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# PowerPoint list

## **Session 1: Welcome and introductions**

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- Slide 2: Welcome and overview
- Slide 3: Who am I today?
- Slide 4: Format of the training
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- Slide 16: Vulnerability factors
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**Session 6: What is the model?**

Slide 31: What is the model? (1)

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**Session 7: Recognising the zones**

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**Session 8: Moving past the negative**

Slide 37: Getting past the negative

Slide 38: Emotional containment (1)

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**Session 9: Moving into the positive**

Slide 44: Moving into the positive

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Slide 54: What happens now?

Slide 55: Questions?

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# About the author and Fiduciam

**Dr Sonya Wallbank** is the founder and CEO of Fiduciam UK Ltd. As the original developer of the restorative resilience programme of supervision in 2007, Sonya has maintained a strong belief that resilient staff are much more able to deliver their role effectively.

Sonya is a chartered psychologist by background and an associate fellow of the British Psychological Society (BPS). Sonya is also a registered member of the Health and Care Professional Council (HCPC) and chartered member of the Chartered Institute of Personnel Development (CIPD).

Sonya is the founder of Capellas Nurseries Group and has worked in the UK, USA and Australia training a range of staff to utilise her model within their work. Her most recent NHS position was Director of Children and Families. She has trained a range of staff in the NHS, Department of Health, local authorities, private organisations, hospices and charities. As a keen writer, Sonya has been published in both professional journals and books and has a number of ongoing blogs.



The  
British  
Psychological  
Society

**Fiduciam** means ‘confidence’ and was founded by Sonya Wallbank to work directly with parents as well as professionals working in the social care, health and voluntary sectors to build resilience and confidence in their skills by adopting a positive training approach.

Fiduciam are a team of associates, all experts in their own fields, delivering training on parenting, safeguarding, mental health, leadership, coaching and restorative resilience. We believe that building someone’s confidence in their own methods and techniques will enable them to maintain the delivery of their role, even in difficult times. We leave our delegates with insight, education and skills, and always ensure sustainability is built into our training events.

# Acknowledgements

The training manual and the practical advice of actually delivering the restorative resilience programme would not have been possible without the support of hundreds of participants who have experienced the training. Thank you for your time and input into helping us achieve a model which enables you to continue your great work.

I am particularly grateful to Sally Brown, Martin Wallbank, Gavin Spears, Maggie Fisher and Phillipa Bishop who have worked tirelessly to support both the training programmes and myself to develop the thinking and delivery of the model.



# Introduction

## What is restorative resilience?

This training pack is designed to help you implement restorative resilience supervision into your organisation, a model of supervision that aims to prevent stress and 'burnout' among staff working in the challenging area of caring for others.

Learning skills such as how to emotionally contain another person, stress inoculation to manage future stressors and resilience training to enable supervisees to work at their most productive means you can support someone to grow in their approach to work. The model focuses on the individual professional and not just on the cases they are working with, meaning they can apply what they learn from the model to all of their casework or work content, and not just those cases that made it into supervision.

Restorative resilience supervision is a model built upon a strong evidence base and which has been tested across a wide range of professionals working in the helping and caring professions. The evidence tells us that individuals find this approach useful in supporting them to process their workplace experiences and is an effective way to restore their capacity to think clearly.

Working within the model means learning key skills to enable your staff to move into a positive relationship with their work, and rather than becoming stressed by the content of the work, they will feel energised and ready to face the challenges that working in this difficult field presents.

## About this training manual

*'My mission in life is not merely to survive, but to thrive; and to do so with some passion, some compassion, some humor, and some style.'*

Maya Angelou

This training manual is designed for organisations to use to offer a sustainable training programme for restorative resilience in supervision. Along with the accompanying reader, *The Restorative Resilience Model of Supervision: A reader for exploring resilience to workplace stress in health and social care professionals*, it provides a comprehensive exploration of workplace stress and the restorative resilience model, and provides a step-by-step guide to implementing this approach within an organisation.

Together, the reader and this implementation training manual are designed to prompt thought and discussion around the wider topics of supervision, particularly as it relates to healthcare settings, and support a broader understanding of supervision and the evidence that surrounds its use. The training consists of a theoretical understanding, practice during the training and development areas followed by experiential learning during the direct delivery of supervision.



The ultimate aim is for organisations to be able to:

- provide a consistent approach to the organisational roll out of restorative resilience supervision
- understand the key components required to project manage this programme
- offer a quality programme of training in the techniques of restorative resilience supervision
- measure the effectiveness of the restorative resilience supervision taking place
- provide supervisors with an appropriate level of training for them to be able to practice the model
- support supervisors with their own learning and development needs including facilitating their own learning groups
- measure the effectiveness of supervisors to enhance their practice
- ensure that supervisees have access to high quality, trained supervisors
- provide an environment where supervision is effective and valued
- ensure that the responsibility for participation is shared between supervisee and supervisor.

