The bearable lightness of being a youth worker

A training course on methods, approaches and tools for supervision and peer support

Latvia, 23-30 January 2018

INTRODUCTION

The organizations C-Modulis (Latvia) and Work in Progress (Italy) have been working together for almost 10 years and have delivered many training courses for youth workers, social workers and educators. During the years, meeting hundreds of participants around Europe, it has become clearer and clearer that burn-out, lack of supervision and a feeling of loneliness are amongst the main obstacles to quality in youth work.

Being this perception supported by literature, we came out with the concept of "The bearable lightness of being a youth worker", alluding to Kafka's masterpiece, that put together few concepts very important to us:

- Youth Work is among those professions[1] based on the Being more than on the Doing. We are the main tool of our work;

- Youth Work is part of the helping professions, and as well as the other ones, it requires professional supervision to make it bearable;

- Youth work is becoming a more and more complex profession. Complexity might bring heaviness, that is why "lightness" can be a good strategy to prevent burnout.

What can you find in this booklet?

This booklet has been created thanks to the active contribution of the participants of the training course. During the training course, they had been divided in 4 groups: one had the task to record the main activities, one to record the main flow of each day, one to write their own opinion about the contents and one to increase the visibility of the project via social media.

So, in this booklet you can find:

- information about the project
- the daily agenda as it was perceived by the participants
- a research material about burnout and supervision
- the 4 core activities of the training course delivered
- Links and information to get to know more about the topics

We hope you enjoy the reading!

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[1] We hope it is not necessary anymore to affirm that Youth Work is a profession.

CONTENT

THE PROJECT

The project "THE BEARABLE LIGHTNESS OF BEING A YOUTH WORKERS" was a 9 days non-formal educational training programme that took place in Latvia from the 23rd to the 30th of January 2018. It included 27 participants and 9 countries (Italy, Greece, Spain, Latvia, FYROM, Romania, Bulgaria, Turkey, and Croatia).

The idea of this training was born several years ago in the frame of the training project „STORM" (Structuring non formal education for social inclusion), in which we discovered that many professionals working in different fields like social inclusion, prisons, disadvantaged situation, immigration, do not receive professional support to prevent professional burnout syndrome, to deal with complicated social cases of the target group, with systems challenges and opposition of the communities. We faced that we had to provide support for emotional and professional orientation as well as supervision, coaching and peer support during the training. We concluded that participants did benefit from these sessions a lot and in the evaluation forms these activities were evaluated with the highest marks and received the most positive feedback for the main impact of the training.

Thus, in the past years it has become more and more clear that burnout in the education and human service fields is being considered an epidemic. Much has been written about the theory and practice of youth work, with the special focus on the interaction between the youth workers and the young people, Nevertheless, there is a neglected area on youth work: how are youth workers stressed by their choice of occupation? How do they and the youth organizations react to that? The caring professions are considered the ones with the highest risks of burnout: that's why these professionals receive supervision, but the biggest numbers of youth organizations do not provide it for several reasons: small size of the organizations, lack of funds, voluntarily based approach, a lack of culture in considering youth work as social/caring profession and not only as youth animation. Even if through games and activities, youth workers establish deep and close emotional relations with the young people and, more and more often, they work in difficult contexts (prisons, high poverty areas, anti-violence centers) and/or with youngsters at risk or with difficult backgrounds (immigrants, refugees, drop-outs, minorities, rural areas, NEET's and long term unemployed): both facts are high level stressors that need to be taken care of. Thus, this training responds to the needs of youth workers in youth organizations to receive adequate supervision and to acquire the necessary tools to reflect on their work and to support their colleagues.

The specific objectives were:
- to support reflection about professional backgrounds, needs and development for youth workers;
- to create an experiential learning environment where participants can learn tools for professional support, supervision, coaching, and peer support (intervision);
- to experience and learn from practical professional cases
- to learn tools and methods for looking at difficult cases with different point of views

- to experience and learn how to cope with close emotional relationships and other stressors connected with the youth work occupation
- to improve the ability of participants to support other colleagues in dealing with stress as youth workers

In order to reach this objective, this was the programme we carried on:

Arrival Day and Day 1
Everything about getting to know, group dynamics, clarification of programme, rules, objectives

Day 2
Theoretical introduction to supervision, coaching and peer support. Stress and burnout. First practical experience of a supervision session

Day 3
Visit to 3 different local organisations, providing youth work and educational services. How do they integrate supervision and peer support in their structure?

Day 4
Sharing from the day before and exchanging information about local realities. Introduction to the systemic approach. Looking at their team and on strategies on how to support team well being

Day 5
Supervision Day. Divided in 3 groups, they had the chance to experience a full day of professional supervision

Day 6
Peer support day. After being introduced to the technique of intervision, in the same groups of the day before, they had the possibilities to carry on 2 sessions on their own.

