



PSDP resources and tools for practice supervisors: a CPD guide

Introduction

This guide has been developed to provide a structured way of using the resources contained with the open access website, [PSDP- Resources and Tools for Practice Supervisors](#), to support CPD (Continuing Professional Development) and training within your organisation.

The website contains over 100 resources freely available for you to use and includes knowledge briefings, podcasts, presentations, films and learning tools, many of which have been adapted from teaching materials used on the Practice Supervisor Development Programme (PSDP).

These resources draw on research and practice evidence, and learning from the lived experience of children and families, to support practice supervisors in key aspects of their role. They have been developed in consultation with experts by experience, social workers, first-line managers, principal social workers and academics, and have been written specifically for practice supervisors in child and family social work. Although much of the content (and, therefore, the CPD sessions in this guide) is also relevant to practice supervisors working in other settings.

This guide has been developed to help organisations provide a more structured way of using the website, to support CPD activity for practice supervisors. It is relevant to staff who have a responsibility for training and development within local authorities or trusts (for example, workforce development leads or principal social workers) and can also be used for action learning or peer support CPD activities for groups of practice supervisors.

How to use this CPD guide

Twelve half-day CPD training sessions are outlined in this guide, each of which link to a section of the website.

Each outline follows the same format and has been designed with online delivery in mind.

The outlines provide all the information you need to facilitate a CPD session yourself, using the website resources.

Standard CPD session outline

Introduction - aims of the session, expectations and ice breaker:

- > 30 minutes
- > Online, whole group

Guided self-study - working through suggested resources from the website:

- > 75 minutes
- > Offline individual work

Break:

- > 15 minutes

Facilitator-led discussion and feedback - detailed facilitator notes and guidance is provided:

- > 60 minutes
- > Online, whole group

If you follow this structure and deliver twelve half-day sessions, you will provide a comprehensive training package that promotes reflective, curious, emotionally literate discussions in supervision, and supports practice supervisors to develop their skills. You can schedule the sessions in any order but you must only deliver those which are most useful for your organisational context and training needs.

All that said, we suggest you start with sessions one and two: 'Your journey to being a practice supervisor' and 'Black Lives Matter - the role of supervision in challenging racial inequalities', and end with session twelve - 'Reviewing your learning'.

Guidance for facilitators

Each session outline provides guidance for facilitators, which includes:

- > a brief description of the aims of the session
- > links to all resources used in the session
- > a suggested icebreaker activity (but you can use your own if you prefer)
- > prompt questions and guidance to structure the whole group discussion, to reflect on learning at the end.

See also the learning record template at the end of this guide, which you can use to track which resources you utilise for each of the 12 sessions. The template also lists additional resources from the website that could support further learning.

We hope this will support practice supervisors to provide evidence of CPD for registration with [Social Work England](#).

Things to consider for online delivery

When delivering a session online, it's important to choose a platform that allows all participants to be visible on screen simultaneously. Then you can send the invitations for the event along with the relevant resources. You can also adapt the outline to provide a summary at the start of what you'll cover during the session.

Before the session, make sure that:

- > everyone in the group can connect to the platform you've chosen
- > you provide guidance about 'netiquette', ie online etiquette (for example, asking everyone to switch off their microphones when they're not speaking to avoid background noise and distractions)
- > adapt your facilitation style to be more directive because spontaneous group discussion can result in everyone talking at once - be clear that you'll seek individual contributions during the session and / or ask participants to raise their hand if they want to speak.

Face to face delivery

Each session can easily be adapted for face to face delivery if this is an option for you:

- > The introductory and plenary discussions could take place as a whole group activity. This works best if you ask participants to sit without desks in a horseshoe or circle formation.
- > For the guided self-study section, you could ask the group to divide into pairs and work through the activities together or individually, then check-in and quickly debrief once they've completed each task.

Session one: Your journey to being a practice supervisor

Session type: Online half-day CPD (3 hours)

Where are the relevant resources for this session?:

[PSDP website - Your development](#)

Session description

This CPD session allows practice supervisors to explore:

- > Their own personal experiences of supervision (from the perspective of being a supervisee) and how this informs their approach to supervision in their current role.
- > The benefits of using supervision agreements to build transparent and positive working relationships with supervisees.

Who might benefit?

This session is particularly useful for new practice supervisors who have been in the role for 12 months or fewer. However, all practice supervisors may benefit from reflecting on what informs their approach to supervision and how they negotiate supervision agreements, regardless of the length of time they've been in post.

If you deliver this session to a mixed group of both newly promoted and experienced practice supervisors, you can draw on their different perspectives to inform the discussion.

Session plan

Online – Session introduction (30 minutes):

Housekeeping and netiquette

Introductions and expectations

Aims and structure of the session (see the session description on the previous page)

Whole group icebreaker:

- > For newly qualified practice supervisors: what object or image represents your transition from practitioner to practice supervisor?
- > For those who are more experienced: what object or image represents your work as a practice supervisor now?

Offline – Individual self study (1 hour 15 minutes):

Work through the following tools and complete the activities and questions:

1. [Your supervision history tool](#) (45 minutes)
2. [Using supervision agreements tool](#) (30 minutes)

Break (15 minutes)

Online – Whole group discussion (1 hour):

Take feedback from the group members about any issues that struck them or learning points they reflected on from completing the tools:

Supervision history tool

Please use the reflective questions that the group completed in section two of the tool to explore their learning. You may wish to conclude by asking the group what they learned about themselves and their approach to supervision from both this activity and the resulting discussion.

Using supervision agreements tool

Please use the reflective questions that the group have completed in section four of the tool to explore their learning. It is useful to ask the group what the activity prompted them to reflect on in terms of negotiating supervision agreements with supervisees. You might also want to ask:

- > Do you see supervision agreements as forms to be filled out or as an opportunity for a relational discussion with your supervisees? What shifts if you move from the former to the latter? What would you start to do differently?
- > If you see supervision agreements as a foundational element of a relational approach, how could you review them and seek feedback from supervisees about their experience of supervision?
- > How well does the supervision agreement reflect the ethos of ‘high support, high challenge and high expectations’?
- > Any reflections from this session about your own experiences of supervision as a practice supervisor?

Please allow time at the end of the session to invite each group member in turn to share their learning / reflections from the session and any action points they are taking away about what they would like to do differently. We also recommend that you highlight other tools in this section of the website, which the group could access later. You can find this information in the learning record template for session one at the end of this document.

