

# Supervision questions focusing on reflection

The emphasis of these questions is on eliciting feelings, partly because they bring out further information, and partly because they may reveal our underlying attitudes and assumptions. They may also give clues to other personal factors complicating the staff member's experience. Reflection helps the staff member make links between the current situation and their previous experiences, skills and knowledge.

- What feelings did you bring into the session?
- What is your gut feeling about this student?
- Describe the range of feelings you had at the time?
- What did the interaction or this student(s) remind you of?
- What previous work, processes, skills or knowledge are relevant here?
- Where have you encountered similar processes?
- What assumptions might you be making? For example, assumptions related to race, culture, age, gender, sexuality or ability.
- Does this situation challenge your feelings about acceptable/unacceptable behaviour?
- Where and when did you feel most or least comfortable?
- What feelings were you left with – does this always happen after being in these kinds of situations?
- What metaphor or analogy might you use to describe your experiences of working with this situation?
- What was left unfinished?

Other methods to assist reflection include role play, sculpting, art work to draw out feelings and perceptions, further reflection on genograms and eco-maps to draw out context, roles and patterns.