

Course Guide

PPS802 Professional Supervision 1

2024

(Level 8, 30 credits)



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Contents

[Version History 1](file://PFile01.ad.nmit.ac.nz/Staff/Amanda.Bain/Desktop/MASTER%20Course%20Guide%20Template.docx#_Toc119407229)

[Welcome to your course and to your kaiako [tutor] 2](file://PFile01.ad.nmit.ac.nz/Staff/Amanda.Bain/Desktop/MASTER%20Course%20Guide%20Template.docx#_Toc119407230)

[Important Contacts 3](file://PFile01.ad.nmit.ac.nz/Staff/Amanda.Bain/Desktop/MASTER%20Course%20Guide%20Template.docx#_Toc119407231)

[Important Course Details 5](file://PFile01.ad.nmit.ac.nz/Staff/Amanda.Bain/Desktop/MASTER%20Course%20Guide%20Template.docx#_Toc119407232)

[Resources Required 7](file://PFile01.ad.nmit.ac.nz/Staff/Amanda.Bain/Desktop/MASTER%20Course%20Guide%20Template.docx#_Toc119407233)

[Timetable [or Schedule] 9](file://PFile01.ad.nmit.ac.nz/Staff/Amanda.Bain/Desktop/MASTER%20Course%20Guide%20Template.docx#_Toc119407234)

[Assessments For This Course 11](file://PFile01.ad.nmit.ac.nz/Staff/Amanda.Bain/Desktop/MASTER%20Course%20Guide%20Template.docx#_Toc119407235)

[Important Assessment Information 21](file://PFile01.ad.nmit.ac.nz/Staff/Amanda.Bain/Desktop/MASTER%20Course%20Guide%20Template.docx#_Toc119407236)

# Version History

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| Version | Effective date | Completed by | Reviewed by |
| 1 | February 2024 | Lynn Bruning |  |
|  |  |  |  |

**Welcome to your course and to your kaiako**

Kia ora! Ko Lynn Bruning toku ingoa, and I am happy to be welcoming you to the 1st part of the course!



I look forward to rowing the waka with you, as you embark on this exciting professional supervision journey.

# Important Contacts

This Course Guide contains essential course and assessment information about PPS802 Professional Supervision 1. You will need to refer to this Guide regularly. Please discuss any parts of it that seem unclear with your kaiako or Coordinator.

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|  | **Name** | **Contact details** | **Availability** |
| Academic Staff Member and Academic Coordinator for Postgraduate Certificate in Professional Supervision | Lynn Bruning | [Lynn.Bruning@nmit.ac.nz](mailto:Lynn.Bruning@nmit.ac.nz)  Ph 03 539 5901 | Please email to make an appointment |
| If you do not receive a response, please contact our academic administration hub below | | | |
| **Administrative contact** | Academic Administration Team | adminservice@nmit.ac.nz | 8.30am – 5pm, Monday to Friday |

For more general programme information, refer to your Programme Handbook and/or Programme Regulations

As ākonga, you will also need information that is not specific to this course or your programme, like how to access the library and learning support, and what pastoral care is available. For this information, use the links below.

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| **Service** | **Nelson Location** | **Contact Details** |
| [Ākonga | Student Information](https://students.nmit.ac.nz)  Guides and links for ākonga. | Website |  |
| [Library and Learning Support Services](https://students.nmit.ac.nz/te-tautoko-akonga-student-support/learning/)  Get help with online research, using databases, academic writing, disability support, APA referencing, and any health and well-being needs. | M Block | [learningsupport@nmit.ac.nz](mailto:learningsupport@nmit.ac.nz) |
| [Te Puna Manaaki](https://students.nmit.ac.nz/te-tautoko-akonga-student-support/te-puna-manaaki-support-for-maori-learners-2/)  A team of Māori support staff who help with academic, physical, spiritual and whānau assistance. | D Block | [maorisupport@nmit.ac.nz](mailto:maorisupport@nmit.ac.nz) |
| [Pacific People Support](https://students.nmit.ac.nz/te-tautoko-akonga-student-support/pasifika/)  Support for our Pacific students. | D Block | [pasifika.support@nmit.ac.nz](mailto:pasifika.support@nmit.ac.nz) |
| [SANITI](https://www.saniti.co.nz/)  All NMIT students are entitled to representation and services provided by the Association. | N Block | [info@saniti.co.nz](mailto:manager@saniti.co.nz) |

