

THE PRACTICE PACKS / PK10

Reflective clinical supervision

Turn a question into a learning step.

Prepare a focused supervision question, rehearse a skill, and connect feedback to observable practice. Fictional examples support reflection on power, culture, uncertainty, and professional responsibilities.

Mental health professionals and supervisors | 7 original resources

A sequence you can adapt

Explore an explanation or fictional example. Choose an activity, rehearse, try an optional practice, and review what helped. Use the facilitator guide to adapt the sequence; every page is optional.

Choose with care

Use this pack within appropriately qualified supervision and established agreements. Use fictional examples or securely de-identified material; real client information belongs in approved systems. Urgent clinical, ethical, safeguarding, or competence concerns need timely action, not deferral until a reflective worksheet is complete.

Large print fillable edition

Type into response areas and save a separate copy in a PDF reader that supports forms.

Inside this pack

1. A Supervision Question with a Clear Purpose

Distinguish a reflective learning question from an issue that needs immediate action.

2. From Frustration to a Learning Question

Follow a fictional supervisee in checking an assumption and designing a specific rehearsal.

3. Observation, Meaning, and the Question I Need

Prepare a supervision agenda that separates evidence, interpretation, and a learning request.

4. A Brief Skill Rehearsal with Specific Feedback

Practice one observable clinical communication skill using a fictional situation.

5. One Deliberate Practice Step

Turn supervision feedback into a bounded learning task with an agreed review method.

6. What Changed in My Practice?

Compare a learning intention with observed practice and identify the next question.

7. Supervisor Notes: Reflection with Accountability

Structure a brief reflective exchange while preserving clear roles and client welfare.

Reflective clinical supervision | Understand

A Supervision Question with a Clear Purpose

Mental health professionals and supervisors | 5 to 8 minutes | Handout

Distinguish a reflective learning question from an issue that needs immediate action.

Bring one question that can benefit from observation, discussion, or rehearsal. A focused question helps make limited supervision time usable while leaving room for the supervisor to identify other priorities.

How to use this page

Use a fictional or securely de-identified situation. Do not put names, recordings, or identifying client details into this public library or an unapproved document.

Name the kind of help

You may need a conceptual explanation, feedback on a skill, an alternative perspective, clarification of responsibility, or support recognizing your reaction. Say what you hope the supervisor will help you do differently. "I want feedback on how I ask about a missed task" is more focused than "The session went badly."

PK10-01 | continued

Keep observation separate from interpretation

Identify what was said or done and what you inferred. Notice information you do not have. Cultural assumptions, organizational demands, and your own experiences may shape the meaning you give an event. Treat those meanings as questions to examine, not facts about the client.

Recognize a different priority

An urgent safety, ethical, safeguarding, or competence concern should follow the appropriate escalation process now. Do not wait for a scheduled reflective exercise. Supervision also includes evaluation and accountability; clarify these roles and the limits of confidentiality in your agreement.

1. The kind of feedback or clarification I want from supervision**Facilitator notes and adaptation**

This page does not establish supervision hours, legal compliance, competence, or a clinical decision. Follow applicable standards and the supervision agreement.

PK10-01 | continued**About this resource**

AI-assisted original draft for More Than Therapy. Version 1.0. Source and editorial checks: 27 October 2026. Independent clinical review pending; no human clinical reviewer is recorded. The references below inform concepts and do not validate or endorse this original page.

Conceptual references

PB10 | SAMHSA; official text hosted by NCBI Bookshelf | TIP 52, Chapter 1: Clinical Supervision and Professional Development of the Substance Abuse Counselor

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Reflective clinical supervision | Example

From Frustration to a Learning Question

Mental health professionals and supervisors | 5 to 8 minutes | Handout

Follow a fictional supervisee in checking an assumption and designing a specific rehearsal.

This is a fictional supervision example with no real client details. Noor is a counselor who noticed frustration after a person did not complete an agreed between-session activity.

How to use this page

Read the sequence. Notice what is observed, what is assumed, and how the supervisor helps define a skill to practice.

The first interpretation

Noor initially described the person as "not motivated." The supervisor asked for the observable detail: the person said the written activity had not been used. Noor could not yet explain why. They noticed that the original instruction assumed privacy, time, and comfort with writing.

