

## **Parallel sessions**

Ciaran Cuddihy

### **Paper: Introducing clinical supervision for mental health nurses**

There is a long history of clinical supervision in mental health nursing but sadly in Ireland it has never been formally integrated in to the nurses professional role (ONMSD 2015). In a time of low staff retention clinical supervision has been seen to be associated with reducing stress, preventing burnout, affording time for reflection and ultimately improving patient care (Gonge and Buus 2014). In June 2017 Saint John of God Hospital employed a clinical supervisor to deliver supervision to its mental health nurses. The clinical supervisor in consultation with the nurse practice development manager initially created a policy and procedure for supervision within the mental health facility. The project was officially launched in July 2017 and to date 28 nurses are availing of individual 1:1 supervision and 21 nurses are attending group supervision across three different groups. The objectives of the supervision project was to offer a space for nurses to receive support coping with professional work demands. It is the intention of this abstract to offer a presentation on the project of instigating clinical supervision for mental health nurses working in an hospital environment. The presentation will outline the challenges met starting the project and initial findings from feedback gained from supervisees. It will be of interest to supervisors looking to work within organisations delivering supervision and any supervisors working with mental health nurses.

### **Biography**

Ciaran is a mental health nurse with over 20 years experience working in acute adult care. He has worked both in Ireland and the UK and holds a Masters in Nursing (Acute Mental Health). Ciaran has worked closely with mental health professionals from other disciplines in acute care and noticed the gap in formal supervision available to nurses where other disciplines received this as part of their role. He took on formal training as supervisor in the Institute of Integrative Counselling and Psychotherapy in Dublin. Ciaran is currently employed as a clinical supervisor solely for mental health nurses in Saint John of God Hospital Stillorgan in Dublin. This is the first time this has been done in Ireland.

Eleanor Byrne-Condon

**Paper: Clinical supervisors' experience of self-disclosure with supervisees**

Co-author: Mary Creaner

Research on supervisor self-disclosure (SRSD) to date is focused in the main on supervisors conducting supervision with trainee supervisees. In contrast, this qualitative study explored supervisors' experiences of self-disclosure (SRSD) with qualified practitioners/ supervisees. Informed by Consensual Qualitative Research (CQR), twelve in-depth semi-structured interviews were conducted, audio recorded and subsequently transcribed and analysed. Six domains were revealed through the CQR analysis and numerous categories emerged under each domain. The six domains included: 1) reasons for SRSD; 2) reasons for Non-SRSD; 3) content of SRSD; 4) perceived impact of SRSD on the supervisory relationship; 5) impact of SRSD on supervisor and 6) supports and resources for the supervisor in relation to SRSD. Findings indicated that supervisors primarily use self-disclosure to benefit supervisee learning and to promote the quality of the supervisory relationship. However, it was evident that a reservation was experienced by supervisors in using SRSD as an intervention to provide corrective feedback in the context of supervision with qualified supervisees, as it was considered potentially damaging to the supervisory relationship. Implications and recommendations for supervisor training and practice outline specific areas for supervisor competency development including; clarification of SRSD; exploration of SRSD as an intervention for providing feedback; ethical implications of SRSD; external factors that impact on SRSD and the use of role induction and clear contracting as a means to facilitate SRSD. Areas for further research include; exploration of SRSD with supervisors and supervisees from diverse backgrounds; and direct and indirect impact of SRSD on supervisors professional practice.

**Biography**

My original training was in Occupational Therapy and I practiced as an Occupational therapist in Adult and Adolescent mental health for 10 years prior to my Psychotherapy postgraduate training in Group Analytic Psychotherapy. As a group analytic psychotherapist my clinical practice over the last 17 years incorporates individual and group psychotherapy within the public sector (HSE) and private practice. Supervision has become very central to my practice over the last five years. Having completed an M.Sc. at T.C.D. in Clinical Supervision in 2016, I currently supervise, psychotherapists, social workers and psychologists using a reflective practice approach.

