

# Masterclass Course Outline

<b>Masterclass Name</b>	Supervising Underperformance and Addressing Conduct and Professional Concerns
<b>Masterclass Code</b>	MC3_SUACPC
<b>Study Period</b>	Face-to-Face (1-day workshop) OR Live VC
<b>Study Modes</b>	F2F: Cairns, Townsville, Toowoomba, Western Australia and other locations on demand Online: Private Zoom training room (live participation required)
<b>Locations</b>	Dr Sharon Varela
<b>Masterclass Coordinator</b>	Face-to-Face (1-day workshop) OR Live VC

*We acknowledge the Traditional Owners of the lands and waters where our University is located and actively seek to contribute and support the JCU Reconciliation Statement, which exemplifies respect for Australian Aboriginal and Torres Strait cultures, heritage, knowledge and the valuing of justice and equity for all Australians.*

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## Pre-requisites

This is an **advanced** masterclass designed for clinicians who provide clinical supervision to health professionals. This workshop builds on the learnings from the Masterclass *Supervising for Ethical Practice in Rural and Remote Settings* and your experience as a clinical/professional supervisor. If your knowledge of positive ethics is limited or you have only a limited amount of experience as a clinical/professional supervisor, it is recommended that you complete that Masterclass first.

This Masterclass has been approved by the Psychology Board of Australia, for supervising Psychologists seeking to maintain Board-approved supervisor status. This masterclass utilises an interprofessional framework and is open to all allied health and nursing professionals.

## Masterclass outline preparation

This Masterclass outline has been prepared by Dr Sharon Varela for the Centre for Rural and Remote Health and the College of Healthcare Sciences, Division of Tropical Health and Medicine, James Cook University. Masterclass outline last updated 1 July 2020.

Q1. This Masterclass is offered across more than one campus and/or mode and/or teaching period within the one calendar year.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Q2. If yes (Q1), the design of all offerings of this Masterclass ensure the same learning outcomes and assessment types and weightings.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Q3. If no (Q2), Dr Sharon Varela has authorised any variations, in terms of equivalence.		

## Masterclass outline peer reviewer

<b>Name</b>	Heather Bridgman
<b>Position</b>	Lecturer in Rural Mental Health, University of Tasmania (UTAS)
<b>Date reviewed</b>	Currently under review

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\* consultation times by appointment only.

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# 1 Masterclass at a glance

## 1.1 Participation requirements

Participation requirements are listed below. All requirements need to be met to successfully complete this Masterclass.

Key Masterclass activities	Time	Day and date	Location
Pre-reading, quiz and reflection task	4 hours*	Provided one week prior to the Masterclass.	Online/Email
Masterclass** ( <b>Note:</b> this is delivered as either a one-day face-to-face masterclass or as an online live VC masterclass delivered through two 4-hour sessions)	8 hours*	Dates published on website**	Refer to website
Completion of reflection tasks (during the workshop or between sessions if online), and participation in group work during the workshop	N/A	N/A	N/A

\*This Advanced Masterclass is equal to 12 hours active learning. Break times are deleted from the active learning hours.

\*\* For information on the days and times when your masterclass is on, visit <https://www.crrh.jcu.edu.au/health-professionals/supervisor-training-2e39t6/psychology-and-allied-health/training-calendar/>

## 1.2 Key dates

Key dates	Date
Last date to withdraw without financial penalty	4 weeks prior to the Masterclass commencing
Assessment task 1: quiz (30%)	Date set on LearnJCU, usually 7-5 days prior to the first workshop session
Assessment task 2: reflection tasks/group participation (70%)	Group participation assessed during masterclass; reflection activity completed during masterclass or between masterclass sessions depending on study mode

# 2 Masterclass details

## 2.1 Masterclass description

This is an **advanced** workshop that focuses on key topics related to supervising underperformance and addressing conduct and/or professional concerns. This workshop builds on the learnings from the *Masterclass Supervising for Ethical Practice in Rural and Remote Settings* and your experience as a clinical/professional supervisor. If your knowledge of positive ethics is limited or you have only a limited amount of experience as a clinical/professional supervisor, it is recommended that you complete that Masterclass first.