Day 7
Focus on learning achievement and future plans. Closing of the training.

This was the official agenda. But we also asked to our participants to record their days and this is the very interesting result!

Day 1

How about some ice-breakers?

We have had our first family breakfast and now it's time to get to know each other! Through a series of fun introduction games we are taking the first steps to establishing trust and intimacy!

Tired already?

Then it's time for some juice and cookies!

The four rooms!

Self-reflection through the four rooms of inspiration, confusion, resistance and satisfaction. Follow your own path through the rooms and listen to your feelings!

Dissemination laboratory: simpler than it sounds!

We want to spread the word and to recreate our training experience here in Latvia. Social media here we come!

Anyone need more coffee?

Time for a break then!

The pizza paradox reflection!

Our own recipe: a handful of introspection, two spoons of teamwork, a tip of laugh, baked with new challenges!

Relaxing like pros!

Karlis and Julia know how to make you relax: spirit and body. Let yourself go and enjoy!

Tip of the day:
Latvians are punctual, so try not to be late!!!!!

Day 2

After refreshing breakfast we started the day with a nice animation movie. The Inese Stankus Visa enrich our day with her presentation about ''Supervision, coaching and peer support'. We had a lot of interactive discussions, group works and theory. And that's important because practice without theory is like boat without nurse.

We created human map according to our professional work fields. With aim to help each other's to keep balance between professional and private live we shared our thoughts and experiences. Some of the advices were: "Don't bring your job at home"; "Don't take it personally when your students don't like your subject that you teach"; "Practice joga".

In human barometer we split into those who have and have not experience in supervison. It was nice to hear and compare the perceptions about the meaning of supervision in both groups.

We learned that coaching came from the sports and nowadays is more in a business field while supervision is more in a social field.
Thoughts of the day: "Supervisions helps to analyze, to reflect"; "Supervisors should't get emotionally, but at the end of the day we are just a human beings and it's not possible to cut the feelings of work"; "Supervisors never deal with personal questions, only with professional".
After lunch we get deeper into 'Burn out' issue. Gulia's presentation was enriched with artistic show from Jesus and Andrej. Discussions covered topics how to recognize the signs and find system to cope with the stress.

We finished the working part of the day with simulation of supervision session. One of the participant was brave enough to share with us her personal experience to which we reflected.
At the end of the day we manage to go far to go far.

Day 3

It was the day for visiting organisations. We were dividid into three groups. Our group had our ride at 8.30 in the morning to our organisation we were about to visit It was a Youth center for youngsters with behavioral program. We were welcome by social worker who showed us the house. She described their work and activities with children. Then we asked her questions about their center and work. After that we went for a sightsee to the city of Riga. After dinner, we came back during the evening time.

Other groups went to Primary school Vaivaru and to organization Mission possible.

After visiting the organisations, we all met in Riga having some relaxing time.

Day 4

Morning started, as usual, with cartoon and oracle card. It is really nice routine for warming up to a work atmosphere. But before that, Karlıs mentioned some rules to follow while we are staying here.

After that we got task to separate into the groups and talk about social inclusion, burn out and helpful tools. The task was to discus about that in our groups. While we were doing this, we took a walk on the nature which was really refreshing. Until the lunch tıme we were working ın our dissemination groups.

After the lunch, we were learning about roles ın our working teams, about theır joy and competences. It was very useful to see where each person of our team stands. Than we were divided into the groups and discussing about our team which we work with at our home place. We had to present our team with pictures and their positions where they stand according to our opınıon to our group. It was really interesting to see our team and workplace from the other angle. The picture is now more clear. After the coffee break, we had our group discussion and reflection tıme. After the dinner, we had our creativity room. We were doing an art therapy ın a very interesting way. It was reflecting and creative way to get ın yourself and discover things within yourself that bothers us at our workplaces.

Day 5

We started the day with cartoon film about sense and feelings. Oracle of the day was Jakson Pollock; in trios we made comments about the cards. Then Supervison session was planned and we divided into three groups and each group had participants from all countries. The three groups were supervised by Karlis, Giulia and Inese. We made our sessions in different rooms until 16.20 then came back for a sharing in plenary. It was really intensive experience but we learned a lot from it. And some of us really had much help from the supervision to solve our problems at workplace. We made the reflection of the day and inspired each other by sharing ideas.

