**Suggested Template for Clinical Supervision Contract**

The following template includes some guidance on areas worth attending to together. Detailed suggestions of general expectations between trainee and supervisor are given at the end, though these are intended to guide rather than be prescriptive. The clinical supervisory relationship has multiple purposes including education, support, management and assessment. Through navigating these roles, it is expected that communication by all will be respectful, constructive and as open as is possible within the boundaries of protecting personal privacy as appropriate.

The contract should include additions and adaptations to suit the specific needs and preferences of the individual trainee and supervisor*. NB. The written content below is less important than the conversation so lots of written detail is not necessary*.

**Placement details**

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| Trainee name: | Year of training: |
| Placement: | Placement dates: |
| Co-ordinating supervisor: | |
| Co-supervisor (if applicable): | |
| Salomons manager: | |

**Practical arrangements for supervision:**

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| Frequency and duration: |
| Day and time: |
| Cover arrangements: |
| Best way to make ad hoc contact if needed: |

**Supervision process:**

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| How will content be agreed? |
| How will feedback be shared (in both directions)? |
| How/what should we prepare for supervision? |
| How can we attend meaningfully to ‘race’, culture, and other aspects of social identity in the placement setting, supervision dyad and in the clinical work? |
| How will we know if supervision isn’t working well for either of us, and how will we resolve this? |

**Expectations**

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| What is expected of the trainee? |
| What is expected of the supervisor? |

**Expectations of the trainee that could usefully be discussed**

* To make supervisor(s) aware of learning and competency development needs, styles and preferences.
* Carry out the advice or instructions given in supervision and feedback where this was not possible.
* Pro-actively inform supervisor/s of actions carried out and barriers to this (e.g. insufficient time; unsure of what to do; external obstacles).
* Keep all supervisors informed of whereabouts including attendance at meetings, any changes to normal working week. Start by seeking permission/advice on which meetings to attend and how to use time best over placement. The trainee can negotiate changes as long as supervisor/s are kept informed.
* Use local procedures (e.g. update Outlook calendar) to keep supervisor/s updated on whereabouts and activity.
* Discuss openly in supervision the rationale for decisions/actions, reflections on supervisors’ feedback, what they have learnt and how they have put this into practice.
* Plan study and A/L suitably far in advance so as not to adversely impact on clinical work or his/her ability to fulfil all placement competences, and to give supervisor/s sufficient notice to plan their supervisory duties.
* Plan time sufficiently to fulfil the multiple demands of placement (and training) and seek support if struggling with time management, especially planning of work-based assignments such as the QIP or PPR. Complete work in a timely manner and seek clarification on expected timescales if unclear.
* Reflect openly on personal circumstances/history/context where it may impact on practice including clinical work, supervisory relationship and any other competences. This will include their career experience to date and previous experience of clinical supervision and/or being managed. (Include any relevant personal circumstances/experience if applicable.)
* To be open with their supervisor/s and/or manager if they are struggling with any aspect of placement, in order for them to be supported as early as possible.

**Expectations of the supervisor that could usefully be discussed**

* To provide supervision regularly and reliably in a planned and appropriate way e.g. without interruptions, at agreed times.
* To be clear with the trainee from the outset about individual supervision style preferences and expectations.
* To take on multiple roles of assessor, educator and mentor/supporter and reflect openly on the inherent challenges of this for them and the supervisory relationship.
* To provide regular, constructive and accurate feedback on progress, based on own or others’ direct experience of the trainee.
* To be open to receiving feedback from the trainee about their experience of the placement, work setting or supervision.
* To be clear on the nature of advice given e.g. when suggestions are just points of learning and when they are non-negotiable e.g. due to Trust policy or concern over competence.
* To offer the trainee a supportive and confidential space to reflect on their personal-professional development, including discussion of any relevant personal factors.
* To support the mutual development of cultural humility and intercultural competencies by creating a space where assumptions, values, similarities, and difference can be explored.
* To liaise regularly and share relevant, negotiated information with the trainee’s Salomons manager and with their co-supervisor if applicable, to ensure their support and assessment is clear and well-coordinated.
* Supervisor/s to use their own supervision to discuss their supervision as needed, in order to develop their own practice and enhance the service they are offering.
* Beyond these regular contacts, supervisor/s to discuss with the trainee any plans to discuss them or their needs with any other professional.
* Allow the trainee to express specific preferences for work to be undertaken on placement and accommodate these where the service constraints allow.
* To give the trainee adequate notice of any planned A/L or absence from work (e.g. for training/meetings) and make appropriate plans for cover.
* To share own experiences including rationale for actions, where this may be helpful for the trainee’s learning e.g. to model open reflection.
* Where difficulties arise in the supervision process, to discuss openly the emotional experience of this, if this feels helpful for understanding the difficulties and moving forward.
* To work closely with Salomons manager to ensure the trainee is well supported, including adjustments for any relevant personal circumstances.
* Where there are concerns that the trainee is not fulfilling their training requirements, these are to be discussed at the earliest opportunity with the trainee and their Salomons manager, and a three-way meeting scheduled as necessary.

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| Trainee name: |  | Date: |  |
| Trainee signature: |  |  |  |
| Co-ordinating  supervisor name: |  | Co-supervisor  name: |  |
| Signature: |  | Signature: |  |
| Date: |  | Date: |  |