Effective Reflection

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Supervision with video recordings and role-play

Introduction

This is a manual on supervision with video recordings and role-play. The manual provides points of reference for reflecting in a team on the implementation of the work and learning from each other by means of video recordings and role-play. We know that the quality of the care provided is directly related to the outcomes for clients. And we know that learning from each other helps to improve this quality. Using this manual, a team can get to work on this.

The manual is one of the products of the project, 'Effective Reflection: reference for quality control in youth care' (*Effectieve Reflectie: handvat voor kwaliteitsbewaking in de zorg voor jeugd*), which is a collaborative effort of the research group Implementation and Effectiveness in Youth Care Services (*Kwaliteit en Effectiviteit in de Zorg voor Jeugd*), Altra Education & Youth Care (*Altra Onderwijs & Jeugdhulp*), the Child protection services Amsterdam (*Jeugdbescherming Amsterdam*) and Spirit Youth Care & Parenting Support (*Spirit Jeugd & Opvoedhulp*). The manual goes with two others, including 'Selecting, training and supporting supervisors'[1] and 'Developing a reflection tool'[2] which can be found at www.hva.nl/youthcareservices. This project has been financially supported by Netherlands Organisation for Health Research and Development (ZonMw) under grant number 729102005 (2015).

Contents

1. Introduction

The aim of supervision

The aim of supervision is twofold. Firstly, supervision is intended to support professionals and meet their need for reflection and feedback. Secondly, it is intended to improve the implementation of interventions[a]. Good implementation of interventions ultimately leads to positive outcomes for young people and/or families.[3-5]

A supervisor explains the aim of supervision: "*Monitoring of methodology, promotion of methodical implementation, supporting each other, feeding each other, sharing with each other. Of course, it's also a solitary job; full-time trainers spend much of their day driving and are only around the young people. They don't come to the office and they don't have colleagues. So it's a feeling of 'being together for a while', and all of that's involved in it. But the real aim is to ensure that a trainer stays in the methodology"* (youth training supervisor). For many professionals, the main aim of supervision is support during the implementation of interventions. *"The aim of supervision is to receive feedback on the work you do. To look at whether you're doing things right in terms of content, whether you're still on the right track with the intervention. You can get your wires crossed sometimes. When nobody's watching with you... You always have a blind spot."* (systemic therapist).

Supervision with video feedback and role-play

One way of improving the implementation of interventions is by using active methods and introducing specific reflection on the implementation of the intervention by professionals.[6] Video recordings appear to be a good way of gaining insight into the quality of the implementation, and role-play is an active method that can promote learning in the workplace. However, the design of supervision sessions involving video recordings and role-play requires specific knowledge and skills. Therefore, the use of a (specially trained) supervisor is an important precondition for the success of these supervision sessions. A supervisor is someone who monitors the quality of the

[a] This manual deals with interventions. The term intervention is a collective name for programmes, training methods, courses, forms of treatment and supervision, methods, sanctions, etc.

implementation of the intervention and supports professionals in this respect by asking them good questions, helping them reflect and reflecting together on their methodical practice.

The frequency of supervision

The frequency of supervision with video recordings and role-play can vary depending on the type of intervention carried out by the professionals. Support given to professionals who carry out systemic interventions, for example, is usually more intense than support afforded to professionals who provide training: weekly supervision is provided for systemic interventions, while monthly supervision is customary for training. Previous research has shown that the structural use of certain methods decreases resistance to these methods.[7] Therefore, it is important that it is specified when a particular method is used (video feedback and/or role-play) and that this is method is kept to.

Note to readers

This manual is intended for supervisors who lead supervision sessions as well as professionals who take part in them. The (organisational) preconditions for working with video feedback and role-play are addressed first (Chapter 2). This is followed by an explanation of how the video feedback method can be used during supervision (Chapter 3). Finally, it is discussed how role-play based on video recordings can be used during supervision (Chapter 4). The sources on which this manual is based are listed in the last chapter (Chapter 5).