Day 6

We started the day with cartoon film that was comic and had some deep messages. Oracle of the day was Tracey Em; in trios we made comments about the cards. Then Peer Support session was planned and we divided into three groups, each group has participants from all countries. Karlis and Giulia helped to three groups if it was needed. We now have experience of peer support and supervision support which ıs really useful. We made our sessions in different rooms until 16.20, then came back. We took some tips about supervision and peer support and mentioned the differences about them. We made the reflection of the day and inspired each other by sharing ideas.

Day 7

It is the last day. We made an action plan to help us to think on what to do with all this info and experience when we go back home. We did the final evaluation and we closed the training.

THE MAIN CONCEPTS OF THE TRAINING COURSE

Being. Youth work is a helping profession

A helping profession is defined as a professional interaction between a helping expert and a client, initiated to **nurture the growth** of, or address the problems of a persons physical, psychological, intellectual or emotional constitution, including medicine, nursing, psychotherapy, psychological counseling, social work, education, coaching and youth work. The last evolutions of this concept has included also all the professions related to education in the helping professions. The idea is that they are not related anymore only to cure different pathologies, but t**o care about personal development, growth and health promotion. That is why youth work is part of the helping profession.** The helping profession is constituted in and through the particular verbal and non-verbal interaction that transpires between the participants. Interaction types, in turn, are define as bounded conversations with an inherent structuring of opening, core interaction and closing section, in which participants solve complex communicative tasks.

If communication is the core of helping professions, it means that each professional is the main tool of his/her work. What we are, our Being, is what we put in front of our client. Taking care of our Being is a fundamental step to be a good professional.

Lightness versus burnout

The youth work profession comprises a mixed group of people with varying motivations for their involvement in such a field. On entry to the work situation, the worker soon finds these motivations sorely tested in a five-way squeeze of competing ideas and practicalities that not only relate to the job.These five areas include:
1. workers' internal needs, the individual's desire for significance, self-worth, personal growth and some measure of success and security
2. service user needs and demands
3. team and organisational pressures
4. personal and social relationships, often of a diminishing nature
5. political and broader societal pressures, e.g. lack of funding.

Each of these five areas may contribute unique pressures to the youth worker's life, and all these areas will interact to some extent, both through and around the worker; to put it differently, all these areas can become stressors for youth workers.

The word "stress" has different connotations in its current use. It can refer to: 1) an increasing environmental force (e.g. too much work, long hours), 2) the effect of such forces (fatigue,boredom) or 3) the individual's reaction in such a situation (irritability,

excitement). Hans Selye (1974), the "father" of stress research, defines stress as the non-specific response of the body to any demand made upon it.

In general, at the personal level **the word "stress" used here will refer to any demands, called stressors, that tax or stimulate an individual at the physiological, psychological or social levels, and the responses of that individual to these perceived demands.**

One type of stress reaction could be that of burnout. But what burn out is?
Looking at the dictionary, we can find some interesting definitions:
- The reduction of a fuel or substance to nothing through use or combustion
- The failure of an electrical device or component through overheating
- Exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress or frustration

All definitions recall the concept of emptiness: a person, a team or an organisation that has no energy anymore to be invested in any task or objective. Indeed, the burnout can occur at different level - individual vs organizational - time span - short or long term - and effects - acute or chronic.

The M.B.I (Maslach's Burnout Inventory) includes 3 dimension to assess burnout:
1. *Emotional exhaustion*. The 9-item Emotional Exhaustion (EE) scale measures feelings of being emotionally overextended and exhausted at one's work. Higher scores correspond to greater experienced burnout
2. *Depersonalisation*. The 5-item Depersonalization (DP) scale measures an unfeeling and impersonal response toward recipients of one's service, care, treatment, or instruction. Higher scores correspond to greater degrees of experienced burnout.
3. *Law personal accomplishment*. The 8-item Personal Accomplishment (PA) scale measures feelings of competence and successful achievement in one's work with people. Lower scores correspond to greater experienced burnout.

Edelwich and Brodsky (1980) outline this process of increasing disillusionment in a four-stage stress reaction model of burnout:
1.   Enthusiasm
This is a time of much energy, hope and (often) unrealistic expectations of self. Excessive work and over-identification with young people are typical of this stage.
2.   Stagnation
Here the job is no longer sufficient to supply the workers' needs, and enough of the reality of the job has come to light for the worker to also want more money, time for self, friends and career development.
3.   Frustration
At this time, the worker begins to question her or his effectiveness, the value of their work and the client's motivation. The limits of the job become much more obvious and the worker may begin to display physical, emotional and behavioural signs of stress.
4.   Apathy
Here the introverted worker just goes through the motions, doing the minimum amount of work necessary, avoids challenges, takes excessive sick leave and may show signs of

depression. The more extroverted personalities may at this stage take on more work until they finally collapse physically or mentally.

