

NSNZ Guidelines for Supervisors and Mentors 2022



Contents

A framework for mentoring	3
A framework for supervision	6
Addressing cultural competence and safety in supervision and mentoring sessions	8
Why become a supervisor?.....	11
APPENDIX 1: Recommended supervision courses and qualifications	14
APPENDIX 2: Draft supervision contracts.....	15

A framework for mentoring

Getting started

NSNZ needs a strong and diverse community of mentors. Mentoring builds a better future for us all. Congratulations on taking the next steps to becoming an NSNZ Mentor to mentor our Associate Registered Nutritionist applicants.

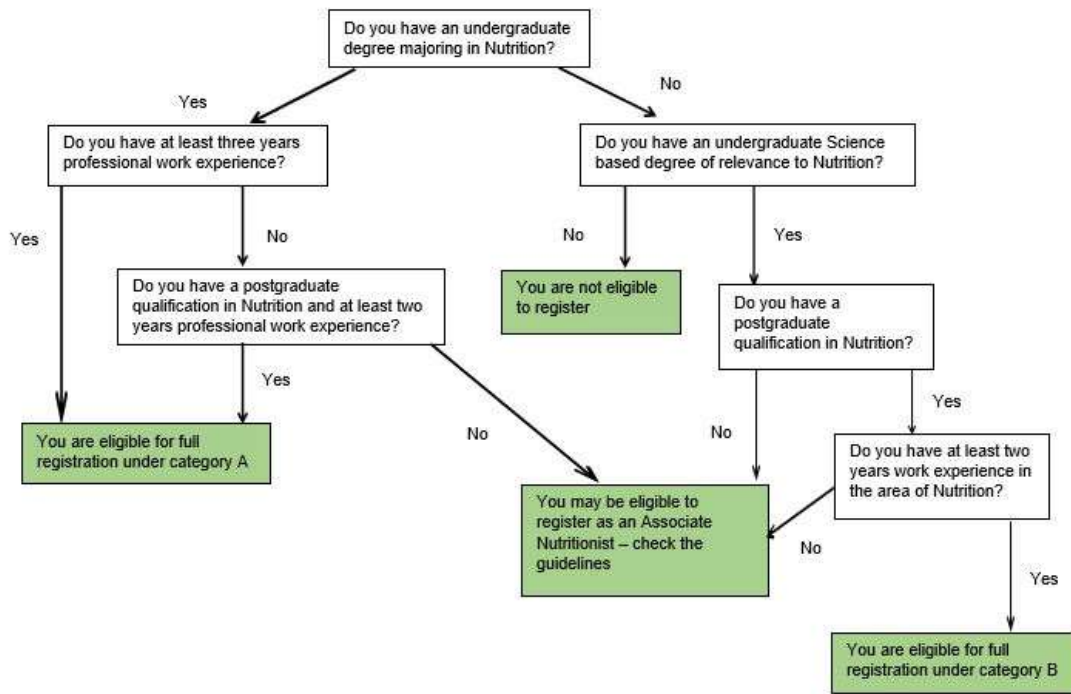
Associate Registration is for those who have recently graduated with a three-year Bachelor degree (nutrition) or a postgraduate qualification in nutrition, but have not yet acquired the work experience needed for full registration. Note that in some cases nutritionists become an Associate Registered Nutritionist after completing a postgraduate qualification in nutrition rather than a Bachelor degree in nutrition.

In addition to the undergraduate degree, candidates will be either engaged in nutrition-related employment or working towards a nutrition-related postgraduate qualification. After completion of the equivalent of one-year postgraduate study or one-year full-time work experience (or equivalent), candidates will be eligible to continue as an Associate Registered Nutritionist. During this provisional period the candidate will be supported by a professional mentor.

Further essential reading

Please read “[A Guide to NSNZ mentorship and private practice supervision](#)” in the NSNZ Supervision section, to help you understand the mentoring and supervision requirements of our Associate and Registered Nutritionists

Checking eligibility to register.



What is mentoring?

Mentoring definition:

Mentoring, for the purpose of NSNZ guidelines is a relationship in which the mentor facilitates the personal and professional growth and development of another practitioner (the mentee).