2. Preconditions

The first and most important condition for being able to work with video recordings and role-play during supervision is having a supervisor who is capable of creating a learning environment for the professionals. This manual provides various points of reference for achieving this role as a supervisor. The 'Selecting, training and supporting supervisors' manual[1] contains more information on satisfying the precondition of having a good supervisor.

The preconditions for working with video recordings are outlined clearly in the Toolkit for Video Feedback in Youth Care[8]. These conditions also apply to working with role-play. The preconditions are detailed below:

2.1. Financial conditions

The use of video feedback and role-play during supervision takes time. Therefore, the professionals and supervisors must be given enough hours to facilitate this. Time is needed for:

- Practising making video recordings, practising analysing video recordings and practising providing video feedback,
- Viewing and analysing video recordings, and
- Organising and attending supervision sessions involving video feedback and role-play.

2.2. Substantive conditions

In order to be able to reflect on the implementation of an intervention, it is necessary to have clarity concerning what good implementation of an intervention entails. This involves identifying the key elements of the intervention. Key elements are the characteristic elements of an intervention, which are expected (based on theory and/or empirical research) to contribute substantially to the client's outcomes. So video feedback and role-play should be used to reflect on the implementation of the specific key elements of the intervention. A reflection tool is needed to be able to consider the application of the key elements systematically and specifically. It is important to practice filling in the tool and to reach consensus on the way in which the reflection tool is used. If a reflection tool is not yet available, follow the steps in the 'Developing a reflection tool' manual[2].

2.3. Practical conditions

The professionals and supervisors must have access to:

- A good quality camera
- A tripod
- A good television or laptop on which to view the video recordings
- A room in which to view the video recordings
- A secure environment where the video files can be saved
- A room in which to carry out role-play.

2.4. Privacy policy

When working with video recordings, it is advisable for organisations to draw up a privacy policy addressing the following focus areas:

- Informing the young people and/or families about the aim of the video recordings
- Explicitly requesting permission for making and using video recordings
- Storage of the video recordings
- The retention period of the video recordings
- Responsibility for storage and deletion of the video recordings.

It can help to draw up a standard letter for (new) clients/families, stating that the organisation is a teaching organisation and that video material is being used to this end. A letter such as this can make it easier for professionals to request permission for making a recording.

2.5. Motivated professionals

When working with video recordings during supervision, it is important that the professional feels secure enough to contribute images and to discuss them. "*It is confronting, particularly for a therapist who's just starting out.* […] *That's a barrier you have to cross*" (systemic therapist). There may also be resistance to the use of video recordings. The supervisor must know how to deal with this. "*You're sure to notice some healthy resistance to filming among therapists themselves, more from some than others. So therefore you must always ensure, also in the team, that it is safe, because there have been periods during which I noticed that there wasn't much filming being done any more. And that you bring this up, and then discuss together: Guys, why is that?*" (systemic intervention supervisor). It works well if an organisation or supervisor pays attention to the motivation of professionals, while at the same time making clear that it is a 'normal' way of working.

Things that help create motivation among professionals include:

- A safe atmosphere, clear agreements on the aim of video recordings, the aim of role-play and on providing feedback.
    - It is important to tie in with the perception, feelings and questions of the professionals.
    - It is also important that it is clear who will see the images, how they will be stored and who may use them. It is best to lay this down in the privacy policy (see also 2.4).
- Good quality supervision sessions, which are therefore useful to professionals
- Supervision sessions focused on professional development. Video feedback and role-play must be used for learning and not for assessment.
- Make everyone aware of the added value of video feedback and/or role-play in the context of learning in the work place and their contribution to the quality of the implementation of the work.

2.6. Embedding in the structure of the organisation

- An organisations should communicate clearly what is expected of everyone and lay down these expectations.
- An organisation should formulate clear roles and responsibilities.
- An organisation should ensure a clear structure in the planning of supervision sessions with video feedback and role-play:
    - Lay down when, where and for how long sessions will take place.

- Also ensure that it is actually verified whether the agreements are met, for example, by incorporating an annual evaluation. Evaluating together can help determine whether certain agreements need to be adjusted.