Through these four stages we see a possible, but not inevitable, move from initial empathy to final apathy, overlain with increasing hopelessness. Edelwich and Brodsky make two further points about these stages. First, that these stages can be highly contagious, affecting other workers as well as clients. Second, these stages are neither linear nor inevitable, but one worker can go through a number of repeat cycles as different interventions are tried.

We therefore need to recognize the often long-term "marathon" nature of helping young people, in contrast to the short-term "sprint" attitude often taken to such work. In crisis situations a worker may well have to sprint for a while, but there is also the need to be able to pace oneself appropriately to the task over time.In crisis situations we need to remember that we must first learn to cultivate a stable, appropriate self-image before we can be of help to others – love your neighbor as yourself.

Our training mainly focused on individual burnout and partially on team and organizational one. In any case, **the personal or group ability of bringing lightness and an adequate emotional support are a great antidote to burnout.**

Making it bearable. Supervision, coaching and peer support

Supervision and coaching intervene at the point of intersection, where human beings interact in their specific functional and social roles and their working environments.
Supervision and coaching aim at facilitating individual and organizational changes or at releasing tension or conflicts in daily work. To do so, supervision and coaching refer to different theoretical orientations. Supervisors and coaches mainly follow humanistic, psychodynamic and systemic approaches, by creatively integrating methods and the core qualities of professional counselling.

The terms supervision and coaching indicate formats of counseling to serve the professional development of persons, teams, and organizations. The different approaches and methods often overlap; sometimes, they are even identical. The terminology used is fluid and often changes or shifts. The decision to use the term supervision or coaching refers to both different histories of development and key aspects of activities in the field.
All in all, on the actual consulting market a differentiation of the formats is not easy. For example, the term 'coaching' is currently undergoing a boom, resulting in many consulting services, which have up until now run under the terms of 'supervision' and 'team supervision', being referred to as 'coaching' or 'team coaching' nowadays.

During the training course, we used the following distinctions:
- Supervision refers to people-oriented consulting approaches, which are aimed at the reflection of work and the development of professional and psychosocial competences

and which fundamentally address all employees.

- Coaching refers to approaches, which focus on the professional role, function, performance and (problem) solution within the system and address exposed individuals and decision-makers.

- Organisational consultancy refers to approaches, which initiate and methodically accompany processes of change and development within organisations. Thereby the skills of all involved and the organisation as a whole are utilised.

These differentiations should not be regarded as absolute and immutable; it was a guiding distinction and clarification used during the training course to build a common background for all participants.

Supervision is a reflection about professional issues that could be divided into three categories:
1) **professional** (his/her professional identity, burnout etc.),
2) **organisation and team** (issues about the framework of an organization and relations with colleagues)
3) **client** (all issues that are connected with direct relationships with clients and dealing with their problem situations)

A supervision process is **interaction between**:
- **Supervisee** who acts within the context of professional standards and organisation that implements them in its activities
- **supervisor** who also acts in accordance with supervisor's professional standards and is a practitioner in his profession

In adult education and as part of professional activities, supervision can be regarded as a type of counselling, where a counselling is a process, in which a counsellor and client go deep into a certain situation and provide reflection on/analysis of this situation.
In the course of counselling:
- emotional support is provided and obtained, understanding that allows a client to recognise self-help opportunities is achieved,
- possible consequences of the clients' activities are defined and modelled, encouraging to make a conscious and informed decision

Thus, **supervision is related to the forms of counselling focused on a person aimed at reflection on work and development of professional and psychosocial competences,** and it is generally applicable to all employees. **Supervision was created and developed as part of social work, with its main task being improvement of work and team processes.**

The idea of a facilitated peer group supervision model evolved from ideas drawn from strengths-based supervision, group supervision theory, change theory and family systems theory. Group supervision theory informed the model through the recognition of mutual aid processes of sharing information, engaging in debate and discussion from differing perspectives, providing a forum for conversation about sensitive issues, sharing experiences and feelings and supporting for each other in staff groups.

Peer supervision differs from more traditional forms of supervision in that that it doesn't require presence of a more qualified, identified expert in the process – a supervisor. Peer supervision usually refers to reciprocal arrangements in which peers work together for mutual benefit where developmental feedback is emphasized and self-directed learning and evaluation is encouraged.

In the next chapter, you can find a full description and the structure of the peer support model proposed in this training course.

According to I. Howatson-Jones: "reflective learning and lifelong learning form an integral part of professional practice [..] all practitioners have to be able to reflect on their practice lead by a skilled facilitator (in this context - a supervisor) in order to develop personally and professionally, promoting continuous learning".