This workshop is designed to encourage participants to engage with the following three topics through peer discussion, vignettes and role plays: identifying and understanding the underperformance of a supervisee;

supervising the underperformance of a supervisee; and addressing conduct or professional concerns. Competence and skills related to each topic will be covered. The content is covered within the relational context of the supervisory relationship.

## 2.2 Masterclass learning outcomes

Participants who successfully complete this Masterclass will be able to:

- understand and adhere to professional and legal requirements.
- recognise and address the underperformance of a supervisee early.
- recognise and address conduct or professional issues early.
- apply a critical reflection process to reduce the risk of serious violations or manage violations as they occur.

## 2.3 Learning and teaching in this Masterclass

This masterclass will consist of a mix of didactic presentation, skills practice, and group discussions (small and large). This is a master level class that utilises a peer learning framework, drawing on your experience to guide the discussions and learnings. This masterclass is part of a masterclass series, each building on the learning of the other classes, but also designed to be stand-alone if you choose to complete only one masterclass.

## 2.4 Participant feedback on Masterclass and teaching

As part of our commitment at JCU to improving the quality of our courses and teaching, we regularly seek feedback on your learning experiences. Participant feedback informs evaluation of course and teaching strengths and areas that may need refinement or change. We value your feedback and ask that you provide constructive feedback about your learning experiences for this Course, in accordance with responsibilities outlined in the [Participant Code of Conduct](#). Refrain from providing personal feedback on topics that do not affect your learning experiences. Malicious comments about staff are deemed unacceptable by the University.

## 2.5 Masterclass resources and special requirements

All Masterclass readings and resources, including journal articles, book chapters, websites, videos, print and eTextbooks, are listed below for your reference.

### **Books & Chapters**

- Driscoll, J. (2007). *Practicing Clinical Supervision: A Reflective Approach for Health Care Professionals*, 2nd. Edn. Philadelphia, USA: Elsevier Health Sciences.
- Handelsman, M. M., Knapp, S., & Gottlieb, M. C. (2011) Positive ethics: themes and variations (pp. 105-113). In C. R. Snyder, & S. J. Lopez, S. J. (Eds.). *Oxford Handbook of Positive Psychology*. New York, USA: Oxford University Press. [2009 version available on Google books – [link](#)]
- Handelsman, M. M., Knapp, S., & Gottlieb, M. C. (2002). Positive ethics (pp. 731-744). In C. R. Snyder, & S. J. Lopez, S. J. (Eds.). *Handbook of Positive Psychology*. New York, USA: Oxford University Press. Available from:  
[http://ldysinger.stjohnsem.edu/@books1/Snyder\\_Hndbk\\_Positive\\_Psych/Snyder\\_Lopez\\_Handbook\\_of\\_Positive\\_Psychology.pdf](http://ldysinger.stjohnsem.edu/@books1/Snyder_Hndbk_Positive_Psych/Snyder_Lopez_Handbook_of_Positive_Psychology.pdf)
- Haynes, R., Corey, G., & Moulton, P. (2003). *Clinical supervision in the helping professions: A practical guide*. Ontario: Thomson Brooks /Cole.
- Kämpf, A., McSherry, B., Ogloff, J., & Rothschild, A. (2009). *Confidentiality for mental health professionals: A guide to ethical and legal principles*. Bowen Hills: Australian Academic Press.
- Kennedy, R. (2008). *Allied health professionals and the law*. Sydney: Federation Press.

- Morrissey, S., Reddy, P., Davidson, G., & Allan, A. (Eds.). (2015). *Ethics and professional practice for psychologists* (2nd Edition). Melbourne: Cengage Learning Australia.
- Pelling, N. J., & Burton, L. J. (2019). *The Elements of Ethical Practice: Applied Psychology Ethics in Australia*. New York, USA: Routledge.
- Warren, W. (2010) *Is a Psychologist Always a Psychologist, Ethically? Some Observations Through a Wide Lens* (pp. 41-52). In A. Allan, & A. Love (Eds). *Ethical practice in psychology: Reflections from the creators of the APS Code of Ethics*. West Sussex, UK: John Wiley & Sons.

