

Course Guide

PPS803 Professional Supervision 2

2024

(Level 8, 30 credits)



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# Version History

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| Version | Effective date | Completed by | Reviewed by |
| 1 | July 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 2nd part of the course!



I look forward to rowing the waka with you, as you continue 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. | | |

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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

|  |  |
| --- | --- |
| **Required texts/readings** | Davys, A., & Beddoe, L. (2020). *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. (2020). *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. (Ed.), (2008). *Passionate Supervision.* Jessica Kingsley Publishers.  Shohet, R. (Ed.). (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 4:**   * Theoretical perspectives that inform supervision practice. * Contracting and disclosures - Portfolio Development. * The Seven Eyed Model of Supervision. * Restorative supervision: The well practitioner. | **25th & 26th July** |
| **Workshop 5**   * Supervision in the Aotearoa New Zealand Context, Cultural Considerations, and Indigenous Perspectives. * Strengths based approaches to supervision. * Working with the affective aspect of supervision. | **29th & 30th August** |
| **Workshop 6**   * Practice session critique. * Organisational and Systemic Context of Supervision. * Peer and group supervision | **24th & 25th October** |

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# 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, 3 & 4 | Disclosure or Contract Critique | 20% | **18th August** |
| Assessment 2 | 1, 2 , 3, 4 & 5 | Ethical Issue Exploration | 20% | **13th October** |
| Assessment 3 | 2,3,4, & 5 | Supervision Practice Critique | 60% | **17th November** |

**PPS802 Assessments 2023**

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| --- | --- | --- |
| **Assessment 1** | **Student ID** |  |
|  | **Word Limit** | 1500 |
|  | **Due Date** | **18th August 2024** |
|  | **Weighting** | 20% |

**Disclosure Statement or Contract Critique. (1,500 words plus either the contract or the disclosure statement).**

Critique the disclosure statement or written contract that you will use in your supervision practice. Drawing on contemporary literature critique the document with respect to:

1. What you have chosen to include in your disclosure or contract e.g.: the core value and philosophical base underpinning your professional practice, your motivation to be a supervisor and key qualities, areas of experience and ‘expertise’ that you will also bring to the role.
2. How it represents your professional/cultural identity that you will bring forward into your role of supervisor.
3. Strengths and weaknesses of the document and the extent to which they serve your supervision relationship(s) and context of your supervision practice.

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| **Assessment 1 Criterion** | A | B | C | D |
| **1. Scope of assignment/presentation shows insight into topic, including depth and breadth of observations, perceptions, and insights** | Comprehensive exploration of the topic demonstrates depth of insight and relevant observations | Outline of topic reflects significant thought and reflection. Evidence of critical analysis of relationships and processes within the topic. Some perceptive insights | Topic outlined with some reflection and analysis of relationships, factors, and processes within the topic. Practice examples relevant. | Topic not fully covered. Discussion too brief, superficial and lacks reflection. Practice observations and examples lack analysis |
|  | 17----------------- 20 | 13 ----------------- 16 | 10-----------------12 | 0 ------------ 9 |
| **2. Evidence of critique of literature, research, and other relevant information within the context of the topic** | Evidence of comprehensive search for published information.  Sound critical comment and evaluation of research findings, professional opinion, and theoretical assertions on the topic. | Evidence of significant review of the literature and other published information related to the topic. Demonstrates development of critical analysis including applicability of literature and research findings to topic. | Relevant literature and information accessed and presented. Some critique demonstrated, however lacks critical analysis of significance of literature to the topic. | Little evidence of reading and critique of literature and research findings apparent within the context of the topic |
|  | 25 ----------------- 30 | 20 --------- 24 | 15 ----------------- 19 | 0 ----------------- 14 |
| **3. Synthesis and conceptualization of ideas draws on own professional experience and judgment, with relevant conclusions or recommendations.** | Synthesis of ideas reflects depth of clinical reasoning and judgment in thinking as a supervisor. Engaging and evocative presentation of ideas. | Clearly presents 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 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** | The essay is well written with good sentence structure and grammatically correct.  APA (7th ed.) guide is followed accurately with more than 15 references | The essay is mostly well written with good sentence structure and grammatically correct.  APA (7th ed.) guide is mostly accurate with approximately 15 references | The essay is written with reasonable sentence structure and grammar.  APA (7th ed.) guide is followed with some errors and fewer than 15 references. | 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 | 13 ----------------- 16 | 10-----------------12 | 0---------------9 |

Marking criteria for PPS803 Professional Supervision 2

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| **Assessment 2** | **Word Limit** | 1500 |
|  | **Due Date** | **13th October** |
|  | **Weighting** | 20% |

**Critical analysis of a supervision issue**

Identify an ethical issue that you would like to explore. Provide the brief context of this issue that is / will be relevant to your practice as a supervisor.

With reference to relevant literature, offer a critique and analysis of this issue identifying your new understandings and how the literature has been useful to you in your consideration of the issue.