Supervision, coaching and peer support are all tools that support this learning process.

THE CORE ACTIVITIES OF THE TRAINING COURSE

The aim of this section is not to provide all the tools and methods implement during the training course; the objective is to report the what the trainers and the participants have assessed as the core activities, the ones related to professional development, burnout prevention, peer support.[2]

We selected 4 activities: the Room of Change is a good starting point to reflect on a person's actual and future position, need and hopes for his/her professional development; the Forest is an experiential exercise that support people in understanding the systemic approach and how a system work, that is essential if we look at organizational and team supervision; the Peer Support include the proposed model for intervision, to create a safe and structured approach for a group to support each other; the Meditation is one of the tool presented in the creative evenings that can support relaxation.

Activity 1: The Rooms of Change

Reflecting on your professional life at the present moment and the changes and resistance

Number of participants: Any. Target group: Professionals in certain fields

A rope or a tape to divide the room into 4 fields (rooms), 4 sheets for each person, pencils

1,5 hour

Description

The room is divided into 4 rectangles and in each rectangle you put a sheet with the following description:

- The Room of satisfaction (Status quo): What I know, it is predictable, it brings satisfaction and enjoyment

- The Room of confusion (Stop): Lack of information, I don't know, the stage before choices and changes

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[2] The supervision sessions are not recorded for several reasons; first of all, there is an issue of confidentiality that cannot be broken. Moreover, the approaches, tools and the communication used in a supervision session is a result of hundreds variables that cannot be standardized. What kind of activity to propose, in what setting, according to what group and case and how to manage the flow is not a format: it is the essence of being a professional supervisor.

- The Room of resistance (Don't want): Lack of energy and support, tiredness, feeling lost

- The Room of inspiration (Energy): what I want, ideas, desires and want to do, even if I don't know, but I see the perspective

Ask people to take position in the room according to how they feel at the moment in their professional life. Quietly ask people to listen to their inner voice, facilitating it with some reflective questions such as:

- what are your feelings and emotions in this room?

- how do you cope with the them?

- what factors do influence you the most here?

- if this room could talk, what message it would send to you?

- how often are you in this room in your professional life?

- do you feel a inner push to stay or to move?

Last question in each room before asking to move

- from this position, how do the other rooms look like?

Then ask people to move to the next room. People are asked to go into all 4 rooms and stay there for approximately 10 minutes.

At the end, the trainer asks the participants to reflect on the experience and write down comments.

Participants comments: "*It is a very effective activity because it works at an emotional, mind, and body level*".

Activity 2: The Forest

🎯 Becoming aware of how system works and consciously experiencing to be part of the system

👥 Minimum 14 (at least 12 in the inner circle, while the number of observers is flexible but it is good to have at least 3 of them). Target Group: Anyone who can benefit from understanding the system

✎ A long rope. Paper with instructions for the observers

⏳ Time: 45 – 60 minutes, including debriefing. At the end it might be useful to provide some theoretical information about systems and systemic approach

Description

The group is divided in two: an outer group and an inner group. The outer group is composed by the observers. In the inner group, each person is asked to choose 2 other participants in the inner group without making the others understand who they chose. When the facilitator says *Start,* every person at the same time has to create an equilateral triangle with the 2 chosen persons. There are only 2 rules:

- it is not possible to talk (rule of silence)
- it is not possible to leave the rope or to move the hands along the rope.

When there are not big movement in the group anymore, the trainer asks to each person if he/she is satisfied with his/her own triangle. Only if everybody is satisfied, the activity can stop, otherwise the trainer needs to give more time in order that all participants in the inner group are satisfied. When the group is done, the trainer can involve the outer group in guessing with whom every person had to create the triangle.

Usually, at the end of the first round, even if people are satisfied, most triangles are not equilateral…or are not triangles at all! So, it is important to give a second chance. If you want to play hard, you can ask the inner group to substitute 2 or 3 persons who created the worst triangle with somebody else from the outer group. If the inner circle cannot/don't want to name anyone, you can ask the observers to state who was the worst (in case, also the trainer can decide)[3]. Now, a second attempt can take place with the same rules.

The people outside have the role of observers. According to how many people are in the outer group, it is possible to assign both the task of observing every single participant (each Tree) in the group (if you are in a 1:1 situation) and the task to observe the group in its whole (the Forest).

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[3] If you do that - and from our point of view it is important to do - during the debriefing it is ESSENTIAL to underline that it was not a punishment and it is not a personal issues with those persons. This part of the activity is needed to show that in some ways the systems work in the way they are established to work regardless the single elements who compose it.