A more useful question

Noor asked, "How can I explore what happened without turning this into a test of cooperation?" The supervisor modeled a brief invitation to discuss fit, then asked Noor to try different wording. In rehearsal, Noor practiced asking what was useful or difficult and offering a spoken alternative.

PK10-02 | continued

The learning agreement

They chose one observable target: invite the person's account before offering an explanation. Noor would review the attempt through approved supervision processes, including the person's feedback where available. The rehearsal did not establish why the activity was unused, and it did not replace broader clinical assessment or treatment planning.

1. Which assumption was checked, and what evidence would be useful next?

Facilitator notes and adaptation

Use the example to model curiosity and accountability, not to imply that every missed activity is an access problem or that one phrase guarantees engagement.

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PK10-02 | continued

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Reflective clinical supervision | Explore

Observation, Meaning, and the Question I Need

Mental health professionals and supervisors | 8 to 10 minutes | Worksheet

Prepare a supervision agenda that separates evidence, interpretation, and a learning request.

Choose one moment you want to understand better. Use fictional details or follow your organization's approved de-identification and record-handling procedures. Keep this page free of identifying information.

How to use this page

Complete the three areas, then decide what can wait for routine supervision and what needs earlier consultation. You can bring uncertainty without having a complete explanation.

Describe the moment

State what you directly observed, including your own action where relevant. Avoid diagnostic or character labels as substitutes for description. If information is secondhand or incomplete, say so. Include what went reasonably well as well as what concerned you.

PK10-03 | continued

Notice your interpretation

Name what you thought the moment meant and how you felt. Consider another possible account. Ask how power, culture, disability, language, trauma, service demands, or your own expectations might shape the interaction. Do not force a cultural explanation that the person has not offered.

Ask for a concrete learning task

Choose whether you need observation, modeling, rehearsal, ethical clarification, or a source to review. Connect the request to client welfare and your competence. If there is an urgent concern, use the established escalation route rather than keeping it on a future agenda.

1. The observable moment and what remains unknown**2. My interpretation, reaction, and another possibility to examine**

PK10-03 | continued

3. My focused supervision question and the kind of help I need

Facilitator notes and adaptation

Use approved clinical records for real case information. A reflection does not substitute for documentation, assessment, reporting, or required consultation.

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Reflective clinical supervision | Rehearse

A Brief Skill Rehearsal with Specific Feedback

Mental health professionals and supervisors | 10 to 15 minutes | Clinician script

Practice one observable clinical communication skill using a fictional situation.

This exercise is for a supervisor and supervisee, or an approved supervision group. Use a fictional scenario and a skill within the supervisee's role. No client recording is needed.

How to use this page

Agree on one target, a short role-play, and the feedback method. Clarify that the activity is developmental and how any evaluative information will be handled.

Set the observation task

The supervisee names a skill, such as asking permission before giving information. The supervisor identifies what would be observable without inventing a competence score. Define the scenario's limits and agree to stop or reset if it becomes confusing or unhelpful.

PK10-04 | continued

Practice and describe

Role-play a brief exchange, then pause. Invite the supervisee's reflection first. The observer describes one specific action and its possible effect, distinguishing observation from interpretation. Avoid broad labels such as "You lack empathy." Ask how culture, language, or access could change the wording.

Try a revision

Model an alternative if useful, then invite another attempt. End with one learning point and a plan for appropriate follow-up. A successful rehearsal does not establish competence with actual clients, and performance in a fictional scene should not be the sole basis for evaluation.

1. The observed skill, specific feedback, and one revision to practice**Facilitator notes and adaptation**

Follow the supervision contract and use appropriately qualified oversight. Do not rehearse specialized interventions beyond competence or turn reflection into personal therapy.

PK10-04 | continued**About this resource**

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Reflective clinical supervision | Practice

One Deliberate Practice Step

Mental health professionals and supervisors | 5 to 10 minutes | Worksheet

Turn supervision feedback into a bounded learning task with an agreed review method.

Choose one skill or professional task discussed in supervision. The practice should fit your current competence, responsibilities, and approved care plan. A fictional rehearsal may be the most appropriate first step.

How to use this page

Complete this plan with your supervisor's input where required. Do not introduce an unfamiliar intervention with a client simply to complete an exercise.