It is an **informal** process to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance, and become the person they want to be.

It is a teaching-learning process where the mentor is considered a teacher, guide, or tutor of the mentee. Mentors are role models who also act as guides for the personal and professional development of mentees. In many cases, mentors also provide emotional support and encouragement.



Who can be a mentor?

A mentor is a Registered Nutritionist, Registered Dietitian or nutrition expert who is recognised and respected in the field of nutrition, is qualified and experienced to provide advice on nutrition, and with at least 5 years work experience. They have a passion for the profession and are committed to guiding new graduates.

The applicant selects their own mentor, and it is recommended they find a mentor who has experience in the applicant's field/s of interest. It is preferable that their mentor is not their boss as we encourage networking and seeking out different perspectives. However, in some circumstances this may be appropriate, for example in a larger workplace.

Purpose of a mentor?

Mentors will have a wealth of knowledge, expertise, and experience that enables them to support and guide the new graduate's development along their career pathway, whether that is higher education or entry into the work force.

The role of a mentor

The mentor's role is to provide guidance, to ask questions, to challenge, and to facilitate exploration, risk taking and professional growth in an environment that is safe, encouraging, supportive, and affirming. They will also act as role models.

If the applicant works or hopes to work in 'practice' the mentor should have experience in clinical practice and providing dietary advice to clients. If this is not possible, the applicant will also need to find a supervisor.

The mentorship process

Step 1. The applicant names their mentor on the initial application through Gecco.

Step 2. Once accepted as an Associate Registered Nutritionist, the mentor will work with the applicant to set 3 to 4 goals for their provisional year (or two) during the first few meetings. See **Associate registration goals sheet**.

Step 3. Mentoring duration. If the applicant is in part-time work or study it may take 2 to 3 years for them to meet the criteria of one-year full-time work experience or study. Also, it may take the applicant some time to find nutrition-related work. In this situation, the mentor would be expected to continue the mentoring relationship for longer.

As a rule of thumb, the mentee must undergo one year of mentorship if working/studying full time, or two to three years if working part time *1 with a minimum of 6 one-hour sessions over 1 or 2 years.

*1 full time equivalent = 25 hours a week. Part time equivalent = 0.5 FTE = less than 25 hours a week.

Note. If the Associate Registered Nutritionist is already working in private practice they are also required to undertake **clinical practice supervision**. The mentor may also be the supervisor if they have the correct training.

Step 4. The mentor will be expected to complete a brief report (See **Mentor Report** in the NSNZ Associate Registered Nutritionist section) at the end of the mentoring period commenting on the progress that the candidate has made, the applicant's accountability and professional standing if applicable, any concerns they may have about the mentee, and whether they think the applicant should be considered to continue as an Associate Registered Nutritionist.

Reimbursement of the mentor by the applicant is optional.

Step 5. Apply for full registration. It would be expected that an Associate Registered Nutritionist would apply for full registration within two to three years of gaining registration and must apply within 5 years.

Reimbursement of the mentor by the applicant is optional. However, if the mentor is also acting as your supervisor then expect to pay for their services.

A framework for supervision

Getting started

NSNZ needs a strong and diverse community of supervisors. Supervision builds a better future for us all. Congratulations on taking the next steps to becoming an NSNZ Supervisor.

This information is offered to support you to provide supervision in a safe and ethical way.

These resources focus primarily on support for preparing to offer private practice supervision. If you are preparing to become a supervisor in public health or other health institution, you are encouraged to refer to your workplace guidelines, policies, and templates in addition to the material below.

Further essential reading

Please read "[**A Guide to NSNZ mentorship and private practice supervision**](#)" (in the NSNZ Supervision section)to help you understand the mentoring and supervision requirements of our Associate and Registered Nutritionists

Supervision definition:

Supervision for the purpose of NSNZ guidelines incorporates elements of directions and guidance. It is a **formal** process of professional support and learning, undertaken through a range of activities, which enables individuals to develop knowledge, confidence and competence, assume responsibility for their own practice and ensures public protection and safety.