Here some guiding questions:

For the ones who observe the Trees

- Who are the other 2 persons of the triangle?
- Is he/she only very focused on the personal objective or is taking care of the group/others too?
- What are the main emotions you can see?
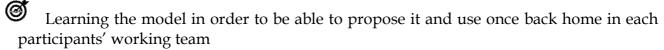- Can you see and name any differences between the 1st and the 2nd attempt?

For the ones who are observing the Forest

- To what extent has the group created the biggest number possible of good equilateral triangles?
- Is the group enjoying or suffering the process?
- What did work and what did not work from a group perspective?
- Can you see and name any differences between the 1st and the 2nd attempt?

The debriefing is very important. We suggest you to start inviting everybody to express in one word how they feel. Then, starting from the inner circle, collect opinions and perception on what happened; when the inner circle is done, invite the outer circle to express what they have observed. After that, it is time to go to meta-level! If during the activity you used the replacement rule, it can be good to start from there: how much single elements can influence the system? It is important that the facilitator knows and is aware of the main characteristics of the systems and of the systemic approach to organization analyses and that is able to share this knowledge with the participants.

Participants' comments: "*This activity can be adapted to different topics and different target groups. Our group perceived the process as a system and we found it to be extremely useful*".

Activity 3:-Intervision: a structured peer support model

🎯 Learning the model in order to be able to propose it and use once back home in each participants' working team

👥 From 6 to 10

✎ One paper with the structure for each participant

⧗ 45 minutes to explain the structure and 60 minutes for a first try out

The facilitator explains the following model and support the group in taking a first attempt. Before starting, it is good to remind the rules needed to make the environment safe enough.

1. Equality

The term 'peer' refers to colleagues of equal status. In a peer supervision group no one has more or less status than any other by way of seniority, profession or experience. If one member is accountable to another in the group(their manager or team co-ordinator) this will impact on the effectiveness of the supervision. Members need to be free to speak about their practice without restraint or concern for consequences.

2. Supportive Culture

There needs to be a supportive culture within the group for peer supervision to work. The underlying assumptions that 'people do the best they can with the resources they have' and 'it's OK to make mistakes' need to be present. The degree of effectiveness of the peer supervision is directly related to the degree to be seen to be competent in front of others will limit the effectiveness of environment needs to be created where all have the freedom to be honest in an environment which is free from judgement.

3.Structure

This approach to peer supervision is highly structured. The structure provides the leadership that an appointed supervisor would usually bring. The structure also creates safety and assists members to maintain appropriate boundaries. Participants on training courses initially find the discipline of the structure challenging but quickly see its effect in terms of the quality of supervision. A range of structured supervision tools are used and a high quality of supervision is gained in relatively short amounts of time.

4.Tools

The supervision tools involve analysis of both successful and challenging incidents, issues and dilemmas. Some involve structured questioning; others involve the sharing of practice and most involve feedback.

5.Place a high value on turning up

Peer group members need to display a considerable commitment to their group and make peer supervision a high Priority when organising their time. In the health and social service sectors it is common for competing priorities (client needs) to impact on attendance.

6.Self-directed – 'you are in charge'

This model of peer supervision requires supervisees to be self-directed learners, determining their own supervision needs, choosing tools that will meet them and using the group for as a resource for learning. In any one moment, the group focus needs to be the benefit of the supervisee and the group needs to take care not to stray into meeting their own needs in one another's supervision time. The supervision tools are designed to make the most of the multiple perspectives present in a group. The integration of the different perspectives, viewpoints and ideas that emerge from the individuals present enable the supervisee to tap in to hidden resources (both their own and others) to find innovative and insightful solutions to current problems or dilemmas. This model of peer supervision works best in groups of between 4 and 8 people.

7.No 'post mortems'

This is an essential ground rule for successful peer supervision groups. It means that when the full stop is placed at the end of an individual's supervision time there is no further discussion of the issue or practice either in the group or beyond. This creates a

container around the supervision material and ensures there is no leakage into other places or processes. This contributes to the safety the directed process.

In this model there are 3 roles that need to be decided at the beginning and are, of course, not fixed:
- the supervisee, that is the case-holder
- the facilitator, who keeps the time and the structure
- the others