Declan Aherne

**Paper: Reflections on 25 years of supervision**

What can we learn from our experiences? This presentation provides personal learnings and insights on supervision by a clinical psychologist and gestalt psychotherapist who has been providing supervision throughout his professional career. The presentation compares and contrasts a wide range of topics within the area of supervision including supervision of psychotherapists and psychologists, supervision as process oriented and as content oriented, group and individual supervision, reflections as supervisor and as supervisee, supervision of trainees and of trained psychotherapists, supervision as a manager, the strengths and weaknesses of current supervision practices and aspects of supervision that need to be developed into the future. The paper poses a number of key challenges to the ever-developing profession of supervision by a highly experienced practitioner.

**Biography**

Dr Declan Aherne, Head of Counselling, University of Limerick, Director of Oakwood psychological services, clinical psychologist and gestalt psychotherapist with over 30 years practice. Founding chair of division of psychotherapy in PSI, numerous publications in peer reviewed journals on treatment of depression, psychologists specialising in psychotherapy, mindfulness, stress and primary mental health care. He has provided supervision to over 200 individuals in his various roles over his career.

Joanna Harney

**Paper: Supervisor's experience of evaluation with trainee therapists**

Co-author: Mary Creaner

**Aim:** Evaluation is the most central and significant process within supervision particularly in relation to therapists in training. The aim of the current study was to understand supervisors' experiences of evaluation with trainee therapists in a third level educational setting. It outlines the current way evaluation is perceived within the theory and practice of supervision and focuses on the perspective of supervisors within this process. **Method:** This study was conducted using a qualitative approach. Participants comprised 10 experienced supervisors who were interviewed using a semi-structured questionnaire. The data was analysed drawing from the Consensual Qualitative Research (CQR) approach (Hill, 2012) involving three steps: 1) coding of domains 2) coding of categories and 3) cross analysis. **Results:** The main experiences conveyed by participants related to what they considered captured the role of evaluation, what they found rewarding and challenging, including an enthusiasm for the educative function and difficulties relating the lack of training and resources in supervision. The best practices in relation to evaluation and what resources and supports them were also discussed. Results are presented in five domains and associated categories relating to; the purpose of evaluation, rewarding and challenging experiences of evaluation, perspectives of best practice of evaluation, and resources and supports for supervisors. **Discussion:** Results were discussed in relation to how they contribute to and further enhance existing literature, along with the strengths and limitations of the study and the implications for theory, practice and research. It is evident that there are many complex factors that emerge when investigating the impact of evaluation for the practice of supervision and which clearly require further exploration.

**Biography**

Joanna works in the Student Counselling Service in Trinity College Dublin since 2009. She received her undergraduate B.A. in Psychology from UCD in 2002 and graduated in 2009 with an MSc in Counselling Psychology from TCD and a MSc. in Clinical Supervision in 2017. Joanna works both individually and with groups. She uses an integrative approach which focuses on looking at quality of life in the context of previous experience and needs of the client. Her special interests include self-esteem, identity, and the supervisory relationship.

Stephen O'Neill

**Paper: Supervisee transfer of learning in psychotherapy supervision**

The objective of this research project was to explore how supervisees learn and the transfer of this learning from clinical supervision into their therapy practice and involved the design of two studies.

Study 1 was an analogue case study using a simulated supervisory triad of supervisor, supervisee and client. Data for Study 1 was collected using Brief Structured Recall interviews and the SWAI and WAI. Study 2 involved semi-structured interviews of 12 supervisees with experience of transferring learning from supervision into therapy practice. Data from Study 1 and 2 were analysed using a combination of Comprehensive Process Analysis and Descriptive and Interpretative qualitative research.

A conceptual framework of supervisee transfer learning from supervision into therapy practice includes the timing of supervision sessions; supervisee motivation; therapeutic working alliance; possibilities for transfer in therapy practice; supervisee ability to generalise and also improvise learning into therapy. Supervisee learning and transfer of learning can be imagined as a continuous loop linking supervision and counselling in a reciprocal relationship, rather than a simple pattern of learn-it-here and apply-it-there.