### **Research and Articles**

- Allan, A., & Love, A. (2010). *Ethical practice in psychology: Reflections from the creators of the APS code of ethics*. New York: John Wiley & Sons.
- Andersson, L., King, R., & Lalande, L. (2010). Dialogical mindfulness in supervision role-play. *Counselling and Psychotherapy Research, 10*(4), 287-294.
- Australian Psychological Society. (2007). *Code of ethics*. Melbourne, Vic: Author.
- Australian Psychological Society. (2014a). *Ethical guidelines for psychological practice in rural and remote settings*. Melbourne, Vic: Author.
- Australian Psychological Society. (2014b). *Ethical guidelines for mandatory notifications*. Melbourne, Vic: Author.
- Brear, P. D., & Dorrian, J. (2010). Does professional suitability matter? A national survey of Australian counselling educators in undergraduate and post-graduate training programs. *International Journal for the Advancement of Counselling, 32*(1), 1-13.
- Cantillon, P., & Sargeant, J. (2008). Giving feedback in clinical settings. *BMJ, 337*, 1292-1294. doi: 10.1136/bmj.a1961
- Coleman, D., & Lynch, U. (2006). Professional isolation and the role of clinical supervision in rural and remote communities. *Journal of Community Nursing, 20*(3), 35.
- Fair Work Ombudsman (n.d.). *Best Practice Guide: Chapter 9 - Managing underperformance*. Canberra: Author.
- Falender, C. A., Shafranske, E. P., & Ofek, A. (2014). Competent clinical supervision: Emerging effective practices. *Counselling Psychology Quarterly, 27*(4), 393-408. doi: 10.1080/09515070.2014.934785
- Goiran, N., Kay, M., Nash, L., & Haysom, G. (2014). Mandatory reporting of health professionals: the case for a Western Australian style exemption for all Australian practitioners. *Journal of Law and Medicine, 22*, 209-220.
- Grenyer, B.F.S. and Lewis, K. (2012) Prevalence, prediction and prevention of psychologist misconduct. *Australian Psychologist, 47*, 68-76.
- Health Practitioner Regulation National Law Act 2009. Particularly relevant: Part 7: Registration of health practitioners, Part 8: *Health, performance and conduct*. Retrieved from <http://www.ahpra.gov.au/Legislation-and-Publications/Legislation.aspx>.
- Hulse, D., & Tracey, R. (2014). Preplanning for feedback in clinical supervision: Enhancing readiness for feedback exchange. *Journal of Counselor Preparation and Supervision, 6*(2) doi: 10.7729/52.1091
- Johnson, W. B., Barnett, J. E., Elman, N. S., Forrest, L., & Kaslow, N. J. (2012). The competent community: Toward a vital reformulation of professional ethics. *American Psychologist, 67*(7), 557-569. doi: 10.1037/a0027206
- Kilminster, S. M. and Jolly, B. C. (2000), Effective supervision in clinical practice settings: a literature review. *Medical Education, 34*, 827-840. doi: 10.1046/j.1365-2923.2000.00758.x