Define the task

Write a small observable action, such as offering two communication options or summarizing a shared goal before ending a session. State where practice is appropriate and which permissions or preparation are needed. Avoid goals that depend entirely on a client responding a certain way.

PK10-05 | continued

Choose useful evidence

Agree how you will review the attempt without collecting unnecessary client information. Options may include a fictional rehearsal, approved direct observation, or a de-identified reflection. Recordings require appropriate consent and secure, authorized handling; this worksheet does not provide that consent.

Plan for obstacles

Identify one likely barrier, such as time pressure, unclear wording, or uncertainty about scope. Choose a smaller rehearsal or ask for further modeling. Set a review date. If practice does not occur, bring the barrier back to supervision rather than describing the task as completed.

1. The specific skill, appropriate setting, and preparation required**2. How feedback or evidence will be obtained through approved processes**

PK10-05 | continued

3. A likely obstacle, a smaller option, and the review point

Facilitator notes and adaptation

Do not use this plan as evidence of competence, required supervision hours, or a license to practice outside scope. Follow relevant professional and organizational requirements.

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Reflective clinical supervision | Review

What Changed in My Practice?

Mental health professionals and supervisors | 5 to 10 minutes | Worksheet

Compare a learning intention with observed practice and identify the next question.

Return to one supervision learning task. This review can be useful even if you practiced only in a fictional scenario or could not attempt the task. Keep identifying information out of the page.

How to use this page

Use concrete observations where available. Separate your experience, the observer's feedback, and any client feedback; they may answer different questions.

Describe the attempt

State what you tried, where the evidence came from, and what remains uncertain. A smoother conversation may feel encouraging, but it does not by itself show a treatment outcome. If there was no attempt, identify the actual barrier rather than filling in an imagined result.

Examine fit and impact

What seemed useful, awkward, unexpected, or potentially harmful? Consider whether the skill supported choice and the agreed goal. Ask whose perspective is missing and whether your interpretation could reflect assumptions about culture, communication, disability, or motivation.

PK10-06 | continued

Agree on the next learning need

You might repeat the rehearsal, seek direct observation, review a source, revise the task, or consult someone with different expertise. Bring concerns about competence or safety to the appropriate person promptly. Reflection is useful when it informs an action, including a decision to stop or refer.

1. What I attempted, the evidence available, and what I cannot conclude**2. What the attempt revealed about fit, impact, or assumptions**

PK10-06 | continued

3. The next learning or consultation step to agree in supervision

Facilitator notes and adaptation

This is a reflective aid, not a validated competence rating or outcome measure. Document substantive clinical decisions and follow-up in approved systems.

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Reflective clinical supervision | Facilitate

Supervisor Notes: Reflection with Accountability

Mental health professionals and supervisors | 10 to 20 minutes | Session guide

Structure a brief reflective exchange while preserving clear roles and client welfare.

Use this guide within a supervision relationship that meets applicable professional, organizational, and jurisdictional requirements. Supportive reflection does not remove the supervisor's evaluative and protective responsibilities.

How to use this page

Choose a focused question or fictional rehearsal. The estimated time is for reviewing and planning with this guide, not a substitute for the required duration or content of supervision.

Clarify roles and expectations

Review purpose, evaluation methods, confidentiality limits, records, contact arrangements, and urgent consultation routes. Invite questions about power and previous experiences of supervision. Do not promise that a reflective discussion is completely confidential if policy or professional responsibilities require action.

PK10-07 | continued

Anchor feedback in something observable

Ask what happened, what the supervisee inferred, and what the client's perspective might add. Use appropriate observation, modeling, and rehearsal. Describe a specific action and its implications, then invite reflection. Attend to cultural context and structural pressures without excusing harmful practice or assuming a single cultural explanation.

Close the learning loop

Agree on a limited next step, support needed, and how it will be reviewed. Address competence or safety concerns through established processes rather than relying on informal reassurance. Notice when the supervisor needs consultation or when the issue belongs in personal therapy, organizational action, or specialist care instead of this exercise.

1. A role clarification, learning agreement, or consultation action to follow up through approved processes**Facilitator notes and adaptation**

Use the relevant current ethics code, law, licensure rules, and agency policy. This pack offers original educational prompts and does not certify supervision quality or confer continuing education credit.

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