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# Important Course Details

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| **Course code and title** | PPS803 Professional Supervision 1 | | |
| **Credits** | 30 | **Learning hours total** | 300 |
| **Pre-requisites** | None | **Co-requisites** | None |
| **Course aim** | This module is designed to develop students to a more advanced level of professional supervision practice. Students will critically examine a range of supervision theories and approaches and develop a well-integrated supervision framework to inform their supervision practice. This module aims to develop intentional supervisors who will facilitate critically reflective, restorative, and accountable practice in practitioners. An opportunity will be provided for students to consolidate the role and further develop their identity as a supervisor able to work within a complexity of organizational and professional contexts. | | |
| **Learning outcomes** | After you successfully complete this course, you will be able to. | | |
| 1. Critically examine a range of theoretical and practical supervision approaches. | | |
| 1. Articulate and implement a personal style and integrative approach to supervision. | | |
| 1. Facilitate critically reflective practice and practice development in practitioners. | | |
| 1. Intentionally use the supervision relationship and manage the emotional affective content of supervision. | | |
| 1. Critically analyse specific organizational cultures and consider the impact on the nature and practice of supervision. | | |
|  | 1. Critically review supervision practice and provide feedback to others. | | |

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| **Attendance requirements** | The Postgraduate Certificate in Professional Supervision has no specified attendance requirements, however attendance at the scheduled workshops is expected to gain the maximum learning.  International students must comply with Immigration NZ attendance requirements. Absences will be reported to immigration New Zealand and may adversely affect Visa status. | | | | | |
| **Indicative learning hours** | **Kaiako-directed** | 48 | **Online hours** | 16 | **Self-directed** | 236 |
| **Kaiako-directed hours** | You are expected to attend all kaiako-directed sessions on the timetable. You are more likely to succeed in the course if you attend regularly. Kaiako-directed sessions will include activities like:  Lectures  Small Group Sessions  Online Learning  Workshops  Guest Lectures  Self-Directed Learning  Journalling  Please refer to you student handbook for details | | | | | |
| **Self-directed hours** | You are expected to spend approximately [11.8] per week doing self-directed study for this course. This self-directed study supports and reflects your engagement with the course content. It is essential to your success in the course. You might use self-directed hours in this course to source reading material, read articles and books on supervision, write assignments, practice supervision and video a supervision session. | | | | | |