- Martin, P., Kumar, S., Lizarondo, L., & Baldock, K. (2019). Debriefing about the challenges of working in a remote area: A qualitative study of Australian allied health professionals' perspectives on clinical supervision. *PLoS one*, *14*(3), 1-13. doi: 10.1371/journal.pone.0213613
- Moran, A. M., Coyle, J., Pope, R., Boxal, D., Nancarrow, S. A., & Young, J. (2014). Supervision, support and mentoring interventions for health practitioners in rural and remote contexts: An integrative review and thematic synthesis of the literature to identify mechanisms for successful outcomes. *Human Resources for Health*, *12*, 10-40. doi: 10.1186/1478-4491-12-10
- Morse, G., Salyers, M. P., Rollins, A. L., Monroe-DeVita, M., & Pfahler, C. (2012). Burnout in Mental Health Services: A Review of the Problem and Its Remediation. *Administration and Policy in Mental Health*, *39*(5), 341–352. doi: 10.1007/s10488-011-0352-1
- Mulder M. (2014) *Conceptions of Professional Competence*. In: S. Billett., C. Harteis, H. Gruber (Eds.) International Handbook of Research in Professional and Practice-based Learning. Springer International Handbooks of Education. Dordrecht: Springer. doi: [https://doi.org/10.1007/978-94-017-8902-8\\_5](https://doi.org/10.1007/978-94-017-8902-8_5)
- Nelson, M. L., Gray, L. A., Friedlander, M. L., Ladany, N., & Walker, J. A. (2001). Toward relationship-centered supervision: Reply to veach (2001) and ellis (2001). *Journal of Counseling Psychology*, *48*(4), 407-409. doi: 10.1037/0022-0167.48.4.407
- Nelson, W., Pomerantz, A., Howard, K., & Bushy, A. (2007). A proposed rural healthcare ethics agenda. *Journal of Medical Ethics*, *33*(3), 136-139.
- Perry, K. N., Donovan, M., Knight, R., & Shires, A. (2017). Addressing professional competency problems in clinical psychology trainees. *Australian Psychologist*, *52*(2), 121-129. doi:10.1111/ap.12268
- Psychology Board of Australia. (2015-2019). *Registration standards: mandatory and psychology standards under National Law*. Canberra, ACT: Author. Retrieved from: <https://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx>
- Psychology Board of Australia. (2018). *Guidelines for supervisors*. Canberra, ACT: Author. Retrieved from: <https://www.psychologyboard.gov.au/documents/default.aspx?record=WD18%2f25494&dbid=AP&chksu m=h5glqx6YFDTJqi3ihdaG1w%3d%3d>
- Psychology Board of Australia (2020a). *Codes guidelines and policies* (webpage). Available: <https://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx>
- Psychology Board of Australia. (2020b). *Guidelines: Mandatory notifications about registered students*. Canberra, ACT: Author. Retrieved from: <https://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies/Guidelines-for-mandatory-notifications.aspx>
- Psychology Board of Australia. (2020c). *Guidelines: Mandatory notifications about health practitioners*. Canberra, ACT: Author. Retrieved from: <https://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies/Guidelines-for-mandatory-notifications.aspx>
- Roufeil, L., Thomas, S. R., & Boxall, D. (2015). Practising ethically as a rural psychologist. In *13<sup>th</sup> National Rural Health Conference Proceedings*. Available from: [http://www.ruralhealth.org.au/13nrhc/images/paper\\_Roufeil,%20Louise.pdf](http://www.ruralhealth.org.au/13nrhc/images/paper_Roufeil,%20Louise.pdf)
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- Scopelliti, J., Judd, F., Scopelliti, J., Judd, F., Grigg, M., Hodgins, G., ... & Wood, A. (2004). Dual relationships in mental health practice: issues for clinicians in rural settings. *Australian and New Zealand Journal of Psychiatry*, *38*(11-12), 953-959.
- Veach, P. M. (2001). Conflict and counterproductivity in supervision—when relationships are less than ideal: Comment on nelson and friedlander (2001) and gray et al. (2001). *Journal of Counseling Psychology*, *48*(4), 396-400. doi: 10.1037/0022-0167.48.4.396

Veage, S., Ciarrochi, J., & Heaven, P. (2014). Value congruence, importance and success in the workplace: Links with well-being and burnout amongst mental health practitioners, *Journal of Contextual Behavioral Science*, 3(4), 258-264. doi: 10.1016/j.jcbs.2014.06.004

Winstanley, J., & White, E. (2003). Clinical supervision: models, measures and best practice. *Nurse Researcher*, 10(4), 7-38. doi: 10.7748/nr2003.07.10.4.7.c5904

## 3 Assessment details

### 3.1 Requirements for successful completion of Masterclass

In order to pass this Masterclass, you must:

- Demonstrate a reasonable attempt on all assessment tasks, including achieving at least 80% on the pre-quiz assessment task.
- Actively participate in the masterclass activities and discussions.
- Complete the feedback questionnaire.

Assessment items may be reviewed through moderation processes ([Learning, Teaching and Assessment Policy](#), 5.13-5.18). It is important to be aware that assessment “is always subject to final ratification and that no single result represents a final grade in a Masterclass” (Learning, Teaching and Assessment Policy, 5.22.).

#### 3.1.1 Clinical or professional experience requirements

This is a masterclass designed for clinical supervisors of psychologists and other allied health.

### 3.2 Feedback on Participant learning

Participants will be provided with progressive feedback during the masterclass, and formative feedback on the quiz.