**Biography**

Dr Stephen O' Neill is a Senior Psychologist and Clinical Supervisor who has seventeen years' experience working in the public service and also works as a private practitioner. Stephen provides supervision and training to various professionals who work with individuals in challenging situations. These professionals include supervisors, psychologists, psychotherapists, counsellors, teachers and those working in management. As well as supporting professionals in their work, Stephen is interested in the learning relationship in supervision and the transfer of learning into professional practice.

Shane Mc Guire

**Paper: How does supervisor power influence clinical supervision from the perspective of the supervisor? An Interpretative Phenomenological Analysis**

This research explores the role that power plays in clinical supervision from the perspective of the supervisor. It focuses on the level of awareness supervisors have of power, its impact on them, and how they view its impact on their supervisees and the supervision process itself. This research will add to the limited literature available on this critical issue. It was conducted using Interpretative Phenomenological Analysis (IPA) as a methodological and analytical framework. The results highlight the significant role that power plays in clinical supervision, as well as the understanding participants have of the way in which it impacts on them, the supervisees, and clinical supervision. Four superordinate themes emerge from this research: (1) the impact of power on participants; (2) participants' awareness of power in supervision; (3) power as an entity in supervision; and (4) sharing power in supervision. The results of this research reveal that many participants view their power as responsibility. The study also found that participants understand power as something that is exercised in clinical supervision if warranted, and that it is not a permanent active presence in supervision. Significant variations emerged in participant's awareness of it and its impact on them. This research highlights the need for all those involved in clinical supervision to critically explore how power is present in supervision, their understanding of it, and how its presence impacts on the way supervision is conducted. The extent to which clinical supervisors are consciously aware of and understand their power would benefit from further research. Also, the role power plays in promoting and perpetuating an uncritical common-sense view of the role of supervisors needs to be further researched.

**Biography**

Shane works in private practice as a psychotherapist and clinical supervisor. In addition, he is manager of the HSE Drugs Service in the west of Ireland. He has a keen interest in the power dynamics that play out in supervision (clinical and line management), the concept of power and how power impacts on those who exercise it. His recently completed PhD explores what understanding and awareness clinical supervisors have of their power, its impact on them and on their supervisees. In his spare time, Shane is an active member of his local mountain rescue team.

Áine McLaughlin

**Paper: Reflections on the planning and implementation of a group supervision pilot in a homeless service**

Effective clinical supervision is increasingly recognised as essential in supporting staff who are working in the field of social care. This paper describes the processes involved in planning and implementing a group supervision pilot with a team working in a homeless service. The supervision models used to inform and guide this initiative are described and the style and structure of the supervision sessions are discussed. A reflective analysis of group dynamics and group processes observed during this work are also provided. Conclusions are offered which may provide guidance for other practice settings.

**Biography**

Áine McLaughlin is a project leader in Focus Ireland and an accredited psychotherapist with IAHIP.

Olive Moloney, Mary Creaner

**Paper: Key Findings: the professional development needs of clinical supervisors in youth mental health**

Different disciplines and professions have made inroads into the development of training for supervisors and the practice of clinical supervision. However, there is a dearth of research relating to experienced supervisors and their ongoing professional development. The aim of this qualitative study was to explore clinical supervisors' experiences and ongoing needs for professional development, in the context of a transdisciplinary youth mental health service. Participants (N=11) were clinical supervisors from the disciplines of mental health nursing, social work, psychology and occupational therapy who provided clinical supervision to other mental health professions from these backgrounds. Data collection comprised semi-structured telephone interviews, which were subsequently transcribed. Data analysis drew on Consensual Qualitative Research (CQR) to identify key domains and categories. While analysis is currently progressing, preliminary results indicate that professional development in clinical supervision is complex, with rewards and challenges that represent opportunities for ongoing professional development of resources and forms of knowledge that sustain supervisors. It appears professional development involves several strands of ongoing learning activities in which supervisors engage across a number of systems: organizational, sociocultural, relational and personal. Results will be discussed in light of the evidence base and theoretical literature in clinical supervision and professional development. Implications for clinical supervision theory, practice and policy in youth mental health will be offered. In addition, the limitations of the current study will be identified and recommendations for future research will be discussed.