3. Supervision using video recordings

3.1. Aim of working with video recordings during supervision

The use of video recordings focuses on professional development and quality improvement and is not intended as a form of inspection or assessment. The use of video recordings makes professionals aware of their own way of working. It provides insight into their own strengths (good practice) and weaknesses and so appeals to the reflective capacity of professionals. It also gives the supervisor and his/her colleagues the possibility of providing targeted feedback on the implementation of the intervention, because they can refer to specific behaviour of the professionals. It also provides an opportunity to take a step back and look at larger trends in the professionals' way of working. In addition, the use of images contributes to structuring of the sessions and provides the opportunity to get to the heart of the professional’s question quickly.

Professionals are generally satisfied with working with images and find it educational. “*Then you see yourself doing things you kind of didn’t realise you did. And you get questions like What makes you do that?’. And those are things that I do by default and I don’t really know why. You’re not even aware of them at all. But because someone says ‘I see you doing this, and I wonder why you do that’, it gets you thinking* ” (youth intervention trainer). Working with video recordings is a form of action learning. Learning in practice by doing and reflecting on that together as a team.

3.2. What to record on video and when?

The purpose of video recordings used during supervision is to enable reflection on the implementation of the intervention by the professional. Thus the recording must ‘capture’ what the professional does with his/her client/clients. For example, video recordings may be made of care provision sessions or of a training session with a client.

The decision may be made to have a professional make recordings of all care provision sessions by default. If video recordings are not made by default, it must be laid down clearly when recordings should be made. Recordings may be based on[b]:

- Specific techniques associated with the intervention.
- Sessions with various clients.
- Sessions in different phases of care provision.

3.3. Making a good video recording

Filming involves making choices, and it is therefore important to first think carefully before getting to work. Questions should be asked before each recording: where am I going to film, who am I going to film, what do I want to film, what do I want to show and tell? This determines the framework, for example, within which filming takes place and what needs to be in focus. It is useful to provide professionals with some basic training on making video recordings. It can also be useful to use role-play with the professionals to go over how they can introduce the use of the camera to a client/family.

A number of basic concepts and equipment for filming are listed below. This is followed by a number of tips for making good video recordings in various situations:

Basic concepts:

- Framework
  - Total: Everything is seen in this shot.
  - Medium (recommended!): This shot films everything from the waist up or ‘everything visible above the table’.
  - Close-up: A close-up is a recording of only one component, such as the face.
- Perspective
  - Bird's eye view, effect: Looking down on the person, which makes the person look less significant.
  - View at eye height (recommended!)

[b] This information is based on knowledge in regards to the certification and recertification of professionals on the basis of video recordings (in: Goense et. al., 2015).[10]

- Frog's eye view, effect: Looking up at the person.

What is needed:

- Camera
- Charged battery
- Empty memory card
- Tripod

Before filming:

1. Explore the space, rearrange if necessary
2. Check the lighting, adjust if necessary
3. Determine the position
4. Set up the camera.

Filming a one-on-one session yourself:

- Try to film with the light source behind the camera
- Show both people clearly
- Choose a position at eye level
- Show the eyes of both people
- Place a person in the middle of the frame (allow room for the nose).

Filming in a group yourself:

- Place the camera on a tripod in the corner.
- Make sure the camera is fully zoomed out.
- Make sure you're not filming towards the light source.

Filming someone else in a group:

- Try to film with the light source behind you
- Follow the situation and anticipate where it will go
- Transition smoothly between different shots
- Move the camera in a smooth and controlled way

- Follow the interaction without constantly trying to film the speaker
- Do not zoom in and out too much
- Film actively and in the background
- Walk behind the participants.

An instruction film (in Dutch) ‘Recording video material’ (*Opnemen videomateriaal*) can be found at http://www.hva.nl/zorg voor jeugd.

3.4. Selecting clips to use during supervision

Before selecting a clip, one or more key elements must be selected for examination.[c] This can be done in a number of ways:

- The professional can select a key element about which he/she is very satisfied in order to learn (with the team) from good examples
- The professional can select a key element about which he/she has substantive questions or which he/she would prefer to have proceed differently
- It may be interesting to go through all the key elements by selecting a different key element for each session
- The supervisor can select a key element.