Session two: Black Lives Matter – the role of supervision in challenging structural inequalities

Session type: Online half-day CPD (3 hours)

Where are the relevant resources for this session?:

[PSDP website - Hearing marginalised voices in supervision](#)

Session description

This CPD session allows practice supervisors to explore:

- > The concept of social GRRRAACCEEESSS (which describe aspects of differential power in relation to gender, geography, race, religion, age, ability, appearance, class, culture, education, ethnicity, employment, sexuality, sexual orientation and spirituality - Burnham 2013) and how this can support positive supervision practice.
- > Challenging beliefs and assumptions about intersectional factors that are influential in framing the lived experiences of black and ethnic minority children and families who come to the attention of child welfare services in supervision.
- > How the Black Lives Matter movement can challenge and encourage practice supervisors to attend to the issues of racism and structural inequality.

Who might benefit?

This session provides an opportunity for reflection and learning about the impact of structural inequality and discrimination which is useful for all practice supervisors regardless of their experience or length of time in role.

Session plan

Online – Session introduction (30 minutes):

Housekeeping and netiquette

Introductions and expectations

Aims and structure of the session

(see the session description on the previous page - it's important to explore expectations with the group at the outset so that everyone feels able to contribute and have their say about how best to work together).

Whole group ice breaker:

What object or image depicts your cultural heritage, and why?

Offline – Individual self study (1 hour 15 minutes):

Work through the following tools and complete the activities and questions:

1. [Social GRRRAACCEEESSS and the LUUUTTT model film](#) (15 minutes)

(The film will only play within the website so you need to scroll down the page until you find it.)

2. **Reflective tasks** (30 minutes)

- > Having watched the film, please ask each member of the group to draw the same quadrant that shows the visible and invisible, voiced and unvoiced aspects of the social GRRRAACCEEESSS.
- > Then to spend time reflecting on the way in which the social GRRRAACCEEESSS:
 1. shape their own lives, identities and experiences
 2. impact on their relationships with team members and others in the organisation
 3. impact on children, young people and families, and how practitioners work with them.

3. Exploring diversity in supervision tool (30 minutes)

Break (15 minutes)

Online – Whole group discussion (1 hour):

This activity is designed to be reflective, relational and draw on experiential knowledge. The facilitator needs to feel well prepared to manage the emotional content which may emerge and ensure there are opportunities to connect individually with practice supervisors afterwards if required.

Social GRRRAACCEESSS and the LUUUTTT film and reflective tasks

Start with the whole group feeding back by inviting each person to tell you what surprised them about these tasks. Ask the group to share what they reflected on as a result of these activities in relation to themselves, their teams, and the children and families their teams work with.

Exploring diversity in supervision tool

Ask the group if the tool gave them any ideas for exploring diversity in supervision? What might they do differently as a result? Did any questions from the tool challenge their assumptions?

It might be useful in the final part of the discussion to reflect on what has arisen for the group in light of the Black Lives Matter movement.

You might ask the group to consider:

Children and families

How does the Black Lives Matter movement challenge practitioners and practice supervisors in relation to exploring the experience of structural inequality with families as part of their ongoing work and assessments? How can practice supervisors ensure that discussion in supervision challenges social workers to explore and reflect on these issues?

Supervisees

How can practice supervisors explore intersectionality with their supervisees? Why is this important and what is the potential impact if this is *not* discussed? You might want to pause here and ask the group to think about how this might be done as part of a supervision agreement discussion.

The organisation and wider system

The group might want to consider how well black and ethnic minority voices are represented by their organisation in terms of staffing and policy:

- > How does the organisation support black and ethnic minority workers?
- > What are the group's responsibilities for challenging racial inequalities or raising issues within the workplace? It's worth encouraging participants to reflect on how they feel about these issues and on any real life examples currently at play within their teams.
- > What support do they need from the organisation? You might want to conclude by asking whether there are messages that need to be taken forward within the organisation, then gather ideas about how to do this.

Please allow time at the end of the session to invite each group member in turn to share their learning / reflections from the session and any action points they are taking away about what they would like to do differently.

We also recommend that you highlight other tools in this section of the website that the group could access later. You can find this information at the end of this document in the learning record template for session two.

Burnham J (2013) 'Developments in Social GRRRAACCEEESSS: visible-invisible, voiced-unvoiced' in Krause I (ed) *Cultural Reflexivity*. London: Karnac.

Session three: Hearing marginalised voices in social work

Session type: Online half-day CPD (3 hours)

Where are the relevant resources for this session?:

[PSDP website - Hearing marginalised voices in supervision](#)

Session description

This CPD session allows practice supervisors to explore:

- > The importance of directing attention in supervision discussions to amplifying and understanding the voices, views and experiences of children, young people and family members.

Who might benefit?

This session is suitable for all practice supervisors regardless of their experience or length of time in role.

Session plan

Online – Session introduction (30 minutes):

Housekeeping and netiquette

Introductions and expectations

Aims and structure of the session

(see the session description on the previous page)

Whole group ice breaker:

Ask the group to imagine a big pack of differently coloured felt tips. Which colour would they choose today, and why?

Offline – Individual self study (1 hour 15 minutes):

Work through the following tools and complete the activities and questions, and watch the film of Jenny speaking about her experiences as a child.

1. [Hearing from Annie: a parent who has experienced child protection involvement tool](#) (45 minutes)

2. ['Hearing from Jenny' film](#) (10 minutes)

The film will only play within the website so you need to scroll down the page till you find it.

3. [Hearing the voices of children and families in supervision](#) (20 minutes)

Break (15 minutes)

Online – Whole group discussion (1 hour):

Take feedback from the group members about any issues that struck them or learning points they reflected on from completing the tools and watching the film:

Hearing from Annie: a parent who has experienced child protection involvement

Ask the group to share their responses to Annie's comments in the tool / blog they will have accessed from the tool, which describe Annie's experiences of working with a social worker. What challenges does Annie ask practice supervisors to take up in supervision?

It is useful to linger on pages 6 and 11 of the tool and ask the group to share their responses to these reflective questions. You may wish to conclude by asking the group what they have learned about the ways in which they can shape and influence how practitioners work with families in supervision as 'the invisible hand guiding practice', as Annie says.

'Hearing from Jenny' film

Ask the group about their response to Jenny's experiences of her social worker.

Jenny identifies key dilemmas faced by many children and young people who want their social worker to understand the reality of their lived experience but are also afraid to break the confidence of their family and speak freely. Please ask the group about their ideas on how practice supervisors can promote reflection on the voices, views and experiences of children and young people in supervision.

Hearing the voices of children and families in supervision tool

This tool should draw together the learning and discussions from the two previous activities. You can begin by asking the group to feedback their responses to the 'Reflective audit questions for supervision practice' on page two. Please also talk about the adapted Johari window on page seven and ask the group about their views on how they might use this in supervision / how supervision discussions might change if they did?

Please allow time at the end of the session to invite each group member to share their learning / reflections from the session and any action points they are taking away about what they would like to do differently.

We also recommend that you highlight other tools in this section of the website which the group could access later. You can find this information at the end of this document in the learning record template for session three.