What is supervision?

For the purpose of the NSNZ guidelines we have used the terms “clinical” and “peer” supervision”.

This is because supervision may follow a different model depending on the developmental stage of supervisee. A student or new graduate might experience more direct structured clinical or practice coaching or teaching in supervision (which we will call **clinical practice supervision**) compared to an experienced practitioner’s facilitated reflection on practice, which we will call **peer supervision**). The model of supervision changes as the supervisee becomes more experienced. Howard, Burns and Waitoki succinctly describe the variants of supervision as existing as part of a continuum:

The many variants of supervision range from formal pre-registration or ‘training’ supervision to peer consultancy (supervisee seeks non-binding advice from a consultant). Each could be considered as being located on opposite ends of a continuum where dimensions such as level of accountability and responsibility of supervisor, extent of evaluation, and power difference between supervisor and supervisee vary, these being typically high in training supervision and lower in peer consultancy.

Supervision allows space and time on a regular basis for facilitated, in-depth reflection on practice from an experienced practitioner. Supervision empowers the supervisee to achieve, sustain and creatively develop a high quality of practice through means of focused support and development.

Professional supervision promotes safe and competent practise, supports professional development and new learning, extends expertise, improves professional identity, and enables reflection on practice. Professional supervision benefits the Registered Nutritionist, the reputation of the profession and the clients and community through providing quality assurance.

Those registered fields of expertise other than personalised private practice, particularly those in a large workplace, may receive professional supervision according to the policies and procedures of their workplace and hence currently are not expected to undertake practice supervision at this time.

The rationale is to eventually encompass practitioners working in a wide variety of settings, not just private practice. It will highlight the benefits practice supervision can bring to the practitioner, the work environment and the service user. Practice supervision of some kind whether it be in -house or external, is equally important for all nutritionist in the workforce with a public facing role.

What you may cover in the supervision sessions:

- ✓ Seeking solutions, creating ideas, dreaming possibility
- ✓ Reflective practice
- ✓ Case studies brought to the session
- ✓ Workplace challenges
- ✓ Scope of practise
- ✓ Emotional support
- ✓ Clinic processes
- ✓ Continued competency for recertification
- ✓ Career change
- ✓ Cultural competence and safety
- ✓ Working within your scope of practice

Addressing cultural competence and safety in supervision and mentoring sessions

All health professionals are expected to provide culturally competent care to people and their whānau or families. Your mentor/supervision sessions should address cultural diversity where appropriate and learning to function effectively and respectfully when working with and treating people of different cultural backgrounds. All Nutrition Society members must honour the Te Tiriti o Waitangi.

Cultural competence requires an awareness of cultural diversity and the ability to function effectively and respectfully when working with and treating people of different cultural backgrounds. Cultural competence means a healthcare professional has the attitudes, skills and knowledge needed to achieve this.



Mauri Ora defines cultural competence in the following way:

"Individual values, beliefs and behaviours about health and wellbeing are shaped by various factors such as race, ethnicity, nationality, language, gender, socioeconomic status, physical and mental ability, sexual orientation and occupation. Cultural competence in healthcare is broadly defined as the ability of health practitioners to understand and integrate these factors into the delivery of healthcare practice."

Another definition that attempts to capture this more contemporary complex understanding of cultural competence comes from the Medical Council of New Zealand:

“Cultural competence requires an awareness of cultural diversity and the ability to function effectively, and respectfully, when working with and treating people of different cultural backgrounds. Cultural competence means a doctor has the attitudes, skills and knowledge needed to achieve this.”

A culturally competent doctor will acknowledge:

- that New Zealand has a culturally diverse population.
- that a doctor’s culture and belief systems influence his or her interactions with patients and accepts this may impact on the doctor-patient relationship.
- that a positive patient outcome is achieved when a doctor and patient have mutual respect and understanding.