**Biography**

Olive has worked and supervised in youth mental health services in the UK and Ireland since 2010. Olive is interested in using psychology alongside people within communities to improve social and health inequalities. Olive studied Applied Psychology (BSc Applied Psychology; 1999-2003) and then Forensic Psychology (MA Forensic Psychology; 2003-2004) at UCC, before working in England in forensic services and going on to study Clinical Psychology at the University of East London (DClinPsy; 2007-2010). Olive is currently a student on the MSc in Clinical Supervision at Trinity College Dublin.



Brenda Irwin & Patrick Griffin

**Paper: Therapists' experience of peer group supervision**

Peer group supervision (PGS) has been recognised as a valuable and effective resource for practitioners in professional care giving roles. Research on peer group supervision to date has focussed mainly on trainee experiences in academic settings and on private practitioner groups. The focus of this qualitative study was the peer group supervision experiences of practising therapists of the HSE's National Counselling Service (NCS), a counselling service for survivors of childhood abuse. Peer group supervision is an established and compulsory element of the NCS clinical supervision model. Informed by Consensual Qualitative Research (CQR), eleven in-depth semi-structured telephone interviews were conducted to provide an in-depth exploration of NCS therapists' (N=11) experiences of PGS. Interviews were subsequently transcribed and analyzed around four domains: 1) supervisee expectations and needs for PGS; 2) Helpful aspects of PGS; 3) unhelpful aspects of PGS; 4) perceived outcomes from participation in PGS. Key findings identified the importance of clinical focus, active and congruent participation and attention to group dynamics. Also highlighted was the value of shared learning for theoretical and clinical practice skills development, the validation experienced in respect of both professional and personal impact of clinical work on therapists. In addition, the positive benefits and challenges of participation on developing relationships and connections with colleagues and the wider organization were identified. Implications for supervision theory and practice will be discussed and recommendations for future research and policy development will be provided. An overview of current NCS Supervision Structures in the North East will also be presented.

**Biography**

Brenda Irwin and Patrick Griffin both work with the National Counselling Service where they provide Individual Supervision, facilitate Group Supervision, and participate in Peer Supervision. Brenda holds a Masters in Counselling Psychology from Trinity College and is currently completing her Masters in Clinical Supervision at the Psychology Department in Trinity College. She has also worked with Dundalk IT and the Irish Foster Carers Association. Patrick holds a Masters in Counselling Psychology and a Postgraduate Diploma in Clinical Supervision, both from the Psychology Department at Trinity College. He has also worked with the CDVEC Psychological Service, Carlow IT, and DCU.

Sue Dunne and Rita Glover

**Workshop: Working therapeutically with infidelity – how can supervisors best support supervisees with this challenging endeavour?**

Infidelity is a prevalent presenting issue in relationship and couple therapy. Individual clients and couples describe psychological turmoil and emotional distress for themselves and their extended families when infidelity is discovered or disclosed in a committed adult intimate relationship. Literature and research on working therapeutically with clients presenting with infidelity, indicates that this is a challenging endeavour for practitioners. In this workshop original findings from recent research (Dunne, 2017) conducted with counsellors and psychotherapists on their experiences of working with clients presenting with infidelity will be discussed. The findings from this research strongly suggest that the psychotherapeutic gold standards of neutrality and being non-judgemental are rarely, if ever achieved in relationship and couple therapy practice, in cases involving infidelity. The outcomes of the research also reveal that therapists feel vulnerable about disclosing their negative personal and professional responses, loss of neutrality or judgmental reactions about clients presenting with infidelity, in supervision and among colleagues. This workshop will provide supervisors with an opportunity to consider how they respond to supervisees when they present cases involving infidelity. It will explore how the supervisory space can be used to enable supervisees to reflect on the vulnerabilities and shame that they often carry because they believe they have fallen short of the psychotherapeutic gold standards of neutrality and non-judgement. The researchers contend that uncovering and processing supervisees' experiences of vulnerability and shame, in the supervisory space will ultimately benefit those clients who are grappling with infidelity issues.