Session four: Exploring the experiences of families in supervision

Session type: Online half-day CPD (3 hours)

Where are the relevant resources for this session?:

[PSDP website - Exploring the experiences of families in supervision](#)

Session description

This CPD session allows practice supervisors to explore:

- > How key concepts drawn from systemic practice might usefully be applied in supervision discussion to inform reflection and greater understanding of the family.
- > The value of genograms as a tool for exploration and reflection on family life and functioning in supervision discussions.

Who might benefit?

This session is suitable for all practice supervisors regardless of their experience or length of time in role.

Session plan

Online – Session introduction (30 minutes):

Housekeeping and netiquette

Introductions and expectations

Aims and structure of the session

(see the session description on the previous page)

Whole group ice breaker:

Ask the group to search for an image of the ‘blob tree’ on their search engine. Which blob person are they on the tree, and why?

Offline – Individual self study (1 hour 15 minutes):

Read the knowledge briefing ‘Using a systemic lens in supervision’.
Then watch the film about genograms and read the accompanying tool.

1. [‘Using a systemic lens in supervision’ knowledge briefing](#) (30 minutes)

2. [‘Using genograms in supervision’ film](#) (15 minutes)

3. [Drawing a genogram tool film](#) (30 minutes)

Break (15 minutes)

Online – Whole group discussion (1 hour):

Take feedback from the group members about any issues that struck them or learning points they reflected on from reading the knowledge briefing and tool, and also watching the film.

‘Using a systemic lens in supervision’ knowledge briefing

When taking the feedback from practice supervisors on this activity, it is helpful to acknowledge that the briefing is a fairly long document to read. It is recommended for practice supervisors as it introduces a number of key concepts in systemic practice.

It is useful to ask the group to talk about their response to the systemic concepts outlined in the knowledge briefing as a starter discussion. You may wish to find out how familiar group members are with systemic practice at this point. Then move on to discuss whether any of the systemic ideas in the knowledge briefing resonated and how might they be useful when applied in supervision.

Please look at the domains of action diagram on page 13 and ask the group to reflect on how they can move towards spending more time in the domain of explanation during supervision discussions.

What differences do they think this would make to the quality of their discussions?

It can also be helpful to ask group members to consider how they might integrate conversations in the domain of explanation within their usual supervision discussions, so that they’re not perceived as an extra item on the agenda.

‘Using genograms in supervision’ film and ‘Drawing a genogram’ tool

These can be discussed together. Again, it is useful to find out with the group what their experience is to date of using genograms, specifically as a tool to enable greater understanding of children and families’ experiences in supervision.

Ask the participants what they’ve reflected on in terms of this. What are their views about how using a visual tool like a genogram can help both supervisor and supervisee to be curious about the family’s experiences and functioning, and ways in which they can intervene to support the family or promote change?

Genograms are excellent supervision tools because they’re visual and engender discussions of patterns, challenge assumptions and facilitate deeper reflections.

Please allow time at the end of the session to invite each group member in turn to share their learning / reflections from the session and any action points they are taking away about what they would like to do differently. We also recommend that you highlight the other tools in this section of the website that the group could access later. You can find this information at the end of this document in the learning record template for session four.

Session five: Helping social workers to be emotionally resilient

Session type: Online half-day CPD (3 hours)

Where are the relevant resources for this session?:

[PSDP website - Helping social workers to be emotionally resilient](#)

Session description

This CPD session allows practice supervisors to explore:

- > The emotional impact of practice and to identify the importance of ensuring that discussions about this are given sufficient time and space in supervision.
- > The concept of containment - identifying their own experiences of being contained and ways in which they can contain supervisees in supervision discussions.
- > The relevance of the team as a secure base model in helping to build a containing and supportive team identity and culture that promotes emotional resilience.

Who might benefit?

This session is suitable for all practice supervisors regardless of their experience or length of time in role.

Session plan

Online – Session introduction (30 minutes):

Housekeeping and netiquette

Introductions and expectations

Aims and structure of the session

(see the session description on the previous page)

Whole group ice breaker:

Ask the group to look at the ‘Feeling unsafe and putting up defences’ worksheet (on page 3 of [‘Using visual metaphors to respond to stress and trauma’](#) tool).

You can either ask the group to look at this online themselves or share the worksheet page on screen.

Then ask the group to comment on which of these pictures resonates for them in relation to how they respond when feeling stretched or stressed.

Offline – Individual self study (1 hour 15 minutes):

Listen to the podcast and work through the tools to complete the activities and questions.

1. [‘Exploring emotions in supervision’ podcast](#)

(15 minutes: 10 to listen to the podcast and 5 to reflect and make notes.)

The podcast will only play within the website so you need to scroll down this page until you find it.

2. [Containing difficult emotions in supervision tool](#) (40 minutes)

Ask the group not to read the Ferguson paper linked to from page 3 of this tool as there is insufficient time to do this.

3. Team as secure base tool (20 minutes)

Break (15 minutes)

Online – Whole group discussion (1 hour):

Take feedback from group members about any issues that struck them or learning points they reflected on from listening to the podcast and working through the tools.

Exploring emotions in supervision podcast

In the podcast, Anna Glinski highlights some of the challenges, dilemmas and painful aspects of working with the issue of childhood sexual abuse as a practitioner. Ask the group what the podcast made them think about in terms of their role as practice supervisor, and how much they feel they should probe about the emotional impact of practice in supervision.

This activity should prompt the group to consider how actively they inquire about and reflect upon the emotional impact of practice in supervision, particularly where there is both risk and uncertainty.

Containing difficult emotions in supervision tool

Ask the group for their reflections on Nicola O’Sullivan’s research and the sudden distress voiced by the social worker in the group presented in this tool. Does this seem familiar? If so, how can practice supervisors work with this? It is useful to then discuss the ‘What is containment?’ section of the tool on page six, to consider the role of supervision in providing containment. Is this prominent enough in the way practice supervisors conceptualise supervision or talk about containment and the emotional impact of practice with supervisees? What strengths did the group identify in themselves or their organisation and how will they tackle any barriers?

Team as secure base tool

This last tool moves away from thinking about the role of individual supervision in providing containment and will prompt the group to consider how they can work with the team as a whole to build a secure base (which in turn means there is a supportive, collegiate environment that promotes emotional resilience). Ask the group about what they have learnt or thought about having completed this tool. What questions challenged them? What do they think about the idea of building a team as a secure base? How might they start to adopt this?

Being transparent with the team about the kind of culture that promotes a secure base and engaging them in building this is key here. What kind of conversations might they need to have with their teams to initiate this and gain co-operation for the idea of building a secure base? What might the benefits be?

Please allow time at the end of the session to invite each group member in turn to share their learning / reflections from the session and any action points they are taking away about what they would like to do differently. We also recommend that you highlight other tools in this section of the website which the group could access later. You can find this information at the end of this document, in the learning record template for session five.