### 3.3 Assessment tasks

#### ASSESSMENT TASK 1: Pre-Reading and Quiz

<b>Aligned Masterclass learning outcomes</b>	<ul style="list-style-type: none"> <li>• understand and adhere to professional and legal requirements.</li> <li>• recognise and address the underperformance of a supervisee early.</li> <li>• recognise and address conduct or professional issues early.</li> </ul>
<b>Group or individual</b>	Individual assessment task
<b>Weighting</b>	30%
<b>Due date</b>	Date set on LearnJCU, usually 7-5 days prior to the first workshop session.

#### ASSESSMENT TASK 1: DESCRIPTION

This assessment task has been set to ensure all participants have a shared understanding of the topic being discussed in the workshop. The assessment task will be able to be completed from the supplied readings. The quiz may consist of multiple choice, short-answer and reflective questions.

**ASSESSMENT TASK 1: CRITERIA SHEET**

You need to achieve a minimum grade of 20/25 to pass the Quiz. Participants will be able to resubmit as many times as it takes to pass. *The Masterclass content builds on the content in the quiz readings.*

CRITERIA	SATISFACTORY	INCOMPLETE	UNSATISFACTORY
<b>QUIZ</b>	<p>All questions were attempted</p> <p><i>AND</i></p> <p>Questions identified as short answer questions demonstrated an understanding of the topic and were of sufficient length to answer the question.</p> <p><i>AND</i></p> <p>Any questions identified as <b>reflection tasks</b> demonstrated a critical reflection that described the problem or idea, discussed this in the context of your own practice, and was able to argue how/why this will/will not change or will change/guide your future practice.</p>	<p>Not all questions were attempted</p> <p><i>OR</i></p> <p>Questions identified as short-answer questions were attempted but did not fully demonstrate an understanding of the topic and/or were not of sufficient length to answer the question.</p> <p><i>OR</i></p> <p>Questions identified as <b>reflection tasks</b> did not demonstrate a critical reflection that described the problem or idea, or did not discuss it in the context of your own practice, and/or was not able to argue how/why this will/will not change or will change/guide your future practice.</p>	<p>The Quiz is not returned or completed successfully before the date of the Masterclass.</p> <p><i>If an extension was granted, the Quiz is not returned or completed successfully by the date of the extension.</i></p>

**ASSESSMENT TASK 2: Reflection exercise and participation during workshop**

<b>Aligned Masterclass learning outcomes</b>	<ul style="list-style-type: none"> <li>• understand and adhere to professional and legal requirements.</li> <li>• recognise and address the underperformance of a supervisee early.</li> <li>• recognise and address conduct or professional issues early.</li> <li>• apply critical reflection skills to reduce the risk of serious violations or manage violations as they occur</li> </ul>
<b>Group or individual</b>	Group and Individual assessment task
<b>Weighting</b>	70%
<b>Due date</b>	Assessed during masterclass (reflection activity completed between masterclass sessions for online study mode)

## ASSESSMENT TASK 2: DESCRIPTION

This task requires participants to complete a reflection exercise during this masterclass and to participate in group exercises throughout the masterclass.

## ASSESSMENT TASK 2: CRITERIA SHEET

To achieve a satisfactory grade, participants will need to attend all sessions of the Masterclass, complete the reflection task and actively participate in peer and group exercises. An unsatisfactory grade will be given under the circumstances listed below. It is expected that this outcome would be very rare as the Masterclass is designed with a developmental learning focus and support is provided if there are any concerns.

CRITERIA	SATISFACTORY	INCOMPLETE	UNSATISFACTORY
<b>WORKSHOP PARTICIPATION / GROUP ACTIVITIES</b>	Attended all sessions and engaged in group activities through sharing or other forms of participation (eg., brain storming activities)	Attended only some sessions and/or did not engaged in group activities through sharing or other forms of participation (eg., brain storming activities)	Received an <i>Incomplete</i> grade in Masterclass AND 6 months have passed and did not attend another Masterclass offering (if missed any sessions this would have been required).
<b>PEER EXERCISES</b> (small group or paired skills practice activities or role plays and case studies)	Engaged in all peer exercises as required.	Did not engage in all peer exercises as required.	
<b>REFLECTION TASKS</b> (these may be home activities or paired work depending on learning format)	Actively participated in workshop reflection activity and demonstrated an ability to critically reflect on own practice (or in practice) and is able to link this to future practice.	Did not actively participate in workshop reflection activity and/or does not demonstrate an ability to critically reflect on own practice (or in practice) and/or is not able to link this to future practice.	

