

Example Questions for Each Stage of the Supervision Cycle (Morrison, 2005)

Experience:

- How do you see your role in working with this young person?
- How do you think others (professionals and family) see your role?
- What did you expect to happen during your session with the young person?
- What happened?
- What reactions did you notice to what you said/did?
- What surprised or puzzled you?
- What struck you? What were the key moments?
- What words, non-verbal communication, smells, sounds, images struck you?
- What did you notice about yourself/the young person/your co-worker/organisation?
- What was hard to observe?
- What went according to plan? What didn't happen?
- What changes or choices did you make?
- What did you say, notice or do immediately after the event?

Feelings:

- What feelings did you bring into the session?
- What is your gut feeling about this situation?
- Describe the range of feelings you had in the session.
- What did the session/your feelings/this situation remind you of?
- What previous work, processes, skills, and knowledge are relevant here?
- Where have you encountered similar processes?
- What assumptions might you be making? For example, assumptions related to race, age, gender, sexuality.
- Does this situation challenge your feelings about acceptable/unacceptable behaviour?
- Where and when did you feel most or least comfortable?
- What feelings were you left with – does this always happen after being in this situation?
- What metaphor or analogy would you describe your experiences of working with this situation?
- What was left unfinished?

Analysis:

- Taking account of your feelings – what does this tell us about what the young person may be feeling in this situation?
- How do you explain or understand what happened in the session?
- Did power relations shift during the session – if so how and why?
- What went well, or not well, and why?
- How far did this session confirm or challenge your previous understanding?
- What new information emerged?
- What theory, training, research, policy, values might help you make sense of what happened in this session?
- How else might you have managed the session?
- What are the current needs, risks, strengths in this situation?
- What is unknown?

- What conclusions are you drawing from this work so far?
- How do you now define your role in this situation?
- How would the young person define your role?
- What expectations does your organisation have of your role?

Actions:

- In light of the reflection and analysis we have done, what is your overall summary of where things are at, and what needs to be done next?
- Can you identify what you are, and what you are not responsible for in managing this situation?
- What training, supervisory, co-work and support needs have been raised for you?
- What information needs to be obtained from others before proceeding?
- What are your aims in the next phase of work?
- What is urgent and essential?
- What would be desirable?
- What is negotiable and what is non-negotiable in this situation?
- What would be a successful outcome from your perspective/young person/other stakeholders?
- What might be your strategy for the next contact with the young person and other professionals?
- What are the possible best or worst responses from the young person?
- What contingency plans do you need – what is the bottom line?
- Where do you feel more or less confident?
- How can you prepare for the next steps?
- What can I do that would be helpful at this stage?
- When does feedback and debriefing need to take place?
- Are there any safety issues for you/others?
- What can be done to minimise any dangers?