Session six: Building relationships with children and families

Session type: Online half-day CPD (3 hours)

Where are the relevant resources for this session?:

[PSDP website - Building relationships with children and families](#)

Session description

This CPD session allows practice supervisors to explore:

- > The key principles of relationship-based practice and its foundational importance in children's social care.
- > How key concepts from relationship-based practice can be helpful in prompting supervisees to reflect on the emotional impact of practice in supervision.

Who might benefit?

This session is suitable for all practice supervisors regardless of their experience or length of time in role.

Session plan

Online – Session introduction (30 minutes):

Housekeeping and netiquette

Introductions and expectations

Aims and structure of the session

(see the session description on the previous page)

Whole group ice breaker:

Ask the group to imagine that they are living in a space station. All of a sudden, the space station malfunctions and they have to evacuate. They are only allowed to take 5 items with them. Which items would they choose?

Offline – Individual self study (1 hour 15 minutes):

Watch the film (by Gillian Ruch) then work through the tools and complete the questions and activities. Then, if you have time, watch the film of Jenny speaking about the importance of relationships between social workers and children / young people.

1. [‘What is relationship-based practice?’ film](#) (15 minutes)

The film will only play within the website so you need to scroll down this page until you find it.

2. [How relationship-based are you as a practice supervisor?](#) (50 minutes)

Please work through the activities on pages 1-6 of the tool, stopping when you get to the section entitled ‘Projection’ on page 7. If the activities in the tool take you longer than 50 minutes, please take an extra 10 to finish them instead of watching the film linked to below.

3. **'Building relationships with children and young people'** (optional 10 minutes)

The film will only play within the website so you need to scroll down this page till you find the film.

Break (15 minutes)

Online – Whole group discussion (1 hour):

Seek feedback from the group members about any issues or learning points they reflected on from watching the film and working through the tools.

What is relationship-based practice?

In the film, Professor Gillian Ruch outlines the key concepts of relationship-based practice. Ask the group what they thought of the ideas presented in the film:

- > Do any of the concepts resonate with their own experiences of providing or receiving supervision (both as a practice supervisor and previously as a practitioner)?
- > Does the film prompt any ideas about 'doing' supervision differently?
- > Are there any examples from the film which could be used in supervision?
- > This activity should prompt the group to consider their role in providing a reflective thinking and feeling space in supervision. What is their response to the idea of listening in supervision and allowing more time for the supervisee to talk (without a focus on actions at that point)?

Professor Ruch also talks about the need for relationship-based practice to run through the organisation 'like a golden thread'. It is useful to ask the group for their reflections on this point, and their ideas about how this might be applied in practice.

How relationship-based are you as a practice supervisor?

It is useful to structure the feedback discussion around the different sets of questions the group has worked through in their self-study. You can begin by discussing the group's responses to the questions about 'transference' on page 4. Similarly, there are questions about 'splitting' on page 5. Please then seek feedback to find out what the group identified as learning in response to the free writing exercise on page 6.

Building relationships with children and young people

In this film, Jenny Molloy talks about the importance to her identity and development of the relationships she had with social workers and those who cared for her when she was accommodated by the local authority. This is an optional activity so not everyone will have seen it. It is useful to invite reflections from those who have about, a) the importance of relationships, and, b) how practice supervisors can both model this and support practitioners to process their feelings in supervision so they can build positive professional relationships with children and families.

Please allow time at the end of the session to invite each group member in turn to share their learning / reflections and any action points they are taking away about what they would like to do differently.

We also recommend that you highlight other tools in this section of the website which the group could access later. You can find this information at the end of this guide, in the learning record template for session six.

Session seven: The functions of supervision

Session type: Online half-day CPD (3 hours)

Where are the relevant resources for this session?:

[PSDP website - The role and functions of supervision](#)

Session description

This CPD session allows practice supervisors to explore:

- > The role and functions of supervision from the perspective of key stakeholders.
- > The 4x4x4 integrated model of supervision, and ways in which practice supervisors can operate effectively in each of the different areas of the model.

Who might benefit?

This session is suitable for all practice supervisors regardless of their experience, though it's particularly useful for those who are newer to the role.

You may, therefore, want to schedule this session early when working through this guide, to allow practice supervisors to engage with key ideas about the different functions and roles of supervision.

Session plan

Online – Session introduction (30 minutes):

Housekeeping and netiquette

Introductions and expectations

Aims and structure of the session

(see the session description on the previous page)

Whole group ice breaker:

Ask the group about their favourite place to go on holiday (real or imagined) and what they would do when they get there.

Offline – Individual self study (1 hour 15 minutes):

Watch the film, work through the tool and complete the activities and questions, then listen to the podcast of Annie speaking about her views on the importance of supervision, based on her own experiences of working with social workers:

1. [‘Three lines of sight in supervision’ film](#) (10 minutes)

The film will only play within the website so you need to scroll down this page till you find the film.

2. [An audit of your supervision role tool](#) (55 minutes)

3. [‘You can tell if social workers have had supervision’ podcast](#) (10 minutes)

The podcast will only play within the website so you need to scroll down this page till you find the podcast.

Break (15 minutes)

Online – Whole group discussion (1 hour):

Seek feedback from the group members about any issues that struck them or learning points they reflected on from listening to the podcast and working through the tools.

Three lines of sight in supervision

This film had a significant impact on practice supervisors completing the PSDP. It is helpful to have analysis of the different functions of supervision, directly from the Director of Social Care at Ofsted, Yvette Stanley. In the film, Stanley talks about three key lines of sight that she believes practice supervisors need to have in mind when they carry out supervision.

Ask the group about their responses to seeing this film. How might they do supervision differently based on the ideas presented? How do Yvette's ideas challenge the notion that Ofsted expects every child to be discussed at every supervision session?

An audit of your supervision role tool

This tool was written by Jane Wonnacott whose 4x4x4 integrated model of supervision (developed with Tony Morrison) has been influential. The tool begins by outlining the key components of the 4x4x4 integrated model. It is worth spending time talking with the group about what exercise one revealed to them. Then work through and seek feedback on the rest of the exercises, which give a comprehensive overview about the way they work in supervision.

If you have more experienced practice supervisors in the group, it may be useful to seek their feedback and comments about how learning to balance the different elements of supervision takes time.

You can tell if social workers have had supervision

This podcast had a similar impact to Yvette Stanley's film when used on the PSDP. It is useful to seek feedback from the group about what struck them when listening to it.

On the PSDP, many practice supervisors are struck with how obvious it is to Annie as a parent when a social worker is or isn't well supervised. This makes them realise how important their role is in influencing what social workers do with children and families, and how they build relationships with them.