## Foundations of the training manual

This training manual has been developed based on thousands of training hours and direct supervisory experiences in a number of countries. The preparation stage, detailed later, encourages you to consider your particular belief and experiences of supervision before delivery, and ensures you avoid common pitfalls. While each organisation and individual brings their own unique personality and situation into the supervision area, there are consistent themes that the preparation stage is designed to support. The experience of training and supervising a range of professionals has led to the following beliefs that underpin this training manual:

- In order to maintain effective practice or care, professionals need to consider the impact of the work on themselves.
- Not considering this impact erodes their capacity to remain adequately and consistently engaged in their work.
- Supervision skills are learnt over time and perfection cannot be achieved as each session will demand a range of skills and responses. The supervisee will always remain the expert in their own experience – the skill of the supervisor is in attempting to walk with the supervisee, helping them in understanding their experience.
- Competency develops as the supervisor is able to suspend their inner ‘expert’ and instead look to achieve a respectful sharing of knowledge.
- The quality of supervision experienced has a direct impact on the capacity of the professional to engage with their patients, clients or care group. Where there are difficulties with patient or client relationships, questions around how this professional is being supported or supervised need to be asked first.
- Supervisors need support in order to maintain their own effectiveness. As they learn and grow, an environment where they can share experiences in a confidential setting is key to organisational growth.

## Who should use this training manual?

This training manual has been designed for use by experienced training facilitators. The information contained in it focuses on the delivery of the restorative resilience model of supervision (Wallbank, 2010) rather than on the techniques of running a training event. This means that there is an underlying assumption that the trainer will have a grounding in supervision theory and practice, as well as experience in facilitating group training events.

It is important that your trainers are familiar with the literature around supervision and therefore understand why the restorative approach to resilience in supervision is useful for professionals. It is therefore recommended that whoever is conducting the training reads the associated materials contained in the accompanying reader in order to support their preparation and delivery of the training.

This training pack focuses on training supervisors to deliver one-to-one supervision sessions to staff as well as developing their ability to organise themselves as a group in order to support each other, and ultimately to run group supervision sessions with staff throughout your organisation.

While there is evidence that group supervision of supervisees is beneficial (Wallbank, 2013), the skills to deliver effective group supervision will be more challenging than individual supervision. It is therefore important to bear this in mind when selecting and cascading the model through supervisors.

If this is your first use of the training manual within your organisation, you should consider the use of professional trainers to cascade a ‘train the trainer’ model to ensure quality and consistency of the supervision training delivery. Further information can be found at [www.restorativesupervision.org.uk](http://www.restorativesupervision.org.uk).

## How to use this manual

Before using this training manual, it is important to read the accompanying reader, which provides the background for the trainer and is also useful for participants. Trainers using this training manual will need to ensure that they adhere to the staged approach as this ensures sustainability of the model.

The manual is divided into four main parts, each detailing a different stage of the process, from preparation, through the training day and on to delivering individual and group supervision sessions.

Although it is not essential, it is a good idea for each of your new supervisors to be familiar with the accompanying reader, which is available on Pavilion Publishing’s website: [www.pavpub.com](http://www.pavpub.com). Discounts are available for those wishing to buy a number of copies.

## Structure of the training

A full programme of training will take 44 weeks to deliver, as set out in Figure 1.

Following the preparation phase, the process of the training is broken down as follows:

1. A one day training course during which your new supervisors will be introduced to the principles of restorative resilience and how to run a supervision session.
2. A series of one-to-one sessions between the trainer/s and the new supervisors to further develop their skills. These sessions can be run concurrently with the supervisors beginning to run their own sessions, or before they start, depending on their preparedness and experience.
3. A series of group sessions between the trainer/s and the new supervisors to familiarise them with running group sessions.