## 4 Submission and return of assessment

### 4.1 Submission and return of assessment

Assessments will be submitted electronically using the LearnJCU learning portal, with feedback provided via the LearnJCU assessment centre. You need to submit before commencement of our Masterclass or ask for an extension.

## 5 Workshop outlines

### 5.1 Face-to-Face Masterclass

Please note, the sequence of some topics may change due to staff availability, resourcing, or due to unforeseen circumstances. The workshop time is 8 hours, including breaks.

Session		Topic	Materials	Time
1	Introduction	<ul style="list-style-type: none"> <li>Welcome to Country</li> <li>Icebreakers &amp; Introductions</li> </ul>	Whiteboard PowerPoint	30 minutes
2	Professional and legal	<ul style="list-style-type: none"> <li>State and federal laws/acts</li> <li>Reporting obligations</li> </ul>	Whiteboard PowerPoint	60 minutes
3	Recognising and Addressing Underperformance	<ul style="list-style-type: none"> <li>What is under performance?</li> <li>Considerations when assessing underperformance</li> <li>Setting benchmarks and putting in supports</li> </ul>	Whiteboard PowerPoint Group exercises	120 minutes
4	Recognising and Addressing Conduct or Professional Issues	<ul style="list-style-type: none"> <li>The role of supervision contracts</li> <li>Strategies to enable early identification</li> <li>The importance of processes when addressing concerns</li> </ul>	Whiteboard PowerPoint Group exercises	90 minutes
5	Critical reflection to Reduce and Manage Risk	<ul style="list-style-type: none"> <li>Critical Feedback</li> <li>Community of practice</li> <li>Remedial learning plans</li> <li>Reflection skills within a feedback process</li> </ul>	Whiteboard PowerPoint Group exercises	90 minutes
6	Conclusion	Feedback & Questions	Group exercise	30 minutes

## 5.2 Live VC Masterclass (online using the Zoom platform)

Please note, the sequence of some topics may change due to staff availability, resourcing, or due to unforeseen circumstances. The workshop time is 2 x 4-hour sessions, including breaks. The live VC masterclass will also have a reflective task to complete between sessions.

Session	Topic	Materials	Time
<b>SESSION 1</b>			
1	Introduction	<ul style="list-style-type: none"> <li>Welcome to Country</li> <li>Icebreakers &amp; Introductions</li> </ul>	Whiteboard PowerPoint 20 minutes
2	Professional and legal	<ul style="list-style-type: none"> <li>State and federal laws/acts</li> <li>Reporting obligations</li> </ul>	Whiteboard PowerPoint 60 minutes
<b>BREAK</b>			
3	Recognising and Addressing Underperformance	<ul style="list-style-type: none"> <li>What is under performance?</li> <li>Considerations when assessing underperformance</li> <li>Setting benchmarks and putting in supports</li> </ul>	Whiteboard PowerPoint Group exercises 120 minutes
4	Reflection Task	<ul style="list-style-type: none"> <li>Discuss requirements of reflection task</li> </ul>	Complete at home and email reflection to trainer 10 minutes
<b>SESSION 2</b>			
4 cont.	Reflection Task (cont.)	<ul style="list-style-type: none"> <li>Reflection assessment task review</li> </ul>	Completed reflection 20 minutes
5	Recognising and Addressing Conduct or Professional Issues	<ul style="list-style-type: none"> <li>The role of supervision contracts</li> <li>Strategies to enable early identification</li> <li>The importance of processes when addressing concerns</li> </ul>	Whiteboard PowerPoint Group exercises 90 minutes
<b>BREAK</b>			
6	Critical reflection to Reduce and Manage Risk	<ul style="list-style-type: none"> <li>Critical Feedback</li> <li>Community of practice</li> <li>Remedial learning plans</li> <li>Reflection skills within a feedback process</li> </ul>	Whiteboard PowerPoint Group exercises 90 minutes
7	Conclusion	Feedback & Questions	Group exercise 10 minutes