

**Online CIC Trainers Support and Development Session
Thursday 16th April**

Facilitators: John, Sue & Diana

This session was attended by: Alexandra, Alison, David, Helen, Jo, Lee, Lisa, Sarah & Serena.

Our ideas, thoughts and learning from the session:

As facilitators, we need to be explicit that we are not experts in on-line work or Zoom; we are all learning together and this is a collaborative effort. We do not anticipate online workshops replacing face to face workshops in the long term – this is a response to the current reality. Whilst less good, it nevertheless has potential to be a useful tool.

Facilitators may wish to meet 15 mins before the agreed start time to deal with any last minute issues, cancellations etc. A participant list is helpful.

Try and ensure external technical help is available if possible (or have a separate person focussing on the technical side).

Clarify the ground rules in advance and stress confidentiality, anonymity and identifiability – JL has provided a list of ground rules used by the Practitioner Health Programme for their online groups which we may want to use/adapt.

For new groups, ask participants to use the rename function to put their correct name on the screen and to have facilitators named as such is helpful.

How helpful is the chat function? When do we want to use it?

If we have less senses available to us in a virtual meeting, or are meeting someone for the first time, how can we create a 'physical memory' and feel that we are in relationship with the other? Is this something that will develop once we have worked with someone online a few times?

If you, as a facilitator, are using notes, think about where you place them so you are not looking down. Think about your background.

When on screen get participation early on, gesticulate, smile etc.

Be transparent about the process and get agreement to use accepted signalling arrangements to encourage turn taking etc (e.g. hand up).

When talking to the group it can be helpful to use the 'hide self-view' function so that you don't see yourself talking.

Slower pace may be needed which affects time management.

We need to think about what is a maximum time for a Zoom session. A break is important.

All facilitators should be co-hosts on the platform.

Try and organise small groups for the breakout rooms in advance.

For the CIC demonstration it worked well using gallery view and having just the supervisor and supervisee visible on screen (everyone else is asked to 'hide self-view', 'stop video' and 'mute'. The super supervisor can be invited in and can also choose to join in – having asked for

permission beforehand as on a face-to-face CIC course (e.g. by unmuting). This set up should also work well for a reflecting team, or for coaching an inexperienced supervisor.

With just the supervisor and supervisee on screen during the demo, does it feel more confidential than it is? How confident are we in Zoom's confidentiality?

The technology makes us more transactional (and less transformative) in the way we work.

At what point is it impossible to provide a 'normal' CIC taster session? How far can we go with retaining our CICness?

CIC facilitators should have a private space for discussion during the breaks (like on face-to-face courses) and we should explain why we are doing this.

How might we use reflecting teams? This could be to have a super supervisor and 2 others or small clusters with others listening in. This might also be helpful for a Ballint group

The technology could also be adapted for a CIC coach (off screen like the meta supervisor) with a small group.

More virtual work is likely to be how we will communicate in the future – what is being demonstrated for CIC novices? On line it is hard to pick up on the richness of the conversations, nuances and body language.

How might we ensure that novices don't walk away thinking 'this is just another coaching approach'?

The technology can work but some cues (that you would feel in a group) may be lost

How do we use silence and space productively? Particularly during a demonstration. Is silence more uncomfortable on line? How do you encourage people to interact as they would live (eg by interrupting when appropriate etc)?

Small groups in breakout rooms:

- Can the host choose to join the group? Yes
- Can the host eavesdrop on the group? We think yes but the group will know that 'the host has joined you'. We would need to be transparent with the group if the host is going to do this.

The demonstration was very helpful and we need to keep on doing what we know, as we know the benefits of doing this.

An on line supervision can be as effective as a live session – supervisee's viewpoint – even if the supervisor found the process 'clunky'.

From an observer's point of view, it is important to pay attention to the process: go slowly, watch the pace and signpost clearly what you will be doing. We need to notice what is not the same as face-to-face.

It is helpful to experiment with a group of people we trust and we should carry on sharing – we are all non-experts among non-experts.

As a participant in the group, I felt the will to be collaborative and democratic, got in the way of getting to the nuts and bolts of CIC ie the actual supervision. I think it is best to make an executive decision as to who is in the different breakout rooms for example, unless there are any issues (e.g.

people working for the same trust or knowing each other personally and this triggers a feeling of discomfort of some sort which does not enable learning).