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| Assessment 2 Criterion | A | B | C | D |
| **1. Scope of assignment/presentation shows insight into topic, including depth and breadth of observations, perceptions and insights** | Comprehensive exploration of the topic demonstrates depth of insight and relevant observations. | Outline of topic reflects significant thought and reflection. Evidence of an analysis of relationships and processes within the topic. Some perceptive insights. | Topic outlined with some reflection and analysis of relationships, factors, and processes within the topic. Practice examples relevant. | Topic not fully covered. Discussion too brief, superficial and lacks reflection. Practice observations and examples lack analysis. |
|  | 17----------------- 20 | 13 ----------------- 16 | 10-----------------12 | 0 ------------ 9 |
| **2. Evidence of critique of literature, research and other relevant information within the context of the topic** | Evidence of comprehensive search for published information.  Sound critical comment and evaluation of research findings, professional opinion, and theoretical assertions on the topic. | Evidence of a review of the literature and other published information related to the topic. Demonstrates development of an analysis including applicability of literature and research findings to topic. | Relevant literature and information accessed and presented. Some critique demonstrated, however lacks critical analysis of significance of literature to the topic. | Little evidence of reading and critique of literature and research findings apparent within the context of the topic. |
|  | 25 ----------------- 30 | 20 --------- 24 | 15 ----------------- 19 | 0 ----------------- 14 |
| **3. Synthesis and conceptualization of ideas draws on own professional experience and judgment, with relevant conclusions or recommendations.** | Synthesis of ideas reflects depth of clinical reasoning and judgment in thinking as a supervisor. Engaging and interesting presentation of ideas. | Clearly presents 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 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** | The essay is well written with good sentence structure and grammatically correct.  APA (7th ed.) guide is followed accurately with more than 15 references. | The essay is mostly well written with good sentence structure and grammatically correct.  APA (7th ed.) guide is mostly accurate with approximately 15 references. | The essay is written with reasonable sentence structure and grammar.  APA (7th ed.) guide is followed with some errors and fewer than 15 references. | . 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 | 13 ----------------- 16 | 10-----------------12 | 0---------------9 |

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| **Assessment 3** | **Student ID** |  |
|  | **Word Limit** | 3000 |
|  | **Due Date** | 17th November |
|  | **Weighting** | 60% |

**Supervision Practice critique**

This part of your portfolio requires that you demonstrate your developing practice over the duration of this module. Drawing on a minimum of five supervision sessions where you are the supervisor provide a written analysis and critique that:

* Captures the significant developments in your supervision practice and identity as a supervisor.
* Offers a reflection on the work achieved within supervision and the supervision relationship.
* Articulates and critiques the theoretical framework for your supervision practice.

Utilise examples from your supervision sessions and drawing on relevant literature and research to critique and support your writing.

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| **Assessment 3 Criterion** | **A** | **B** | **C** | **D** |
| **1. Scope of assignment/presentation shows insight into topic, including depth and breadth of observations, perceptions and insights** | Comprehensive exploration of the topic demonstrates depth of insight and relevant observations. | Outline of topic reflects significant thought and reflection. Evidence of an analysis of relationships and processes within the topic. Some perceptive insights. | Topic outlined with some reflection and analysis of relationships, factors, and processes within the topic. Practice examples relevant. | Topic not fully covered. Discussion too brief, superficial and lacks reflection. Practice observations and examples lack analysis. |
|  | 17----------------- 20 | 13 ----------------- 16 | 10-----------------12 | 0 ------------ 9 |
| **2. Evidence of critique of literature, research and other relevant information within the context of the topic** | Evidence of comprehensive search for published information.  Sound critical comment and evaluation of research findings, professional opinion, and theoretical assertions on the topic. | Evidence of significant review of the literature and other published information related to the topic. Demonstrates development of an analysis including applicability of literature and research findings to topic. | Relevant literature and information accessed and presented. Some critique demonstrated, however lacks critical analysis of significance of literature to the topic. | Little evidence of reading and critique of literature and research findings apparent within the context of the topic. |
|  | 25 ----------------- 30 | 20 --------- 24 | 15 ----------------- 19 | 0 ----------------- 14 |
| **3. Synthesis and conceptualization of ideas draws on own professional experience and judgment, with relevant conclusions and recommendations.** | Synthesis of ideas reflects depth of clinical reasoning and judgment in thinking as a supervisor. Engaging and evocative presentation of ideas. | Clearly presents 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 not apparent. |
|  | 25 ----------------- 30 | 20 ----------------- 24 | 15 ----------------- 19 | 0 ----------------- 14 |
| **The essay is well written with good sentence structure and grammatically correct.**  **APA (7th ed.) guide is followed accurately with more than 15 references** | The essay is well written with good sentence structure and grammatically correct.  APA (7th ed.) guide is followed accurately with more than 15 references. | The essay is mostly well written with good sentence structure and grammatically correct.  APA (7th ed.) guide is mostly accurate with approximately 15 references. | The essay is written with reasonable sentence structure and grammar.  APA (7th ed.) guide is followed with some errors and fewer than 15 references. | 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 | 13 ----------------- 16 | 10-----------------12 | 0---------------9 |

Marking criteria for PPS803 Professional Supervision 2s

# 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 |