The structure of the peer support intermission proposed

Flow	Content	Who can talk	How long?
1. Case description by supervisee	*Tell about the case and tries to formulate the supervision question*	Only a supervisee. The others cannot interrupt, no questions, only listening	10-12 minutes
2. Clarification of supervision question (if needed)	*Colleagues clarify supervision question asking questions, for examples:* *- If I understood right, your question is....?* *- Why have you chosen this case?* *- What are your challenges in this case?* *-Etc.* *When supervision question is clear, it could be written on flipchart*	Everybody but the facilitator	10 minutes
3. Clarification of the case	*Questions about presented case (depend on the supervision question), for example:* *-How often you meet with client?* *-What did you when client reacted with anger ?* *-What is your contract with client?* - Have you on mind some solution for this question? *-Etc.* *Questions are pointed to understand more the case in context of the supervisee's question!* *No questions with hidden solution! No advices, only questions!!!*	Everybody but the facilitator	15-20 minutes
4. Reflections and feedback	*The supervision question is in focus during reflections and feedback.* *-No advices like: "you should do...", "you tell, go, etc."*	Only the colleagues, the supervisee keeps silence. The facilitator is still in silence	5-10 minutes

5. Summary and final round to wrap up	*Supervisee does the final reflection about gains from supervision* *Colleagues as well as the facilitator do the final reflection about their individual gains from supervision.*	All	5-10 minutes

Activity 4: Guided Meditation

To support relaxation and to stimulate the creative thinking

Any size

A quite environment, yoga mattress, pillows, blankets, relaxing music, A3 papers and colors

60-75 minutes

There are plenty of examples of guided meditation online. The main concept is to support people relaxation and to guide them in a trip, where they can free their imagination. One suggestion is to provide them with A3 papers and colors so that at the end they can picture some of the images they went through or whatever could help them in reminding the mental travel they did.

Here you can find the text of the guided meditation we used during our training course.

Guided Meditation
"Set Yourself Free"

Guided Meditation Script Part 1
Introductory Relaxation

Find yourself a quiet place to sit or lay down. Put your mobiles, keys, etc... to the side. This a time for total relaxation and inner stillness.
Take a moment to make sure that you are warm enough, and that you are in a comfortable position.
Now close your eyes.
Breath through your nose.
Take a long slow, deep breath in...hold it for a moment, and then slowly exhale. Just allow any tension to melt away as you gradually relax more and more deeply with each breath.
Take another long slow, deep breath in...hold it, and then slowly exhale. Empty your lungs completely with your out-breath. Take a third deep breath in. Take your time. Hold it for a moment, and then let it go. You can already feel yourself drifting into a state of deep relaxation.
Continue to breathe slowly and gently as you bring your awareness to the top of your head. Just sense or imagine a feeling of relaxation beginning to spread down from the top of your head.... feel the muscles in your forehead relax. Allow your eye muscles to release. Let your cheeks and jaw soften and let go of all tension.
Now let this peaceful feeling flow down into your neck. Feel it loosening every muscle and every fibre.

With each breath you take, this relaxing feeling becomes deeper and warmer. It works its way deep into the muscles in your shoulders…releasing them.

This peaceful feeling flows down from your shoulders and into your arms. It loosens the muscles in your upper arms…your forearms…your hands...relaxing them...all the way to the tips of your fingers.

As your body relaxes, your mind relaxes, and your thoughts seem to become lighter. You are slipping further and further into a dreamlike state of calmness and relaxation.

Now, bring your awareness to your chest and your stomach. Feel how this area of your body gently rises and falls as you breathe. The peaceful sensation flows throughout this area of your body, relaxing every muscle and relaxing every organ.

Turn your attention to your upper back, and feel this relaxing sensation flow all the way down your spine. As it gradually works its way down your body, feel every muscle in your back relaxing.

Feel that your entire upper body has become loose and relaxed.

Now feel your hips relax as the peaceful feeling starts to work its way through your lower body. Relax the backs of your legs. Feel all these large, strong muscle groups becoming looser and more relaxed with each passing moment.

Feelings of relaxation flow down through your knees, and into your Your ankles. Now your feet relax.

Allow your entire lower body to relax completely, and allow any remaining tension from anywhere in your body to flow out through the tips of your toes.

You are comfortable, peaceful, relaxed. Now it's time to leave the external world behind, and go on an inner journey. A journey to a place of deep inner stillness and relaxation.

Guided Meditation Script Part 2
The Journey

Picture yourself walking down a city street. It's full of shops and businesses, and you can see crowds of people hurrying from one place to another. Cars and busses on the roads.

You walk on the sidewalk, looking at the shop windows.

You notice a small street and you decide to take it. At the end, there is a cross road, with many different directions. You look at all of them, observing the details: how the streets are, what there is around, is there any people or not, what colours are mostly present. And after having looked in all the directions, you take one, yes exactly that one, do not hesitate, it will bring you where you have to go.

You are walking along the street and you need 10 steps to arrive to your destination. Keep this rhythm, don't harry up but don't stop.

You slowly make your way down the street, and as you do, the sound of the city begins to fade away. With each step you take, you feel yourself moving away from the noise of the world, and down into a place of deep quiet. As you gradually descend the ten steps, you sink deeper and deeper into a state of peaceful relaxation.