Practice supervisors are extremely influential – so much so that Annie refers to them as 'the invisible hand guiding practice'. Ask the group to think about the challenges of how they offer supervision if they are, as Annie suggests, 'the invisible hand guiding practice'.

Please allow time at the end of the session to invite each group member in turn to share their learning / reflections from the session and any action points they are taking away about what they would like to do differently.

We also recommend that you highlight other tools in this section of the website, which the group could access later. You can find this information at the end of this guide in the learning record template for session seven.

Session eight: Having reflective discussions in supervision

Session type: Online half-day CPD (3 hours)

Where are the relevant resources for this session?:

[PSDP website - Having reflective discussions in supervision](#)

Session description

This CPD session allows practice supervisors to explore:

- > Their use of questions in supervision discussions to avoid the 'quick fix' of moving swiftly to solutions and to promote exploration, reflection and analysis.
- > The systemic concept of safe uncertainty and how this can be used in supervision discussions to help practitioners reflect on a range of different factors and ideas that can influence our responses to risk.

Who might benefit?

This session is suitable for all practice supervisors regardless of their experience or length of time in role.

Session plan

Online – Session introduction (30 minutes):

Housekeeping and netiquette

Introductions and expectations

Aims and structure of the session

(see the session description on the previous page)

Whole group ice breaker:

Ask the group ‘If there was a person you could go back in time and meet, who would it be, and why?’

Offline – Individual self study (1 hour 15 minutes):

Work through the following two tools and complete the questions and activities

1. [Questions around the supervision cycle tool](#) (50 minutes)

Let the group know that if they’ve already done the CPD session, ‘The functions of supervision’, they will be familiar with the 4x4x4 integrated model of supervision outlined on pages 1-4 of this tool and may, therefore, want to read this quickly as a refresher, then focus in more detail from page 5 onwards.

It is also useful to highlight that exercise 2 in this tool asks the group to try out different questions over the next few weeks and so cannot be completed fully in one sitting.

2. [Safe uncertainty tool](#) (25 minutes)

Break (15 minutes)

Online – Whole group discussion (1 hour):

Seek feedback from group members about any issues that struck them or learning points they reflected on when working through these tools.

Questions around the supervision cycle

It is helpful to start this discussion by checking with the group what their response was to working through the questions. In particular, the point on page 4 that, 'Reflection and analysis can come to feel like an unaffordable luxury'. The group may wish to consider this statement, and the challenges that arise from ensuring supervision meets its various expectations.

It is useful to pause and ask the group for their responses to the 'quick fix' diagram on page 8. Does it mirror their own experiences as practice supervisors? What kind of implicit or explicit pressures might influence them to move towards a quick fix that bypasses reflective discussion? For exercise 1 in the tool, you can refer to the overall questions on page 14, which prompt the group to reflect on questions about the entire supervision cycle.

Exercise 2 is a forward-facing activity but it's useful to ask the group about what struck them from exercise 1 in relation to their own patterns of behaviour in supervision, and what they intend to do differently in coming weeks.

You can then seek feedback on exercises 3 and 4, both of which can be covered more quickly.

Safe uncertainty tool

This tool introduces the systemic concept of safe uncertainty and is intended to support practice supervisors in discussing explicitly the different influences on our perceptions of and responses to risk.

It is useful to find out if anyone in the group has questions about the four areas of the safe uncertainty quadrant. Having worked through the tool, did the group have any ideas about how they might use it in supervision and what the benefits of doing so might be? What difference would using a tool or technique to structure discussion make within supervision?

You may then wish to move on to a discussion about the ways in which we manage and analyse the different levels of risk in supervision. You can also invite the group to reflect on how our responses to risk are shaped by our own social GRRRAACCEEESSS, and the reflections they had in sessions two and three about hearing marginalised voices.

The GRRRAACCEEESSS are a systemic model that describe aspects of personal and social identity which include gender, geography, race, religion, age, ability, appearance, class, culture, education, ethnicity, employment, sexuality, sexual orientation and spirituality (Burnham, 2013).

Please allow time at the end of the session to invite each group member in turn to share their learning / reflections from the session and any action points they are taking away about what they would like to do differently. We also recommend that you highlight other tools on this section of the website, which the group could access later. You can find this information at the end of this guide, in the learning record template for session eight.

Burnham J (2013) 'Developments in Social GRRRAACCEEESSS: visible-invisible, voiced-unvoiced' in Krause I (ed) *Cultural Reflexivity*. London: Karnac.

Session nine: Developing the skills of your team members

Session type: Online half-day CPD (3 hours)

Where are the relevant resources for this session?:

[PSDP website - Developing the skills of your team members](#)

Session description

This CPD session allows practice supervisors to explore:

- > Skills and areas of development in relation to giving a range of different kinds of feedback to supervisees.
- > The value of undertaking practice observations and giving feedback to supervisees about their practice with children and families, using an evidence-informed framework.

Who might benefit?

This session is suitable for all practice supervisors regardless of their experience or length of time in role.

Session plan

Online – Session introduction (30 minutes):

Housekeeping and netiquette

Introductions and expectations

Aims and structure of the session

(see the session description on the previous page)

Whole group ice breaker:

Ask the group to share what their name means and if there is any story or history attached to why their family chose this name for them.

Offline – Individual self study (1 hour 15 minutes):

Work through the following two tools and complete the questions and activities

1. [Giving feedback to social workers in your team](#) (50 minutes)

2. [Practice observation tool](#) (25 minutes)

Ask the group to work through pages 1-10 of this tool (and read to the end if they have time).

Break (15 minutes)

Online – Whole group discussion (1 hour):

Seek feedback from group members on any issues that struck them or learning points they reflected on from working through these tools:

Giving feedback to social workers in your team

Acknowledge that the group has spent considerable time reviewing their own practice in relation to providing developmental and constructive feedback to team members when working through sections 1-3 of this tool.

You might want to open up feedback by finding out about the group's response to working through the questions. What learning arose for them? What aspects of providing feedback did they feel more skilled at or comfortable doing? What areas of giving feedback did they find more challenging?

This discussion is likely to draw out different aspects of the practice supervisor role. For example, at one end of the continuum, practice supervisors help team members to develop and may encourage career progression. At the other end, practice supervisors can be involved in disciplinary and capability procedures with a member of the team (which can play out over a long period of time).

You might want to ask the group to identify how using a supervision agreement or contract is helpful in making the different elements of their role transparent from the outset to (the [‘Using supervision agreements’](#) tool can support you with this).

Practice observation tool

Practice supervisors are encouraged to regularly observe the work of their supervisees in practice with children and families. But in busy and demanding work contexts it can be hard to find the time to do this.

It might be useful to find out from the group whether or not they observe this practice and what the benefits or challenges might be from their perspective:

- > How might practice supervisors start to or be supported to do more practice observations?
- > What would need to change within the organisation in order for this to happen?
- > What might the benefits be?