# Resources Required

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| **Required texts/readings** | Davys, A., & Beddoe, L. (2021). *Best Practice in Professional Supervision.* England: Jessica Kingsley Publishers. **\* (available as an electronic book)** |
| **Recommended Reading:** | APA. (2019). *Concise rules of APA style* (7th ed.). Washington, DC: APA.  Beddoe, L. (2017). Harmful supervision: A commentary. *The Clinical Supervisor*, *36*(1), 88-101.  Christopher, J. (2017). *The reflective practitioner.* John Wiley and Sons Inc  Davys, A. (2017). Interprofessional Supervision: A matter of difference*.*  *Aotearoa New Zealand Social Work 29*(3), 79-94  Davys, A., & Beddoe, L. (2021). *Best practice in professional supervision.* Jessica Kingsley Publishers  Destler, D. (2017). The superskills model: A supervisory microskills training model*. The Professional* *Counselor* *7*(3) 272–284 http://tpcjournal.nbcc.org NBCC, Inc. and Affiliates doi:10.15241/dd.7.3.272  Hawkins, P. & Shohet, R. (2012). *Supervision in the helping Professions. (4th Ed).* Open University Press.  Karvinen-Niinikoski, S., Beddoe, L., Ruch, G., & Tsui, M. S. (2019). Qualitative research: Professional supervision and professional autonomy. *Aotearoa New Zealand Social Work*, *31*(3), 87-96.  Merizzi, A. (2019). Clinical supervision in older adult mental health services. *Working with Older People*.  Mooney, H., Dale, M., & Hay, K. (2020). Qualitative research: Quality social work placements for Maori social work students. *Aotearoa New Zealand Social Work*, *32*(3), 54-67.  Nice, T. L. (2017). Supervision in the Helping Professions. *Advanced Journal of Professional Practice*, *1*(1).  Pollock, A., Campbell, P., Deery, R., Fleming, M., Rankin, J., Sloan, G., & Cheyne, H. (2017). A systematic review of evidence relating to clinical supervision for nurses, midwives and allied health professionals. *Journal of advanced nursing*, *73*(8), 1825-1837.  Shohet, R. (2008). *Passionate Supervision.* Jessica Kingsley Publishers.  Shohet, R. (2011). *Supervision as transformation: A passion for learning*. Jessica Kingsley Publishers. **\***  Rankine, M., Beddoe, L., O'Brien, M., & Fouché, C. (2018). What’s your agenda? Reflective supervision in community-based child welfare services. *European Journal of Social Work*, *21*(3), 428-440.  Rankine, M. (2019). The ‘thinking aloud’ process: a way forward in social work supervision. *Reflective Practice*, *20*(1), 97-110.  Rankine, M. (2019). Qualitative research: The internal/external debate: The tensions within social work supervision. *Aotearoa New Zealand Social Work*, *31*(3), 32-45.  Rankine, M., & Beddoe, L. (2020). The space to think critically: How supervision can support sustainable practice in social service organisations. In *Sustaining Social Inclusion* (pp. 171-185). Routledge.  Tsui, M. S., O’Donoghue, K., Boddy, J., & Pak, C. M. (2017). From supervision to organisational learning: A typology to integrate supervision, mentorship, consultation and coaching. *British Journal of Social Work*, *47*(8), 2406-2420.  Webber-Dreadon, E. (2020). Theoretical research: Kaitiakitanga: A transformation of supervision. *Aotearoa New Zealand Social Work*, *32*(3), 68-79. |
| **Evaluation of Module** | Module evaluation will be through individual discussions and a SETMAP questionnaire administered at the end of the module. |

# Timetable

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Please note sometimes the room allocated is subject to change. Please check your Moodle, or email and/or MyNMIT for changes to venues or topics.

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| **Workshop Dates– Semester One** | |
| **Workshop 1:**     * Introduction to module/staff and one another * Establishing learning group, introduction to Moodle and online learning, accessing data bases and library resources * Defining the nature and purpose of supervision in our context * Establishing a platform of understanding of supervision for practice. | **29 February 2024**        **01 March 2024** |
| **Workshop 2**     * Locating supervision in broader context * Establishing the supervision relationship * Contracting * Staging a supervision session - the reflective learning model of supervision | **11 April 2024**        **12 April 2024** |
| **Workshop 3**     * Practice session critique      * Responsibilities, ethics and critical issues in supervision. | **30 May 2024**    **31 May 2024** |

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# Assessments For This Course

There are three assessments for this course.

There are three assessments for this course.