**Biography**

A recent honours graduate of Dublin City University's Masters in Psychotherapy, Sue Dunne has been practicing as a psychotherapist for the last four years. Working presently in private practice and for the Healthy Living Centre in Dublin City University, much of Sue's clinical training took place in Relationships Ireland, a Dublin based relationship counselling service. Whilst training with Relationships Ireland, Sue developed a keen interest in, and enthusiasm for, couple therapy. In the final year of her studies Sue conducted a research project examining what is it really like working with infidelity, the findings and recommendations of which are, the subject of a lecture series and pending journal article.

Infidelity, loss of neutrality, judgemental, vulnerability, shame.

Dr Rita Glover is Assistant Professor of Psychotherapy, Chair of the Doctorate in Psychotherapy programme and lecturer on the MSc in Psychotherapy in Dublin City University, Ireland. Dr. Glover's specialist lecturing interests include clinical supervision, integrative psychotherapy, couple and psychosexual therapy and she provides individual and group supervision to novice, pre-accredited and experienced therapists. Dr. Glover supervised Sue Dunne's research study on working therapeutically with infidelity and has published a range of research based articles focused on supervisory anxiety and responsibility.

Helen Beinart & Sue Clohessy

### **Workshop: Effective supervisory relationships**

The quality of the supervisory relationship has consistently been found to be the most important predictor of supervision outcomes in research studies - 'good supervision is about the relationship, not the specific theory or techniques used' (Ellis, 2010, p106). All supervision takes place within a relationship and this can have both positive outcomes for supervisee learning and client change. It can also have long-term harmful effects, particularly for supervisees in training. This workshop will explore what constitutes effective supervisory relationships by providing a brief conceptual overview, considering specific theoretical models (or lenses) and flagging key research findings, informed by research undertaken by our team in Oxford on the qualities of effective supervisory relationships from supervisee and supervisor perspectives, development of measures of the supervisory relationship, self-disclosure and how supervisees and supervisors approach strains in the relationship. The workshop will cover practice issues including what supervisees and supervisors can do to make their relationships work well (or less well), and explore the importance of effective contracting and feedback skills. The workshop will include a brief introduction to the above content and practice exercises based on the recent publication: Beinart, H., & Clohessy, S. (2017). *Effective supervisory relationships: Best evidence and practice*. Wiley/Blackwell.

### **Biography**

Dr Helen Beinart is a Clinical Psychologist who teaches on the Oxford Postgraduate Certificate in Supervision of Applied Psychological Practice, and provides freelance supervision, consultation and training. She was Director (Clinical and Professional) of the Oxford Institute of Clinical Psychology Training, Oxford University until retirement. She

practiced for many years as a Clinical Child Psychologist in the NHS. She has taught, researched and written widely on supervision. Recent publications include: Beinart, H., & Clohessy, S. (2017). *Effective supervisory relationships: Best evidence and practice*. Wiley/Blackwell; and Beinart, H. (2014). Building and sustaining the supervisory relationship. In E. Watkins & D. Milne (Eds.). *The Wiley international handbook of clinical supervision*. Oxford: Wiley.

Dr Sue Clohessy is Course Director of the Oxford PGCert in Supervision of Applied Psychological Practice, a Consultant Clinical Psychologist, Clinical Tutor and the lead for Supervisor Training at the Institute of Clinical Psychology Training, Oxford University. She has practiced as a clinical psychologist in a number of adult mental health settings in the NHS, and currently has her own independent practice –offering therapy and supervision. She is accredited as a therapist and supervisor by BABCP. Publications include: Beinart, H., & Clohessy, S. (2017). *Effective supervisory relationships: Best evidence and practice*. Wiley/Blackwell; and Kennerley, H., & Clohessy, S. (2010). Becoming a supervisor. In Mueller, M., Kennerley, H., McManus, F. & Westbrook, D. (Eds). (2010). *Oxford guide to surviving as a CBT therapist*. Oxford: Oxford University Press