A combination of a key element chosen by the professional and a key element designated by the supervisor is possibly the best idea. This combination maximises the chance of all elements being reviewed. It is important that a learning question can always be posed in regards to the clip. Without a learning question, viewing clips can be seen as pointless by professionals, thus reducing motivation and the educational effect. After the key element is chosen, a clip of approximately three to ten minutes in which the chosen key element occurs can be selected.

[c] Professionals may wish to select and contribute a case instead of a key element. In that case, it is important to clarify with the professional with which key elements progress can be made in that case and to select those key elements.

3.5. Viewing images

The clip is analysed by means of a reflection tool that serves as a point of reference to look very specifically at the implementation of key elements. Therefore, before analysing a clip, it is important that a reflection tool has been identified, that completing the tool has been practised, and that agreement has been reached on how the reflection tool will be used. If no reflection tool is available, follow the steps in the 'Developing a reflection tool' manual[2].

To prepare for a video feedback session, it is important that the supervisor has already viewed the video recording so that he/she can lead the session properly. How the supervisor, and if applicable the professional, can analyse the video recordings prior to a video feedback session is detailed briefly below:

Try to keep analysing short sections of the clip. Pause the video recordings when certain behavioural indicators of the key element are shown, and fill in the following on the tool:

- What is going well and why? / What is the effect?
- What could be done differently and why? / What is the effect? / How could it be improved?
- Comments if applicable.

Based on this analysis, describe what is going well with regard to the implementation of the key elements. Finally, formulate a learning outcome for the key elements and, if possible, describe what is needed to achieve this learning outcome.

While analysing, stick to the behaviour that is visible in the clip!

3.6. The contribution of a clip during supervision

There are several ways in which to determine who contributes a clip during the supervision and when. A rotating system can be set up so that everyone has a turn or the schedule can be filled for a longer period by the professionals themselves so that they are informed in advance. Another option is to ask the professionals after each video feedback session who will contribute a clip the next time.

3.7. Reflection on images during supervision

During supervision with video feedback, the focus should be on what is going well, with successful moments forming the starting point. Based on what is going well, it can be considered how this could be used more frequently or expanded and in which areas the professional could develop further. Asking open questions that lead to reflection are essential in this. The supervisor is responsible for ensuring a safe learning environment. Making agreements on which feedback is given and guiding this to reflection in an appropriate manner contribute to this. In virtually all cases, feedback has a clear structure: starting with what is going well and where the strengths lie, and then looking at where there is room for improvement. "*There must be a balance. Because only providing positive feedback doesn't help people develop. But only providing negative feedback doesn't help people develop either* […] *We often say: it's five good things and one recommendation or one tip or one other thing. And as long as it's balanced, it's fine*" (individual training supervisor).

A supervision session has around six to eight participants. The discussion of one clip takes an average of 45 minutes to one hour. Therefore, it is important to keep a close eye on the time. It is useful to discuss beforehand who will contribute a video recording. How a video recording can be discussed during a session is detailed below:

First, the selected clip is explained by the contributor. The following questions should be answered:

- Which key element or elements does the professional or supervisor want to analyse?[d]
- What was filmed and why did the professional or supervisor choose this clip?

Then, the video recordings are viewed using the reflection tool. The following questions are answered by the contributor, supervisor and (if applicable) colleagues:

- Which behaviour is visible?
    - Does this fit with the selected key element of the intervention?

[d] Professionals may wish to discuss a case instead of analysing a key element. In that case, it is important to clarify with the professional with which key elements progress can be made in that case and to select those key elements for the video feedback.

    - What is the effect?
- What is going well?

To go into more depth, the supervisor can ask the professional the following questions:

- What do you see in the clip?
- What happened specifically?
- What did you see?
- What did you think?
- What did you feel?
- What did you do?
- What was the effect?