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| **Summative Assessment** | **Learning Outcome(s) Assessed** | **Description** | **Weighting** | **Due Date** |
| Assessment 1 | 1 & 2 | The position Statement: Critical review of supervision practice in contemporary settings. | 20% | **31st March 2024** |
| Assessment 2 | 1, 2 & 3 | Essay – The supervision relationship. | 30% | **19 May 2024** |
| Assessment 3 | 4,5 & 6 | Video/digital recording and written critique of a supervision practice session. | 50% | Video recording ready for **30 May 2024**  Written reflection due  **30 June 2024** |

**PPS802 Assessments 2024**

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| **Assessment 1** | **Student ID** |  |
|  | **Word Limit** | 2500 |
|  | **Due Date** | **31st March 2024** |
|  | **Weighting** | 20% |

**Position Statement Using a Review of the Literature**

Construct your own position statement that reflects your professional and cultural identity and places supervision in the context of your current or future professional practice. In your discussion include the type of supervision (ie professional or interprofessional or clinical supervision) that you will use and articulate the functions of supervision, providing a critical rationale for your position statement using contemporary academic literature.

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| Assessment 1 Criterion | A | B | C | F |
| The position statement is specific to your professional and cultural identity and practice and the type of supervision you intend to use in Aotearoa, with consideration of the Te Tiriti O Waitangi. | The position statement offers comprehensive exploration of the topic, demonstrates depth of insight and synthesis of ideas to reflect reasoning related to intended supervision practice in the context of Aotearoa New Zealand. | The position statement offers good evidence demonstrating some depth of insight and draws on concepts relevant to intended supervision practice in the context of Aotearoa New Zealand. | The position statement offers some evidence and limited depth of insight and introduces concepts relevant to intended supervision practice in the context of Aotearoa New Zealand. | The position statement offers weak evidence or little insight into intended supervision practice in the context of Aotearoa New Zealand. |
|  | 32–35% | 24–31% | 20–23% | 0–19% |
| The discussion includes a convincing rationale, which is critiqued, clearly articulated, and discusses the functions of supervision drawing on academic literature. | The rationale draws on critical analysis of academic literature to support professional opinion relevant to the position statement.  Well-developed argument, including the functions of supervision, that is reflective of material presented in the literature. | The rationale draws on academic literature aligned to the profession and supports the position statement.  Well-developed argument, including the functions of supervision, that is convincing to read. | The rationale draws on a few examples of academic literature aligned to the profession.  Clear development of argument, including the functions of supervision, and position is supported. | The rationale draws on very little appropriate academic literature aligned to the profession.  No logical flow or development of argument, the functions of supervision are not well understood. Position not clearly identified. |
|  | 32–35% | 24-31 % | 20–23% | 0-19% |
| Evidence of critical analysis using contemporary academic resources. | Evidence of significant review of the literature and other published information related to the topic. Demonstrates a well- developed critical analysis. | Relevant literature and information accessed and presented. Some critique of relevant literature and its relationship to chosen topic. | Some relevant literature and information accessed and presented. There is limited critique of literature in relationship to the chosen topic. | Little evidence of reading or critique of literature apparent within the context of the topic. |
|  | 16-20% | 12–15% | 10–11% | 0-9 % |
| The position statement is well written with good sentence structure and grammatically correct  APA (7th ed.) guide is followed accurately with more than 15 academic references. | The position statement is well written with good sentence structure and is grammatically correct.  APA (7th ed.) guide is followed accurately with more than 15 academic references. | The position statement is mostly well written with good sentence structure and grammatically correct.  APA (7th ed.) referencing is mostly accurate with approximately 15 academic references. | The position statement is written with reasonable sentence structure and grammar.  APA (7th ed.) guide is followed with some errors and fewer than 15 academic references. | The position statement is poorly written with little sentence structure and there are grammar problems.  Evidence of plagiarism; copying of works.  APA (7th ed.) guide is not followed accurately and there are few academic references. |
|  | 9-10% | 6-8% | 4-5% | 0-3% |

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| **Assessment 2** | **Word Limit** | 3000 |
|  | **Due Date** | **19th May 2024** |
|  | **Weighting** | 30% |

**Essay: The supervision relationship**

Critically analyse contemporary academic literature regarding the supervision relationship, then reflect on your own experience as a supervisor or supervisee, identifying how your professional and cultural identity will underpin your expectations and further learning for your future supervision practice in Aotearoa.