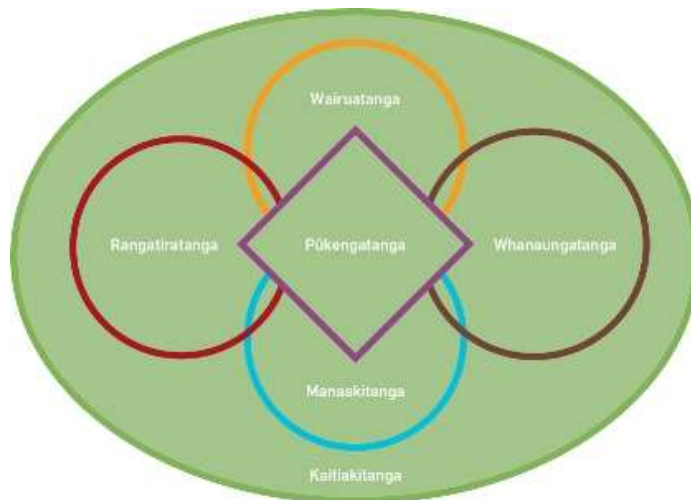
Cultural safety requires healthcare professionals and their associated healthcare organisations to examine themselves and the potential impact of their own culture on clinical interactions and healthcare service delivery. This requires individual healthcare professionals and healthcare organisations to acknowledge and address their own biases, attitudes, assumptions, stereotypes, prejudices, structures and characteristics that may affect the quality of care provided. In doing so, cultural safety encompasses a critical consciousness where healthcare professionals and healthcare organisations engage in ongoing self-reflection and self-awareness and hold themselves accountable for providing culturally safe care, as defined by the patient and their communities, and as measured through progress towards achieving health equity. Cultural safety requires healthcare professionals and their associated healthcare organisations to influence healthcare to reduce bias and achieve equity within the workforce and working environment”.

For more information check out <https://www.healthnavigator.org.nz/clinicians/c/cultural-competence/#Overview>

Cultural supervision training and models

There are various cultural supervision models that you may have been taught in your supervision training. However, if this is not the case then it would be important to have a good understanding of useful supervision models such as;

Cultural supervision is a model of supervision in which practitioners are supported to practise in a manner that reflects the spiritual, traditional and cultural understandings of their cultural group (Davys & Beddoe, 2010). Cultural supervision may be extended to support practitioners to work more effectively with members of other cultural groups to ensure culturally competent care. Non-Māori practitioners who work closely with Māori, or who may wish to improve their knowledge and skill in working with Māori, may access cultural supervision from a Māori supervisor.



Visual representation of the Kaupapa

Kaupapa Māori supervision can be defined as an agreed supervision relationship by Māori for Māori, for the purpose of enabling the supervisee to achieve safe and accountable professional practice, cultural development and self-care, according to the philosophy, principles and practices derived from a Māori world view (Eruera, 2005).

You may be working with supervisees of another culture, or your supervisee may bring cultural challenges to your session.

For example Māori-centred supervision can be:

- Tangata Whenua — where participants (supervisor and supervisee) are Māori
- Tangata Whenua (cross-cultural) — Māori working with other cultures
- Tauīwi (bicultural) — those who are not Māori who are working with Māori

We need to be able to work effectively with people from:

- Pacific families and communities.
- different cultural backgrounds — including sexual and gender identities, disabilities and other communities.

Check out these links for more information:

[Oranga Tamariki Cultural Supervision](#)

[Kaupapa Māori supervision pathways for programme facilitators](#)

Why become a supervisor?

Offering supervision as a professional service provides many opportunities for your growth professionally and personally. Whilst offering a supervision service takes time and effort to set up well, the investment has the potential to pay back many fold. Some of the benefits of becoming a supervisor can include:

- ✓ Elevate your career.
- ✓ Access avenues to diversify your professional activities and infuse new meaning and focus in your professional identity
- ✓ Participate actively in building the sustainability and steering the progress of the profession
- ✓ Challenge yourself to develop a new practice area requiring its own unique set of skills and attributes
- ✓ Create opportunities to supervise in cross discipline formats and contexts
- ✓ Add a viable income stream to your service

How much experience do you need to become a supervisor?

