedback**	Plenary
1645-1700 (15 mins)	**Wrap Up Day – Reflective Practice**	Plenary

DAY 3

TIME	SESSION	TRAINING METHODOLOGY
0900-0915 (15 mins)	**Recap of Day 2 and welcome**	Plenary
TOOLS AND RESOURCES FOR SUPERVISION		
0915-1015 (60 mins)	**Session 8.1 to 8.7 – Who, what, when, where, how? Clear Job descriptions, Logistics, Supervision Agreement, Checking in with self, Agenda setting, Flexibility**	Roleplay demonstration Plenary
1015-1045 (30 mins)	**Session 8.8 – Setting up a supervision session and agenda**	Plenary, Small groups
1045-1100 (15 mins)	Coffee and tea break	
1100-1130 (30 mins)	**Session 8.8 – Setting up a supervision session and agenda**	Plenary, Small groups
CASE PRESENTATIONS AND ROLE PLAY		
1130-1300 (90 mins)	**Session 8.1 – Case presentations**	Role play
1300-1400 (60 mins)	Lunch break	
1400-1430 (30 mins)	**Session 8.2 Using role play in supervision**	Plenary,
MANAGING CHALLENGES IN SUPERVISION		
1430-1500 (30 mins)	**Session 9.1 Role playing difficult behaviours in individual supervision**	Small Groups
1500-1515 (15 mins)	Coffee and tea break	
1515-1600 (45 mins)	**Session 9.2 Role playing difficulties in group supervision**	Small Groups

2. SAMPLE SIMPLE SUPERVISION AGREEMENT

This supervisory agreement is being agreed by _____ (supervisee) and ____
_____ (supervisor) and sets out the terms and objectives of the supervisory
sessions that began on _____ (date).

We have discussed the purpose of supervision together, including consideration of each of our
expectations, and we have jointly agreed that the main purposes of supervision are as follows (please
edit as necessary):

1. To provide _____ (supervisee) with knowledge and information to improve
    their professional skills/ volunteering role.
2. To collaboratively assess _____ (supervisee's) progress in developing his/
    her professional skills/ volunteering role.
3. To provide support to _____ (supervisee) in all aspects of his/her work /
    volunteer role.

The agreed frequency of meetings is: _____
The agreed duration of meetings is: _____

We agree, to the best of our ability, to uphold the guidelines outlined in this supervision agreement.

_____   _____

Supervisor   Supervisee

3. SAMPLE CASE PRESENTATION TEMPLATE

Name of community member/ beneficiary Use a name for the presentation – but not the person's real name:	
Brief overview of the person • Age, relationship status, gender, occupation, where they are from • Who do they live with, and what are their living conditions like • Previous MHPSS services received and previous self-harm	
Brief overview of why the community member came to see you In their own words, why are they seeking support	
What are the main difficulties community member is facing? • What did you observe about the community member during your session? (mood, emotions, behaviours) • Consider emotional and practical difficulties, adversity and how it is impacting their daily functioning • Safety/self-harm, suicide risk, risk and protective factors	
What are the main sources of support for the service user? • Friends, family, and other people in their lives • Religious or spiritual affiliations and practices • Community based supports • Activities that give them a sense of well-being or support	

What have you and the community member worked on so far?

- What are the goals for your time together
- How many sessions have you completed/ time shave you met.
- What is the progress so far
- What strategies or approaches have been used
- If risk is present, how has that risk been managed

What questions or difficulties are you having with this community member?

What general reflections would you like to share on this case? It may be:

- A particular problem
- Difficulties with a strategy or approach
- A practical or personal issue
- In their own words, why are they seeking mental health and psychosocial support

If this supervision session were to be helpful, what would be the outcome?

4. SAMPLE ACTIVITY FOR REFLECTIVE PRACTICE

Reflective thinking for staff and volunteering 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 an staff member or volunteer and supervisor.

Understand that it's OK not to know everything or to have all the answers. Even very experienced staff and volunteers continue to learn throughout their work and volunteering roles.

Think about a situation you would like to reflect upon more deeply. This can be something related to your work / volunteering role. This is not something that will be shared with anyone else, only for your own use. Then use the prompts below to help you think reflectively about that situation. Use the space below as you reflect.

Describe the situation:
What do I know about this case/problem/situation, and how do I know this?

Note: 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, team members, and reasoning or reflection.

Are there other ways of looking at this problem, or is there information I may have overlooked?

How are my own personal beliefs or values influencing how I interpret the situation?

_____

_____

_____

_____

_____

What approaches or actions might lead to better outcomes in this situation?

Note: Compare your ideas with other ideas or solutions.

_____

_____

_____

_____

_____

IFRC

Psychosocial Centre

**International Federation of Red Cross
and Red Crescent Societies Reference Centre
for Psychosocial Support**
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2400 Copenhagen NV, Denmark