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| Assessment 2 Criterion | A | B | C | F |
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| Critical analysis highlights critical reflection on the supervision relationship. | Critical analysis highlights critical reflection on the supervision relationship drawing on contemporary supervision literature. | Robust discussion and critical analysis included in the consideration of the supervision relationship drawing on contemporary supervision literature. | Discussion includes some critical analysis and consideration of the supervision relationship drawing on limited contemporary supervision literature. | Discussion is limited, lacking critical analysis and consideration of the supervision relationship. |
|  | 26-30% | 21-25% | 16-20% | 0-15% |
| Reflect on your own experience of a supervision relationship.  Reflection offers comprehensive exploration and depth of insight into supervision relationships drawing on contemporary literature. | Comprehensive exploration of own supervisory experience as a supervisor or supervisee within a supervision relationship demonstrating a depth of insight into that relationship. Engaging and evocative presentation of ideas. Reflection on impact of approach and areas for future development are robustly argued linking discussion to relevant supervision literature. | Evidence of some exploration of own supervisory experience as a supervisor or supervisee within a supervision relationship demonstrating some depth of insight into that relationship. Engaging presentation of ideas. Reflection on impact of approach and areas for future development are argued linking discussion to relevant supervision literature. | Limited exploration of own supervisory experience as a supervisor or supervisee within a supervision relationship. The topic demonstrates some insight into that relationship.  Reflection on impact of approach and areas for future development are discussed linking discussion to some relevant supervision literature. | Topic not fully covered. Discussion is brief, lacks critical analysis and insight into supervision relationships.  Reflection on impact of approach and areas for future development are limited or not discussed. |
|  | 21-25% | 16-20% | 10-15% | 0-9% |
| Expectation of critical analysis of the supervision relationship with respect to professional and cultural identity expectations and further learning in the context of future practice in Aotearoa. | Sound critical comment and analysis of the supervision relationship is well integrated with respect to professional and cultural expectations and further learning in the context of Aotearoa New Zealand. | Developing critical analysis of the supervision relationship is discussed with respect to professional and cultural expectations and further learning in the context of Aotearoa New Zealand. | Description and limited critique of the supervision relationship with respect to professional and cultural expectations and further learning in the context of Aotearoa New Zealand. | Little discussion of the supervision relationship and no link to professional and cultural expectations and further learning in the context of Aotearoa New Zealand. |
|  | 21-25% | 16-20% | 10-15% | 0-9% |
| Evidence of critique of literature, research and other relevant information within the context of the topic.  The essay is well written with good sentence structure and grammatically correct.  APA (7th ed.) guide is followed accurately with more than 15 references | Evidence of a comprehensive review of the literature and other published information related to the topic.  The essay is well written with good sentence structure and grammatically correct.  APA (7th ed.) guide is followed accurately with more than 15 references. | Evidence of significant review of the literature and other published information related to the topic.  The essay is mostly well written with good sentence structure and grammatically correct.  APA (7th ed.) guide is mostly accurate with approximately 15 references | Evidence of review of some of the literature and other published information related to the topic.  The essay is written with reasonable sentence structure and grammar.  APA (7th ed.) guide is followed with some errors and fewer than 15 references. | Little evidence of reading or critique of literature apparent within the context of the topic.  The essay is poorly written with little sentence structure and grammar problems.  Evidence of plagiarism; copying of works.  APA (7th ed.) guide is not followed accurately and there are few references |
|  | 17-20% | 14-16% | 10-13% | 0-9% |

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| **Assessment 3** | **Student ID** |  |
|  | **Word Limit** | 3000 |
|  | **Due Date** | Video recording ready for class on **30 May 2024**  Written reflection due on or before **30th June** **2024** |
|  | **Weighting** | 50% |

**Critique of a Supervision Practice Session.**

1. Record a ‘live’ supervision session in your practice as a supervisor (written informed consent will be required). Bring a 10-minute segment of this recorded session to class for supportive feedback and peer learning.
2. Following the class feedback session, undertake a critique of your supervision session, including an in-depth critique of: the theoretical framework guiding your practice including the rationale for your skills and interventions; and the process of the session and impact for your supervisee. Include relevant feedback from peers. Reference your critique to relevant literature.

