

THE SEVEN-EYED SUPERVISION MODEL

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INTRODUCTION



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WHAT IS SUPERVISION?

“Supervision is a structured and formal collaborative arrangement where a counsellor or psychotherapist reflects regularly on their clinical work with someone who is an experienced therapist and supervisor.” (Wosket, 2012, p165)

HOW SUPERVISION TAKES PLACE.

- Group supervision
- Individual supervision
- Peer supervision

(Wosket, 2012, p165)

HOW OFTEN?

- The BACP (2018) says a trainee has to have the minimum of 1.5 hours per calendar month.
- Ratio of 8 hours counselling to 1-hour supervision, with supervision every two weeks.

ETHICS

It's just as important to maintain ethical boundaries between the supervisor and supervisee as it is with the client and the therapist.

The relationship between supervisor and supervisee in counselling is for professional accountability but can also be clouded over time.

(Hawkins and Shohet, 2012)

Bond (2015) believes that modelling this behaviour is a powerful way of strengthening or even discouraging learning for other relationships.

THE SEVEN-EYED SUPERVISION MODEL

Mode 1: Focusing on the client.

Mode 2: Focusing on the intervention.

Mode 3: Focusing on the client-supervisee relationship.

Mode 4: Focusing on the supervisee.

Mode 5: Focusing on the supervisee-supervisor relationship.

Mode 6: Focusing on the supervisor's process

Mode 7: Focusing on the wider context; where the work occurs.

THE SEVEN-EYED SUPERVISION MODEL

This model by Hawkins and Shohet (2012) pinpoints seven modes of supervision which portray different parts of the triangular relationship between the client, counsellor and supervisor. (Bond, 2015, loc 257)

- Also known as the Process Model
- This Seven-eyed Model of Supervision is both relational and systemic.
- The model looks closely at the client-supervisee relationship and what is happening in the supervisory relationship.
- The model reflects the interaction of both within the wider context of client, supervisee and supervisor. (Crowe, 2011).

MODE 1: FOCUSING ON THE CLIENT

How are they presenting?

- Tone of voice.
- How they speak
- Breath.
- Language
- Appearance
- Metaphors
- Gestures
- Their story

What are they presenting?

It's vital that the supervisor gets a concise picture of the client.

The client needs to metaphorically enter the supervision session

The client needs to stay present in the room and not the problem.

(Hawkins and Shohet, 2012, p. 89-91)

MODE 2: FOCUSING ON THE INTERVENTION

The supervisor will ask the supervisee

- What interventions were used?
- Why and how did you use these interventions?
- Where were the supervisee's interventions leading them?
- What do they want to do with the client now?

The supervisor can help the supervisee create new options

- *Say whatever comes into your head.*
- *Don't evaluate or judge the ideas*
- *Include the wildest options you can invent*
- *Don't always give options*

MODE 3: FOCUSING ON THE CLIENT-SUPERVISEE RELATIONSHIP

The focus is on the relationship they have co-created together in therapy.

The supervisor will focus on the conscious and unconscious interaction between the supervisee and the client.

The supervisor will explore:

- How the supervisee met the client
- What made the client chose the supervisee
- The supervisee describe the relationship using a metaphor or picture
- Becoming a fly on the wall to see the relationship
- Transference from client to supervisee.
- Counter transference from supervisee to client
- Help supervisee gain greater perspective on relationship with client

(Hawkins and Shohet, 2012, p. 93-95)

MODE 4: FOCUSING ON THE SUPERVISEE

Internal process of the supervisee

- How the therapeutic relationship is affecting their internal process

Counter transference:

- How the supervisee reacts to transference from the client.

Aim Attachment Countertransference:

- What are the supervisee's motives?

Ideological Editor:

- What are the supervisee's own value and belief systems.

Work with the supervisee needs to be proactive, not just reactive

(Hawkins and Shohet, 2012, p. 95-98)

MODE 5: FOCUSING ON THE SUPERVISEE-SUPERVISOR RELATIONSHIP

PARALLEL PROCESSING

- Re-enacting the client-supervisee relationship in supervision
- If the client is withholding, then the supervisee may do the same in supervision.
- The supervisor-supervisee relationship often parallels the supervisee-client relationship

Bell, Hagedorn, and Robinson (2016)

- **Supervisor's conscious or unconscious response.**
- Unconscious – Supervisor could get caught up in the re-enactment.
- Conscious – Supervisor questions supervisee if feeling emotion about client.
- Parallel Processing can work both ways (Hawkins and Shohet, 2012, p. 98)
- **Not everything is Parallel Processing.**
- There could be other aspects playing out in the supervisor-supervisee relationship.
- It's crucial for the supervisee and supervisor to have a healthy relationship (Dansey, 2014)

MODE 6: FOCUSING ON THE SUPERVISOR'S PROCESS

How is the client-supervisee relationship affecting the internal process of the supervisor?