Mr Karl Tooher

**Workshop: Supervision and self-injury: Sharpening the focus.**

For psychotherapists and allied health professions, working with self-injury presentations - such as cutting, self-hitting and biting - is recognised as being acutely demanding. Due to the challenges that arise in providing psychotherapy for this client group, clinical supervision is considered particularly critical. Nonetheless, there is a dearth of research investigating if, and how, clinical supervision could best provide guidance and support to the therapist in this context. The preliminary findings of a qualitative study exploring psychotherapy supervisees' experiences of clinical supervision in relation to their work with clients who self-injure highlight a number of innate challenges and dynamics, including: the often-intrinsic visceral impact of this presentation; the consequences for supervisees when their expectations are not being met and the potential disruption to the supervisory relationship. The study also underlines fundamental features which significantly contributed to helpful and positive supervisory experiences. Drawing upon these findings, case vignettes and group discussion, this workshop will explore some of the complexities and particular challenges inherent in this work. Through reflecting on their own experiences and assumptions, workshop participants will have the opportunity to consider approaches and principles that inform both the supervisee and supervisor in how to better respond to potentially demanding personal and professional concerns.

**Biography**

Karl Tooher is a Clinical Supervisor, Ericksonian Psychotherapist, Cognitive Therapist, and Development Modeller. He has over 15 years' experience working with clients who self-injure. He provides supervision and training to individuals, and organisations working with, or affected, by self-injury. He delivered key presentations at the Self-Injury Awareness Day

Conferences held in Trinity College. Karl is the CEO of Northside Counselling Service; he lectures at a number of universities, including, Dublin City University and Queens University Belfast. He is currently working on his Doctorate in Psychotherapy in DCU; Karl's primary research interests are in the area of supervision and self-injury.

Aisling McMahon

**Workshop: Supervising groups: Balancing creativity and containment**

This workshop aims to offer an opportunity for participants to reflect on, and engage with, the potentialities and complexities of providing group supervision for other practitioners. In particular, the importance of attending to containment within the supervision group, while facilitating creative exploration, will be highlighted. Some theoretical input will be offered in relation to supervising groups, in line with five guiding principles: 1) Carefully establishing the group, 2) understanding the dynamics of groups, 3) engaging fluidly with multiple roles, 4) establishing and maintaining clear roles and a shared sense of purpose for group members, and 5) embracing the creativity and vitality of groups. There will also be an opportunity for workshop participants to engage in a creative group supervision exercise.

**Biography**

Dr. Aisling McMahon is a chartered clinical psychologist and Associate Fellow of PSI, and an IAHIP accredited psychotherapist and supervisor. She has 25 years 'clinical experience in both the public and private sector and has worked as an Assistant Professor in DCU since 2015. Following doctoral research on supervision in 2011, and continued study and development of her own supervisory knowledge and skills, Aisling has enjoyed regularly offering supervision training workshops for practitioners, presenting papers and workshops on supervision at national and international conferences, and publishing peer-reviewed articles in this area.

Victoria Harris

**Paper: Creativity as a means of unlocking the unknown in supervision**

Psychotherapy supervision acts to monitor, support and develop the supervisee. It allows therapists to explore their client work fully. Traditionally it takes place as a conversation between the supervisor and supervisee. However, it has been argued that supervisors can use an array of creative techniques to enhance the supervisory process. Yet while some claim creative techniques assist with reflection and skill development there has been limited empirical research in the area. The current study sought to develop a deeper understanding of the use of creativity in supervision using a classic grounded theory method. It sought to discover what happens in the supervisory process when creativity is used, why it is used and the principal concerns of creative supervisors. Preliminary findings will be presented; offering support that in certain contexts creativity can assist in uncovering key issues, promote reflection and be provoked by a sense of the unknown.

**Biography**

Victoria Harris is a 4th Year Doctoral in Psychotherapy candidate at Dublin City University. She holds a Bachelor of Science in Psychology and a Masters in Psychoanalytic theory. She is an accredited psychotherapist with training in child psychotherapy and has completed training in supervision. She has worked in organisations and private practice as a psychotherapist with both children and adults for over 10 years.