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| **Assessment 3 Criterion** | **A** | **B** | **C** | **F** |
| The theoretical framework is critiqued and specific to supervision practice observations, perceptions and insights. | Comprehensive critique and exploration of the theoretical perspective specific to supervision. Topic demonstrates a depth of insight and relevant observations. | Exploration and critique of the theoretical perspective specific to supervision. Topic demonstrates insight and relevant observations. | Some exploration and critique of the theoretical perspective specific to supervision. Topic demonstrates some insight and some relevant observations. | Little exploration and critique of the theoretical perspective specific to supervision. Topic demonstrates little or no insight or relevant observations. |
|  | 17-20% | 13-16% | 10-12% | 0-9% |
| Discussion identifies and critiques the skills and interventions as well as rationale for application. | Evidence of comprehensive critical discussion of skills and interventions used. Thoughtful, sound critical comment and evaluation of rationale for application. | Evidence of significant discussion and critique of skills and interventions used. Thoughtful, sound comment and evaluation of rationale for application. | Evidence of discussion of skills and interventions used with limited critique. Thoughtful, sound comment and evaluation of rationale for application. | Little evidence of discussion of skills and interventions used. Little or no critical comment or evaluation of rationale for application. |
|  | 25-30% | 20-24% | 15-19% | 0-14% |
| Discussion of process and impact draws on the theoretical perspective, professional experience, insight and judgement. | Synthesis of ideas reflects depth of clinical reasoning and judgment in thinking as a supervisor. Engaging and evocative presentation of ideas. | Clearly presents, critiques and reflects on key ideas and concepts within the topic. In-depth consideration of key issues and ideas which are related to own professional experience. | Identification of key concepts and ideas evident within reflection and analysis of the topic. Some integration and reflection on the relationship of these concepts to professional experience. | Lacks critical analysis and conceptualization of ideas. Relevance of own clinical experience and judgment limited or not apparent. |
|  | 25-30% | 20-24% | 15-19% | 0-14% |
| Evidence of critique of literature, research and other relevant information within the context of the topic.  The essay is well written with good sentence structure and grammatically correct.  APA (7th ed.) guide is followed accurately with more than 15 references. | Evidence of a comprehensive review and critique of the literature and other published information related to the topic.  The essay is well written with good sentence structure and grammatically correct.  APA (7th ed.) guide is followed accurately with more than 15 references. | Evidence of significant review and critique of the literature and other published information related to the topic.  The essay is mostly well written with good sentence structure and grammatically correct.  APA (7th ed.) guide is mostly accurate with approximately 15 references. | Evidence of review with limited critique of some of the literature and other published information related to the topic.  The essay is written with reasonable sentence structure and grammar.  APA (7th ed.) guide is followed with some errors and fewer than 15 references. | Little evidence of reading or critique of literature apparent within the context of the topic.  The essay is poorly written with little sentence structure and grammar problems.  Evidence of plagiarism; copying of works. APA (7th ed.) guide is not followed accurately and there are few references. |
|  | 16-20% | 15-17% | 10-14% | 0-9% |

# Important Assessment Information

If you have any questions about doing the assessments for this course, please use the following information to help you. If you can’t find the information that you need, please email your Kaiako.

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| Assessment regulations for this course |
| See your Programme Handbook for assessment regulations:   * Extensions * Special assessment consideration * Appeals * Resubmissions * Plagiarism and academic misconduct |