- What's going on for the supervisor?
- Suddenly feeling tired.
- Quickly changing when supervisee discusses another client
- Images or thoughts may suddenly erupt into consciousness
- Sudden change in supervisor's emotions (Hawkins and Shohet, 2012, p. 101-102)

Supervisors need to know their own process quite well.

- Noticing when they normally get hungry, bored, tired, sexually aroused etc.
- Knowing if eruptions are not entirely internal process but is something that's being received. (Hawkins and Shohet, 2012, p. 101-102)

Supervisors may also experience a sense of professional fulfilment when relating to the supervisee and the work they do. (Skovholt & Trotter-Mathison, p 59. 2016).

MODE 6a: FOCUSING ON THE SUPERVISOR-CLIENT 'FANTASY' RELATIONSHIP

The Fantasy Relationship

- A supervisor may have different kinds of fantasies about their supervisee's client even though they haven't met each other.
- The client may also have fantasies about the supervisor who listens and can offer insight into their problems.

Could there be a rivalry?

- If feelings of the supervisor are at odds with the experience of the supervisee.
- It could be that the supervisor is denying and experiencing some aspect of the client-supervisee relationship.

(Hawkins and Shohet, 2012, p. 102-103)

MODE 7: FOCUSING ON THE WIDER CONTEXT; WHERE THE WORK OCCURS.

- 7:1 Focusing on the client's background and why they have come for help now.
- 7:2 Focusing on the supervisee's interventions in the context of their profession and organisation
- 7:3 Focusing on the context of the supervisee–client relationship.
- 7:4 Focusing on the wider world of the supervisee.
- 7:5 Focusing on the context of the supervisory relationship.
- 7:6 Focusing on the context of the supervisor (Hawkins and Shohet, 2012, p. 103-105)

STRENGTHS OF THE SEVEN-EYED MODEL

- Being fully present in a mindful sense in the supervision
- Demonstrating active listening so trainees can learn how this is done.
- The model shows respect towards the supervisee, the client and the supervisor.
- Teaches authenticity (Dudley and Walsall NHS, 2015)
- Gives equal power and attention to all three in the triangle (Hawkins and Shohet, 2012, p. 106.)
- The model is over 30 years old and is always evolving.
- The model is used in different cultures and professions
- The seven modes don't have to be used altogether. (Hawkins and Shohet, 2012)

LIMITATIONS OF THE SEVEN-EYED MODEL

- The model is hierarchic
- It is not evidenced based
- It is too theory laden
- Mode 7 is of a different order and needs to be contained in all the other six mode
- There needs to be an eighth mode focusing on the transpersonal level

(Hawkins and Shohet, 2012, p. 108)

- The seven eyes are not enough according (Darongkamas, John and Walker, 2014)
- They would add an eighth eye based on the cognitive analytic therapy concept of the 'observing eye/I' as the 'observing us'
- Difficult finding literature to critique model
- There is little evidence for the efficacy of supervision

(Simpson, Waller, and Hardy, 2017)

BRINGING ANXIETY TO SUPERVISION

Where to start.

- Evaluating the time I have and bringing the most pressing issues
- Be aware of my internal process and bring that to supervision.
- Disclosing my own anxiety history
- Paint objective picture of client to my supervisor and metaphorically bring the client into the room.
- Not talking feedback personally
- State my biggest challenge with the issue.

BRINGING ANXIETY TO SUPERVISION

Possible suggestions from supervisor

- Listen and take on board suggestions made by my supervisor regarding the problem.
- Getting to know the client's anxiety
- When did the anxiety start?
- What are the triggers?
- Pinpointing anything sudden or unexpected that happened in client's life
- Exploring what client's life would be like without anxiety
- Explore childhood and any possible triggers
- Updating supervisor on intervention used and responses if any.

CONCLUSION



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