The supervisor should try to keep analysing short sections of the clip with the team. Pause the video when certain behavioural indicators are shown and discuss their effect.

Then discuss how the things that are going well can be expanded. The supervisor can ask the professional the following questions:

- How could you expand the things that are going well?
- What could you apply more frequently?
- What do you need in order to do this?
- Which solutions or methods are there to make use of this discovery?
- What are the specific steps?

The supervisor should always finish with something positive, something that went well. And conclude by summarising the session. The following questions are important in this:

- What have you learned today? What will you take away from the session and what will you do more often?
- How will your colleagues and/or young people/families notice this?
- If necessary: make agreements for the next time.

3.7.1 Focus areas for feedback

When providing feedback, the supervisor approaches the professional - or professionals approach each other - in essentially the same way as they approach young people and/or families. Emphasise and confirm what is going well and look for opportunities to practise something. Ask questions and try to get the person thinking. There are also some general focus areas that are important when providing feedback, namely:

Specific: Provide feedback on specific behaviour, make the feedback as specific as possible.

Behaviour: Describe behaviour in a neutral manner, without value judgement. Focus the feedback on behaviour that the person in question can change in some way.

Effect: Always describe the effect of the specific behaviour.

Here and now: Stay in the here and now: limit the feedback to the situation in the video images.

Check: Check whether the person in question has understood the feedback. Pay attention to how that person processes the feedback.

Mention: In a neutral tone, mention any differences of opinion between you, the feedback provider, and the recipient of the feedback.

Help: Good feedback does not include any value judgement. Opinions may be given, but do this in a constructive manner.

4. Supervision with role-play[e]

4.1. Aim of working with role-play during supervision

Role-play is a frequently used way of practising new behaviour. “*[Because] people don't learn only from reading and understanding the theory. And it is not only learning through seeing, but also learning through doing*.” (systemic intervention trainer).

Through role-play, the professional directly experiences the effect of his/her way of working. Role-play facilitates empathy with the client, and ensures that professionals are prepared for the implementation with the client and that participants learn from each other. Role-play also includes an important aspect of modelling[f], particularly when the supervisor takes on the role of the professional in the role-play. It is not about the supervisor performing the role perfectly. By showing different approaches and experiencing and discussing their effects, a joint learning process takes place.

4.2. Developing role-play

There are a number of criteria for a good role-play:

A good role-play:

1. Has a specific and clear objective,
2. Ties in with the knowledge and experience of the participants,
3. Has a limited number of roles,
4. Has an observation assignment for non-participants in the role-play.

It is important to plan and devise the use of the role-play carefully. There are eight steps that must be taken in the development of a role-play. These steps are shown in the diagram below, after which they are explained in more detail.

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[e] The information in this section is based partly on Ouwehand (1994), see source number 9.
[f] Modelling is observational learning. By watching someone else demonstrate certain behaviour or a certain attitude, people can learn how to use this behaviour/attitude themselves.