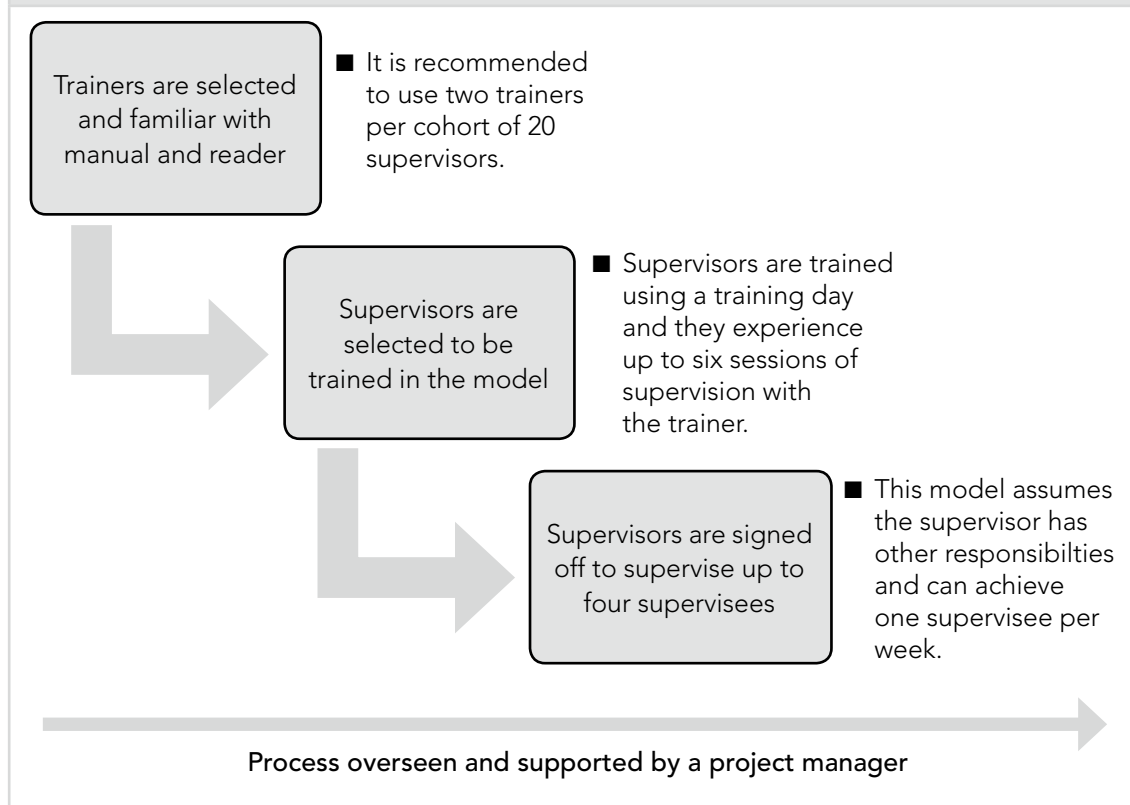
When these steps are complete, your new supervisors will be running group supervision sessions with supervisees throughout the organisation.

The precise order in which the second two steps take place will depend to an extent on the needs of the organisation and the experience of the new supervisors (see Part three: individual and group sessions).

Figure 1: Outline of programme delivery with timeline		
Preparation phase	Training phase	Cascade and sustain phase
Time: 4 weeks	Time: 16 weeks	Time: 24 weeks
<ul style="list-style-type: none"> <li>■ Selecting your trainers</li> <li>■ Selecting your supervisors</li> <li>■ Forming your stakeholder group</li> <li>■ Creating a cascade plan</li> <li>■ Overcoming barriers</li> </ul>	<ul style="list-style-type: none"> <li>■ Understanding the measures</li> <li>■ Delivery of the training day</li> <li>■ Delivering individual sessions</li> <li>■ Stakeholder communications</li> </ul>	<ul style="list-style-type: none"> <li>■ Selecting supervisees</li> <li>■ Delivering individual and group sessions</li> <li>■ Support for supervisors</li> <li>■ Evaluation and reporting</li> <li>■ Sustainability and quality</li> </ul>

Full delivery of the programme will result in a cascading of the model throughout your organisation, as detailed in Figure 2.

Figure 2: Cascading the restorative resilience model



## Learning outcomes for the training programme

This manual is designed to support you as an organisation through each step of the process, to enable you to fully implement and evaluate your restorative resilience supervision programme. The outcomes of the training manual are as follows:

### Preparation phase

- Have a working knowledge of anxiety, stress and resilience.
- Understand what makes an effective trainer for the programme.
- Understand what makes an effective supervisor for the programme.
- Forming your stakeholder group (see p.16).
- How to create a cascade plan.
- Understanding early barriers to implementation.

### Training phase

- Understand how to train in the model of restorative resilience.
- Understand the boundaries of effective supervision and when the individual needs a different intervention.
- Implementing a model of support for supervisors.
- How to support supervisors to develop an enhanced awareness of their capacity to practice the model.
- Setting the right training environment for the programme.

- Understanding the baseline and post measurement system.
- Running an effective training day.
- Understand how to deliver individual restorative resilience sessions.
- Recognise signs of stress behaviour and have strategies to manage this.
- Understand 'power' and its relevance to the supervisory space.
- Use the 'I have', 'I can' and 'I am' techniques to develop resilient thinking.
- Support the development of practical skills for delivering restorative supervision sessions.
- Communicating effectively with the stakeholder group.
- Sharing the results with the organisation.

### **Cascade and sustain phase**

- How to implement your cascade model.
- Strategies for monitoring the quality of supervisors and content of supervision.
- Considerations when feeding back to the stakeholder group.
- Delivering a successful evaluation and sustainable model.