One, two, three, four, five, six, seven, eight, nine, ten.

You have reached your destination. You are feeling calm and deeply relaxed. You can barely hear the sound of the street above you now...it seems so far away.

You are in a your landscape, and it its centre you can find a hole, where inside you can find all your resources, competences, knowledge, skills, abilities. You might be excited of looking inside of it, or maybe scared. You don't need to be afraid, it might seem dark, but inside there are all your resources, competences, knowledge, skills, abilities, so it is a very safe place for you. Now you can take a deep breath and look inside. What can you see? What is the dominant color? Is there any object? Or maybe a person? Focus on details and try to fix them in your mind… yes, exactly in this way.

You notice there is a safe stair that allows you to reach the centre of this hole. you take it, keeping on watching while going down.

You have now reached your centre. From inside, you can notice more details and probably you can see something that before was hidden, something that you could not see before. What is it? How does it look like? What is its smell? Now you can touch it… what are the feelings?

You are free to move in this new landscape, you can feel yourself moving. How are this movement? And how do you feel while moving? Find a movement and a rhythm that suits you and look around one more time. Are you alone or is there anybody with you? Who? Do you want to interact with this new person? How do you interact with him or with her? How do you feel?

While keeping on moving, you notice there is a piece of paper on the ground. You take it and you slowly open it. There is only one sentence: you are your main and greatest resource. Contemplate this sentence. Think about it. Touch each of the letters feel them in your fingers.

You have a great possibility now. You can bring in the hole one thing, whatever you want, but only one. What is it? How does it look like? How does it relate with the rest of the landscape? Can it help you somehow? How do you feel having this new element in the landscape? Yes, it is really great, isn't it?

Take some steps back, and have a look to the general picture. Try to memorize everything is there, their positions, the colours... and above all, try to memorize the great feeling you have looking at the paper… you are your main and greatest resource… and impress in your mind and in your heart the great feeling you have while looking around..

The stairs are still there and you are now using it to go up.

You are out now and you can look at the hole from above. You take some steps back… and look from the distance, having the great feeling with you.
Your feet are now on the street again. Take the last look and start to walk back. Ten steps.

Ten, nine, eight... You know that you can return to your hole at any time you choose...any time you seek clarity...any time you wish to free yourself from your worldly life....seven, six, five four, three.. You feel relaxed and refreshed. You feel lighter and so much stronger than when you first arrived... two, one...take a breath and step in the main street. You notice that all the traffic has departed, and that all the pedestrians have disappeared. you can now see that all of the streets are quiet and empty. You can move freely and confidently to any place you choose. You feel wonderful.

You are ready to return to the full waking state, and to take this sense of new found feeling with you into your daily life. You are feeling clear and calm, and at peace with the world

Become aware of your physical body and the room in which you sit.
Take a deep breath. Start gently moving your fingers, your arms and your legs. Breath again. And another one and when you are ready, in your own time, open your eyes.

In front of you you have papers, pens and colors. We invite you to draw or to write about the place you have been, the object you brought in and something that can remind you how did you feel.

USEFUL LINKS AND PUBLICATIONS

FOR FURTHER DISCOVERING

"*A facilitated peer group supervision model for practitioners*" By Mark Tisdall and Kieran O'Donoghue. (Published Citation: Tisdall. M., and O'Donoghue, K. (2003) A Facilitated Peer Group Supervision Model for Practitioners. In McMaster, K. and Wells, A. (eds). Innovative Approaches to Stopping Family Violence, Wellington: Steele Roberts, pp. 221-232)

"*Discourses of helping professions Concepts and contextualization*" by Eva-Maria Graf, Marlene Sator and Thomas Spranz-Fogasy https://core.ac.uk/download/pdf/83653143.pdf

"*ECVision. Supervision and coaching in Europe: Concepts and Competences*" by Michaela Judi and Wolfgang Knops

"*Youth work and stress*" by Vaughan Bowie in Youth Studies Australia, Volume 27, n°2 2008

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Video realized by the participants during and on the training course https://www.youtube.com/watch?v=YxcC06amHhk&feature=youtu.be

Morning cartoons for the opening rituals:

- *"Brain Divided"* https://www.youtube.com/watch?v=JuyB7NO0EYY
- *"The Moon"* https://www.youtube.com/watch?v=10OVn8UT2bQ
- *"Soar"* https://www.youtube.com/watch?v=UUlaseGrkLc

"I have the true feeling of myself only when I am unbearably unhappy"

Franz Kafka

Jaunatnes starptautisko
programmu aģentūra

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