**Workshop Four**

PPS803 Professional Supervision 2

Course facilitators: Lynn Bruning & Dr Ange McLean

Workshop One: Thursday 25th & Friday 25th July 2024

Venue: Room T305, NMIT Campus, Nile Street

Day One

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| **Time** | **Activities** | **Resources** |
| 09.009:30am | **Opening and check in: Whakawhanaungatanga**Reconnections/Supervision practice developments: What do I now know about myself as a post graduate learner and what would I like from Part 2? Strengths, Resources, Hopes, What gets in the way?**Module outline and overview** -Workshops focus on the theories linked to the assignments and preparation for practice. Check in re supervisee for the final assignment.**Recap (brainstorm) learnings over Semester 1, 2024.****Small Group Exercise**: Discuss theoretical and philosophical underpinnings guiding your supervision practice. How has your understanding of this changed and developed?Which of the supervision models, that you’ve explored to date, best fits with how you intend to practice supervision? Articulate your reasoning for this in terms of the concepts on the ‘common features’ charts. | Lynn **Handouts** |
| 10am | Morning Tea: |  |
| 10:30am | **7-Eyed Model of Supervision Hawkins and Shohet** Small Group Exercise: Discuss the H&S reading (posted on Moodle as preparatory reading for workshop 4): How does this model differ to the Reflective Learning Model of Supervision?  | PowerPoint |
| 12 noon  | Lunch  |  |
| 1.00pm2 – 2.30pm2:30pm | **Guest Speaker – Gina Munro**Gina has a private supervision practice, is a graduate of the programme and brings with her experience providing interprofessional supervision to workplace employees outside of the helping profession.**Hawkins and Shohet (H & S) Model of Supervision**Small Group Exercises: Using the common features chart break down the common features of the H & S Model of Supervision. **Triads: Apply the H& S model**. Observer to note and provide feedback on various 7 eyes (including eye 6 the restorative) | Lynn |
| 3:30pm - 4.00pm | **Reflections on exercise and the day. Closing.**  |  |

Day two: T305

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| **Time** | **Activities – Restorative Supervision** | **Resources**  |
| 09.00 | **Welcome back! Check in**Discussion on Contracting or Disclosure Statement for Assignment one | Lynn & Ange |
| **Morning-Tea 10am** |  |  |
| 10.30 | **Restorative Interventions** **Keeping the Balance – Preventing Burn-out****Warm-up to restorative supervision**: in pairs, discuss how your own supervisor provides you with restorative supervision i.e. supervision which allows you to discharge emotions & recharge your energies, ideals & creativity. Our work is often based in emotional labour, and we work in emotionally charged environments**Power Point & Discussion re Restorative Interventions**:Implications for the role of supervisor; tasks and aims; boundaries ie the difference between counselling and supervision; our experience of the impact of the professional work on the personal; ideas and concepts to understand the impact and effect; frameworks/theoretical understandings | Power Point |
| 12.00 – 1.00 | Lunch  |  |
| 1.002pm  | **PowerPoint – restorative model cont.****Triads or pairs: Skills Practice – apply restorative interventions guided by a framework** Roles in triads: Supervisor/supervisee/ observer roles:* Supervisees bring a ‘real’ issue that generates an emotional response for them.
* Supervisor uses restorative interventions within the session.
* Observer provides feedback:
* How did the supervisor attend to the supervisee’s emotional needs/issues

Your challenge is to stay in the role of supervisor not counsellor, rescuer, or adviser. If observers noticed a therapeutic boundary being breached comment and discuss |  |
| 3:30 | **Final Assignment Questions**Reflections and closing |  |