It is also useful to seek feedback about the overview of recent research at the start of this tool, which explores key communication skills in child and family social work. How might this research be helpful to the group in helping them not only give feedback when observing practice but also in helping social workers to think about what they do and why when working with children and families.

Please also point out that there is a linked tool in this section of the website, which the group might want to read later: [‘Helping social workers prepare for practice observations’](#).

Please allow time at the end of the session to invite each group member in turn to share their learning / reflections from the session and any action points they are taking away about what they would like to do differently.

We also recommend that you highlight other tools on this section of the website which the group could access later. You can find this information at the end of this guide, in the learning record template for session nine.

Session ten: Leading and influencing others in your organisation

Session type: Online half-day CPD (3 hours)

Where are the relevant resources for this session?:

[PSDP website - Leading and influencing others in your organisation](#)

Session description

This CPD session allows practice supervisors to explore:

- > The concept of adaptive leadership, ie considering when to have a strategic view (on the balcony) and when to get in amongst it with their team (on the dance floor).
- > Their role and influence as practice 'leaders' using ideas about leadership that relate specifically to the context of social work.

Who might benefit?

This session is suitable for all practice supervisors regardless of their experience or length of time in role. But it may be of particular benefit to those who've been in post longer than 12-18 months and have made the transition from practitioner to first line manager.

Session plan

Online – Session introduction (30 minutes):

Housekeeping and netiquette

Introductions and expectations

Aims and structure of the session

(see the session description on the previous page)

Whole group ice breaker:

Ask the group to think about a leader (alive or dead) whom they admire (this could be someone in the world of social work or in any aspect of life). Who did they choose and why?

Offline – Individual self study (1 hour 15 minutes):

Watch the film then work through the tools to complete the activities and questions.

1. [Moving from the dance floor to the balcony film](#) (35 minutes)

The film will only play within the website so you need to scroll down the page until you find it.

[Moving from the dance floor to the balcony tool](#)

2. [What makes an effective leader tool](#) (40 minutes)

Break (15 minutes)

Online – Whole group discussion (1 hour):

Take feedback from the group members about any issues that struck them or learning points they reflected on from working through these tools.

Moving from the dance floor to the balcony film and tool

Ask the group about their response to the ideas on adaptive leadership presented in the tool, and the need to sometimes be on the dance floor and sometimes on the balcony. You can use the prompt questions on pages 4 and 5.

It is useful to ask what they've learned from reviewing their work in relation to the concept of the balcony and the dance floor:

- > Do they have a preference for being in one area rather than the other?
- > What would be different about their work as a practice supervisor if they were able to move between the two?
- > How might their teams experience this?

Please then discuss the reflection points on page 8.

What makes an effective leader tool

At the start of the session, ask the group about the ideas on leadership presented at the beginning of the tool:

- > Do they conceptualise themselves as leaders or influencers of their teams?
- > Why might it be helpful to think in this way?
- > Please then invite comments about social work leadership:
- > How have the ideas described in the tool influenced their thinking about the leadership elements of their role?

You may wish to pay particular attention to the section on the difference between management and leadership. It is useful to ask the group for their responses to this, and to reflect on the ways in which a positive culture of leadership can be modelled throughout the whole organisation.

Please then ask the group about any aspects of leadership they would like to work on further, having completed the tool.

Please allow time at the end of the session to invite each group member in turn to share their learning / reflections from the session and any action points they are taking away about what they would like to do differently.

We also recommend that you highlight other tools on this section of the website which the group could access later. You can find this information at the end of this guide, in the learning record template for session ten.

Session eleven: Promoting evidence-informed practice

Session type: Online half-day CPD (3 hours)

Where are the relevant resources for this session?:

[PSDP website - promoting evidence-informed practice](#)

Session description

This CPD session allows practice supervisors to explore:

- > The key principles of evidence-informed practice in the context of social work.
- > The role practice supervisors play in promoting evidence-informed practice within their teams.

Who might benefit?

This session is suitable for all practice supervisors regardless of their experience or length of time in role.

Session plan

Online – Session introduction (30 minutes):

Housekeeping and netiquette

Introductions and expectations

Aims and structure of the session

(see the session description on the previous page)

Whole group ice breaker:

Ask group members to share their go-to evidence base or any research they promote in supervision and (briefly) why.

Offline – Individual self study (1 hour 15 minutes):

Read part of the knowledge briefing on ‘Enabling evidence-informed practice’, work through the tool and complete the questions and activities, then listen to the podcast of Terri talking about using Twitter as a practice supervisor.

1. [Enabling evidence-informed practice knowledge briefing](#) (35 minutes)

Highlight to the group that they should only read pages 4-9 and pages 12-14 in this document.

2. [How evidence-informed are you as a practice supervisor?](#) (35 minutes)

3. [Accessing knowledge and current practice on Twitter](#) (5 minutes)

The podcast will only play within the website so you need to scroll down the page until you find it.

Break (15 minutes)

Online – Whole group discussion (1 hour):

Take feedback from the group members about any issues that struck them or learning points they reflected on from working through these tools.

Enabling evidence-informed practice

Ask the group about their response to the ideas on evidence-informed practice in the knowledge briefing, presented in the table on page 8. How might they reframe reflective discussions in supervision in light of the information in this table?

It is also useful to find out about their responses to the reflective questions on page 9. Please discuss, too, the reflective prompts on page 14, which encourage participants to consider how the wider organisation and organisational culture can model evidence-informed practice.

If your organisation works within a practice framework, how well is that understood and evidenced in supervisory conversations?

How evidence-informed are you as a practice supervisor?

This is quite an intensive tool that asks the group to consider how they currently use research knowledge, and to identify how they can promote an evidence-informed culture in their teams.

Please seek general feedback first about what struck the group when working through this tool. You can then ask the participants about how they intend to build an evidence-informed culture in practice.

Accessing knowledge and current practice on Twitter

Often when we talk about evidence-informed practice, we tend to focus on research knowledge and think of this as a task we fail to do (in other words we get caught up in the narrative that, as busy practice supervisors, we don't do enough to keep up to date).

In this podcast, a practice supervisor shares how Twitter enables her to keep up with and connected to a community of practice.

Please seek feedback about the group's response to this, and their ideas about whether or not social media might support their development in a similar way.

Please allow time at the end of the session to invite each group member in turn to share their learning / reflections from the session and any action points they are taking away about what they would like to do differently.

We also recommend that you highlight the other tools in this section of the website, which the group could access later. You can find this information at the end of this guide, in the learning record template for session eleven.