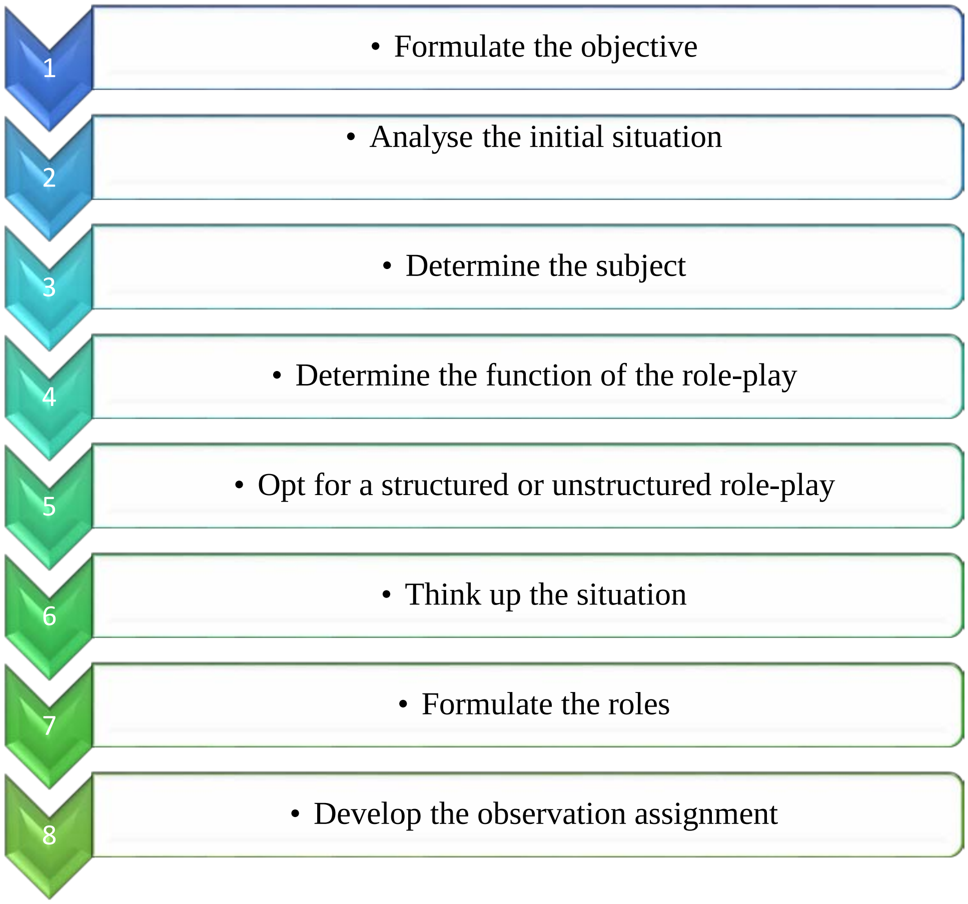

Figure 1. Steps in role-play development.[9]

Step 1. Formulate the objective

The objective of the role-play as described in this manual is to specifically practice using the key element from the video feedback discussion. It is important that this objective is clear to all participants. The role-play takes place immediately after the video feedback discussion of the selected key element.

Step 2. Analyse the initial situation

The initial situation of the participants in the role-play is important in order to properly determine its use. When the participants perform the role-play for the first time, it is good, for example, to mention that it may be uncomfortable and that it is not about performing a role perfectly. The method of providing feedback can also be more central to the discussions the first time.

Step 3. Determine the subject

The key element chosen to contribute during the role-play is the same key element about which video feedback was provided. See Chapter 3, Section 3.4 for the selection of that clip.

Step 4. Determine the function of the role-play

The function of the role-play using the video images is the application or re-application of the key element. The function of the role-play must be clear to the participants so that it is also clear how they should look at the practised behaviour.

Step 5. Opt for a structured or unstructured role-play

In an unstructured role-play, the role-play is put together during the session itself based on the contributions of the participants. A role-play following a video feedback discussion is a structured role-play. The general situation and the roles in it are already established (according to the video recording).

Step 6. Think up the situation

As the role-play follows a video feedback discussion, the situation in the video clip is the first initial situation. Of course, it is also possible to instead think up another situation in which the key element may also be addressed. It is in any event important that the situation outlined ties in with the knowledge and experiences of the participants and that it is can be acted out. For the successful application of role-play, it is important to keep things small, and to perform a very selective piece.

Step 7. Formulate the roles

The roles that occur in the role-play can be based on the people in the video clip. In general, four roles in one role-play are assumed to be manageable.

Step 8. Develop the observation assignment

The intention is that those not acting in the role-play can follow the role-play in a concentrated manner by means of the observation assignment, and that they can reflect on the role-play with each other in a focused way. This is why the observation assignment involves the use of a reflection tool. If no reflection tool is available, follow the steps in the 'Developing a reflection tool' manual[2]. The division of tasks with regard to the observation assignment is addressed in more detail in Section 4.4.