Session twelve: Reviewing your learning

Session type: Online half-day CPD (3 hours)

Where are the relevant resources for this session?:

[PSDP website - Reviewing your learning](#)

Session description

This CPD session allows practice supervisors to explore:

- > How their approach to supervision and the quality of their supervision relationships have changed as a result of focusing on these as a CPD activity.
- > How their supervisory practice skills and knowledge have developed, and ways in which they plan to develop these further using an evidence-informed approach to supervision.

Who might benefit?

This session is suitable for all practice supervisors regardless of their experience or length of time in role. We suggest you schedule this as the final session of this online CPD programme.

Session plan

Online – Session introduction (30 minutes):

Housekeeping and netiquette

Introductions and expectations

Aims and structure of the session

(see the session description on the previous page)

Whole group ice breaker:

Ask the participants to imagine a time in the future (this could be six months from now or longer) and that they're working with a team of practitioners who have to describe why their practice supervisor is so effective. What would this imaginary group say?

Offline – Individual self study (1 hour 15 minutes):

Watch the film then work through the tool to complete the activities and questions.

1. [The impact of working differently as a practice supervisor](#)

(15 minutes: 7 to watch the film and 8 to reflect and make notes)

The film will only play within the website so you need to scroll down this page until you find it.

2. [Seeking evidence of quality and impact of supervision tool](#) (60 minutes)

It is useful to highlight to the group that they will engage in an intensive piece of work in this tool - reading an open access journal paper alongside spending some time planning how they want to further develop their skills and knowledge as a practice supervisor. Please give permission for them to take a quick break as needed during this hour!

Break (15 minutes)

Online – Whole group discussion (1 hour):

Seek feedback from group members about any issues that struck them or learning points they reflected on when working through these resources.

The impact of working differently as a practice supervisor

Please explain that this film features practice supervisors who have completed PSDP and are reflecting on some of the changes they have seen as a result.

Learning from PSDP suggests that a key factor that has made the programme beneficial for many is having the time and space to step away from day to day tasks. In doing so, practice supervisors have been able to reflect on their role, consolidate what they already do well, learn new ideas and concepts which help promote reflective, emotionally literate and curious supervision discussions, and connect / network with peers who are doing the same role.

Ask the group what strikes them as they watched the film:

- > What seems to have made a difference for these practice supervisors?
- > What has changed in their practice supervision as a result of this CPD activity?
- > What impact have others noted in how they behave as a practice supervisor?
- > What small steps are they taking to change practice within their team?

You may want to ask the group if the film prompted them to identify areas of their work they want to change, or ways to develop further as practice supervisors.

Seeking evidence of quality and impact of supervision tool

The most important element in further developing supervision skills is seeking feedback from supervisees and giving permission for them to share what does and doesn't work well in terms of their own experience.

Please highlight this and ask the group to share their responses to the reflective prompts on page 3 of this tool, which focus on seeking feedback.

The group will have read Yvette Stanley's (Director of Social Care at Ofsted) blog as part of this tool, and it is helpful to check out their response to this and to the reflective questions that Stanley suggests should be asked of supervisees.

Please then turn to think about the relevance of the three core conditions of supervision, which Wilkins identified from his research (clarity about risk / need, child focus, support for practice) and ask the group how helpful it is to think about the role and function of supervision in this way. What might they do differently in supervision if they structure supervision discussions to align with these three core conditions?

The latter part of the tool encourages practice supervisors to spend time thinking about ways in which they can continue to a) develop their skills and knowledge in supervision and put aside time to plan how they might do this, and b) regularly review the process and experience of supervision with supervisees.

Please allow time to have a forward-focused discussion with the group to share their thinking about how they might continue to develop as practice supervisors going forward. What support do they need? How can the organisation and their line managers support this process?

It is useful to highlight that spending even a small amount of time planning this is a worthwhile and useful investment. Please end this part of the discussion by asking each group member to identify one thing they will do to continue to develop their supervision skills in future.

Please allow time at the end of the session to invite each group member in turn to share their learning / reflections from the session and any action points they are taking away about what they would like to do differently.

We also recommend that you highlight other tools in this section of the website which the group could access later. You can find this information at the end of this guide, in the learning record template for session twelve.

Learning record for practice supervisors

You can use the summary information below to track your learning and development through the document, 'PSDP resources and tools for practice supervisors: a CPD guide'.

All 12 sessions from the guide are represented in the table below. The information provided includes:

> the tools and resources relevant to each training session

> up to 3 additional resources you can use for further self-guided study, which link to each training session

> a link to the relevant section of the website where you can access all resources applicable to a given topic.

You can use the blank spaces provided for notes or comments on how knowledge and skills gleaned from these resources have informed your practice. We also encourage you to seek feedback from supervisees as an essential part of developing your practice and further understanding supervision.

CPD guide sessions	Resources from the website used in in each session	✓	Supporting resources for self-directed study	✓	Use this space for notes or comments on how the knowledge and skills from these resources have informed your practice
<p>Session 1: Your journey to being a practice supervisor skills of your team members</p>	<p><u>Your supervision history tool</u></p> <p><u>Using supervision agreements tool</u></p>		<p>We have recommended 3 additional resources for you. Further resources can also be found in <u>this section of the PSDP website.</u></p> <p><u>Being a practice supervisor in child and family social work knowledge briefing</u></p> <p><u>The holistic containment wheel tool</u></p> <p><u>Reviewing your supervisory relationship with a supervisee tool</u></p>		

CPD guide sessions	Resources from the website used in in each session	✓	Supporting resources for self-directed study	✓	Use this space for notes or comments on how the knowledge and skills from these resources have informed your practice
<p>Session 2: Black Lives Matter – the role of supervision in challenging structural inequalities</p>	<p><u>Social GRRRAACCEESSS and the LUUUTTT model film</u> The film will only play within the website so you need to scroll down this page until you find it.</p> <p><u>Exploring diversity in supervision tool</u></p>		<p><u>Understanding the lived experience of black and ethnic minority children and families knowledge briefing</u></p> <p><u>Developing cultural competence tool</u></p>		

CPD guide sessions	Resources from the website used in in each session	✓	Supporting resources for self-directed study	✓	Use this space for notes or comments on how the knowledge and skills from these resources have informed your practice
<p>Session 3: Hearing marginalised voices in social work</p>	<p><u>Hearing from Annie: a parent who has experienced child protection involvement tool</u></p> <p><u>Hearing from 'Jenny' film</u> The film will only play within the website so you need to scroll down this page until you find it.</p> <p><u>Hearing the voices of children and families in supervision tool</u></p>		<p>We have recommended 2 additional resources for you - further resources can also be found in <u>this section of the PSDP Resources and tools website.</u></p> <p><u>Hearing children's views tool</u> (links with Jenny's film)</p> <p><u>Hearing parent's voice - first assessment visit tool</u></p>		