4.3. Preparing role-play

It is nice for the participants as well as the supervisor to be able to make a flying start in the role-play. To achieve this, the supervisor takes the following steps:

1. Arrange the room such that all participants can see the role-play and there is enough space to perform the role-play.
2. Write the instructions (based on Steps 1-8 in Section 4.2.) of the role-play on a flip chart. It is nice for the participants to be able to review the flip chart for the summary of the whole role-play and the procedure.

4.4. The introduction of role-play

When the participants first perform a role-play, it is important to address this (see Step 2 in Section 4.2). Next:

1. The supervisor goes over the instructions on the flip chart with the participants,
2. The roles are divided,
    - Sometimes, for the participant's sense of security, it can be important to let him/her choose his/her counterpart.
    - Sometimes, the decision may also be made for the supervisor to perform the role of the professional first (to model the role).
3. The observers are instructed,
    - The observers watch the performance of the key element while using the reflection tool. If necessary, a division can be made between observers who look specifically at how the key element is used, observers who look at the effect on the counterparts, and observers who look at whether other key elements are also addressed.
4. The role-play actors and the observers prepare briefly.

4.5. Performing role-play

Once the participants have finished preparing, the role-play can start.

Providing instruction

The supervisor shows the participants where to sit/stand and briefly outlines the situation being performed. The supervisor then indicates the maximum length of the role-play and discusses the rules with regard to interruptions.

Interruptions of the role-play:

- The role-play can be interrupted by the actors in the role-play itself. This may happen when the actors feel that they have got stuck. It is good to make agreements on how often someone may take a time-out.
- The role-play can also be interrupted by the supervisor. The supervisor can interrupt the role-play if the actors do not stay in their roles or if the role-play gets out of hand. In that case, the supervisor interrupts the role-play and provides instructions on how to proceed.

Start of the role-play

The supervisor uses a clear sentence to get the role-play going.

End of the role-play

Once the agreed time has lapsed, or the objective of the role-play has been achieved, the role-play is stopped. The supervisor must then clearly give a stop signal, for example by standing up and saying ‘stop’.

4.5 Reflection on role-play

Like the reflection on video recordings, the focus of the reflection on role-play should be on what goes well, and in order to properly lead to reflection it is very important to create a safe atmosphere. The reflection should therefore have a clear structure: starting with what is going well and where the strengths lie, and then looking at where there is room for improvement.

The role-play is also considered by means of the reflection tool. After the role-play, the following steps are taken:

1. The supervisor asks the actor what it was like to do the role-play. It is not the intention for the professional to give himself/herself feedback,

2. The supervisor and/or colleagues indicate which behaviour was visible and whether that fits with the selected key element. First state what went well, and then what could have been better,
    - What did you see, with what effect?
    - What didn’t you see, with what effect?

3. Provide one suggestion: what could the actor have done differently?

4. Do the role-play again
    - Start a point at which the suggestion can be tried out
    - See whether the actor applies the suggestion, otherwise rotate the roles
    - Stop the role-play once the suggestion has been successfully applied
        - Repeat the role-play no more than three times.

5. Discuss the application of the suggestion
    - Have the actor explain what it was like to practise the new behaviour and what effect he/she noticed
    - Ask the counterpart and observers about the difference: ‘What was different this time?’
    - Mention the new behaviour (use the reflection tool for this) and the effect

5. Sources

The content of this manual is based on knowledge gained in the 'Who helps the care provider?' (*Wie helpt de hulpverlener?*) project and information from the Amsterdam Regional Youth Protection Agency (*Jeugdbescherming Regio Amsterdam* or JBRA). The '*Wie helpt de hulpverlener?*' project was a collaborative project of the research group Implementation and Effectiveness in Youth Care Services of the Amsterdam University of Applied Sciences, Altra Education & Youth Care (*Altra Onderwijs & Jeugdhulp*), and Spirit Youth Care & Parenting Support (*Spirit Jeugd & Opvoedhulp*). The project resulted in a practical guide[10] and a toolkit[8] from which the content has been incorporated in this manual. Child protection services Amsterdam has a knowledge archive on working with video recordings and role-play within supervision. This information[11-17] has been combined and incorporated in this manual.

The sources used are listed below, following the numbering in the text.

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Colophon

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