CPD guide sessions	Resources from the website used in in each session	✓	Supporting resources for self-directed study	✓	Use this space for notes or comments on how the knowledge and skills from these resources have informed your practice
<p>Session 4: Exploring the experiences of families in supervision</p>	<p><u>Using a systemic lens in supervision knowledge briefing</u></p> <p><u>Using genograms in supervision film</u> The film will only play within the website so you need to scroll down this page until you find it.</p> <p><u>Drawing a genogram tool</u></p>		<p>We have recommended 3 additional resources for you. Further resources can also be found in <u>this section of the PSDP website.</u></p> <p><u>Using systemic questions in supervision film</u> The film will only play within the website so you need to scroll down this page until you find it.</p> <p><u>Using systemic questions in supervision tool</u></p> <p><u>Flow of stress through a family tool</u></p>		

CPD guide sessions	Resources from the website used in in each session	✓	Supporting resources for self-directed study	✓	Use this space for notes or comments on how the knowledge and skills from these resources have informed your practice
<p>Session 5: Helping social workers be emotionally resilient</p>	<p><u>Exploring emotions in supervision podcast</u> The podcast will only play within the website so you need to scroll down this page until you find it.</p> <p><u>Containing difficult emotions in supervision tool</u></p> <p><u>Team as secure base tool</u></p>		<p>We have recommended 3 additional resources for you. Further resources can also be found in <u>this section of the PSDP website</u>.</p> <p><u>How well do you promote emotional resilience in your team tool</u></p> <p><u>What motivates your team to keep going tool</u></p> <p><u>The professional wellbeing self-assessment tool</u></p>		

CPD guide sessions	Resources from the website used in in each session	✓	Supporting resources for self-directed study	✓	Use this space for notes or comments on how the knowledge and skills from these resources have informed your practice
<p>Session 6: Building relationships with children and families</p>	<p><u>What is relationship-based practice film</u> The film will only play within the website so you need to scroll down this page until you find it.</p> <p><u>How relationship based are you as a practice supervisor tool</u></p> <p><u>Building relationships with children and young people' film</u> (optional). The film will only play within the website so you need to scroll down this page until you find it.</p>		<p>We have recommended 2 additional resources for you. Further resources can also be found in <u>this section of the PSDP website.</u></p> <p><u>Practising relationship-based social work knowledge briefing</u></p> <p><u>Building relationships with children and young people film</u> (if not watched in training session)</p>		

CPD guide sessions	Resources from the website used in in each session	✓	Supporting resources for self-directed study	✓	Use this space for notes or comments on how the knowledge and skills from these resources have informed your practice
<p>Session 7: The functions of supervision</p>	<p><u>Three lines of sight in supervision film</u> The film will only play within the website so you need to scroll down this page until you find it.</p> <p><u>An audit of your supervision role tool</u></p> <p><u>You can tell if social workers have had supervision' podcast</u> The podcast will only play within the website so you need to scroll down this page until you find it.</p>		<p>We have recommended 2 additional resources for you. Further resources can also be found in <u>this section of the PSDP website</u></p> <p><u>How organisational culture influences supervision tool</u></p> <p><u>A 3D model: forms of support for social workers tool</u></p>		

CPD guide sessions	Resources from the website used in in each session	✓	Supporting resources for self-directed study	✓	Use this space for notes or comments on how the knowledge and skills from these resources have informed your practice
<p>Session 8: Having reflective discussions in supervision</p>	<p><u>Questions around the supervision cycle tool</u></p> <p><u>Safe uncertainty tool</u></p>		<p>We have recommended 3 additional resources for you. Further resources can also be found in <u>this section of the PSDP website</u></p> <p><u>Using the supervision relationship to promote reflection knowledge briefing</u></p> <p><u>Using the five anchor assessment principles in supervision tool</u></p> <p><u>Using interventive interviewing in supervision film</u></p>		

CPD guide sessions	Resources from the website used in in each session	✓	Supporting resources for self-directed study	✓	Use this space for notes or comments on how the knowledge and skills from these resources have informed your practice
<p>Session 9: Developing the skills of your team members</p>	<p><u>Giving feedback to social workers in your team</u></p> <p><u>Practice observation tool</u></p>		<p>We have recommended 3 additional resources for you. Further resources can also be found in <u>this section of the PSDP website</u></p> <p><u>Helping social workers prepare for practice observations tool</u></p> <p><u>Giving feedback to social workers in your team tool</u></p> <p><u>The social discipline window</u></p>		

CPD guide sessions	Resources from the website used in in each session	✓	Supporting resources for self-directed study	✓	Use this space for notes or comments on how the knowledge and skills from these resources have informed your practice
<p>Session 10: Leading and influencing others in your organisation</p>	<p><u>Moving from the dance floor to the balcony film</u> The film will only play within the website so you need to scroll down this page until you find it.</p> <p><u>Moving from the dance floor to the balcony</u></p> <p><u>What makes an effective leader tool</u></p>		<p>We have recommended 3 additional resources for you. Further resources can also be found in <u>this section of the PSDP website</u></p> <p><u>Being a social work leader knowledge briefing</u></p> <p><u>Situational leadership tool</u></p> <p><u>The cultural web tool</u></p>		


CPD guide sessions	Resources from the website used in in each session	✓	Supporting resources for self-directed study	✓	Use this space for notes or comments on how the knowledge and skills from these resources have informed your practice
<p>Session 11: Promoting evidence-informed practice</p>	<p><u>Enabling evidence-informed practice knowledge briefing</u></p> <p><u>How evidence-informed are you as a practice supervisor tool</u></p> <p><u>Accessing knowledge and current practice on Twitter podcast</u> The podcast will only play within the website so you need to scroll down this page until you find it.</p>		<p>We have recommended 3 additional resources for you. Further resources can also be found in <u>this section of the PSDP website</u></p> <p><u>Evidence-informed practice supervision webinar</u> The webinar will only play within the website so you need to scroll down this until you find it.</p> <p><u>Digital by default? Thinking about technologies, practice and professional development in social work</u></p> <p><u>Knowledge sharing in interprofessional teams: a tool kit</u></p>		

CPD guide sessions	Resources from the website used in in each session	✓	Supporting resources for self-directed study	✓	Use this space for notes or comments on how the knowledge and skills from these resources have informed your practice
<p>Session 12: Reviewing your learning</p>	<p><u>The impact of working differently as a practice supervisor film</u> The film will only play within the website so you need to scroll down this page until you find it.</p> <p><u>Seeking evidence of quality and impact of supervision tool</u></p>		<p>We have recommended 3 additional resources for you. Further resources can also be found in this section of the PSDP website:</p> <p><u>Using 'rich pictures' to further develop supervision skills tool</u></p> <p><u>Using research-informed approach to evaluate the quality of supervision tool</u></p> <p><u>Reviewing your learning tool</u></p> <p><u>And the training transfer booklet</u></p>		

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