There are no formal guidelines on how much experience you need to become a professional or clinical supervisor. However, at NSNZ our supervisors must have a minimum of 5 years of professional work experience. We also strongly encourage professionals interested in becoming a supervisor to have received at least 2 years of supervision themselves as a supervisee and to undertake a supervision course.

What first steps should you take to become a supervisor?

⇒ Discuss becoming a supervisor in your own supervision

Facilitating supervision is a complex task. Debriefing and reflecting on this step with your own supervisor is strongly recommended. If you don't currently have a supervisor you are encouraged to find a supervisor now to prepare for the support and oversight you will need for your nascent supervision service.

⇒ Talk to NSNZ about applying to be a supervisor.

Contact registration@nutritionssociety.ac.nz and get the go ahead to be listed as a preferred supervisor.

⇒ Attend a supervision training course.

A comprehensive and experiential (minimum two days interactive learning) is advised to resource you with the supervision basics to keep your practice safe and effective. See *Preferred courses for NSNZ supervision training* section in this booklet for a list of recommended courses.

⇒ Check your professional indemnity insurance

⇒ Define your Service

Frequently asked questions

Here are a few questions to help you define your supervision service:

Who will you supervise? Consider practice areas, practice contexts and stages of career of your ideal supervisees.

How many supervisees do you have space for? To be effective, supervision needs to happen with useful regularity. It is the supervisor's responsibility to ensure they can provide access to adequate support to the supervisee. What will you charge and how will you administer accounting, payments, and receipts? Supervision is a skilful professional practice. Preparing to charge for your service respects the value of what you offer. Typically, practitioners charge their hourly consultancy rate.

Where will you meet your supervisees to conduct supervision? Plan for providing a confidential professional space online or face to face. Coffee shops and other public spaces are not suitable for the scope of practice of professional supervision.

How will you 'find a match' with prospective supervisees? Consider offering an introductory 30 minute first session to determine if you are a match for your supervisee's needs before entering into a formal contract and regular sessions.

What will be your preferred supervision models to structure your supervision sessions? Attending supervision training and attending your own supervision sessions are a good place to start to answer this question. When you are ready to start, develop your contract. It is essential to contract with each of your supervisees individually.

Contracting provides:

- a clear description of the parameters of your supervision service.
- informed consent for the supervisee about what supervision entails.
- a framework within which the supervisory relationship can develop safely.

A simple contract template can be found in **Appendix 2**

Supervision documentation

The prime role of the supervisor is to monitor the nutritionists' competency and provide feedback to the registration panel, via the template [supervision report](#), (in the NSNZ Supervision section).

Registered Nutritionists are required to re-register every three years. This supervision report is part of their re-registration requirements and will be uploaded to Gecko.

Associate Registered Nutritionists working in private practice are also required to undergo supervision and hence this supervision report is also part of their registration requirements.

Resources

<https://pubmed.ncbi.nlm.nih.gov/29691796/>

<https://pubmed.ncbi.nlm.nih.gov/15793017/>

<https://www.alliedhealth.org.nz/>

<https://www.health.govt.nz/system/files/documents/publications/credentialling-framework-nz-health-professionals.pdf>

[Oranga Tamariki Cultural Supervision](#)

[Kaupapa Māori supervision pathways for programme facilitators](#)

APPENDIX 1: Recommended supervision courses and qualifications

Supervision qualifications

Professional supervision training courses in New Zealand The following places offer professional supervision training specifically for people working in health and social services. Be wary of supervision courses for commercial or industrial supervisors, they are not the same as professional supervisors.

Subsidised supervision courses

There may be provision to offer a subsidy for your supervision course. Please contact registration@nutritionssociety.ac.nz to discuss eligibility

Preferred courses for NSNZ supervision training:

NSNZ preferred course. Wintec Counties Manukau Health Supervision certificate: 3 days one week apart, plus a video assessment on a 3rd day. Cost \$350. Email: Nancy Wright at Email: nancy.wright@middlemore.co.nz or contact Sheena Hendon at Email sheena@sheenahendonhealth.co.nz

Wintec Counties Manukau Health. Introductory to supervision (level 7)
[https://www.wintec.ac.nz/study-at-wintec/courses/health-and-wellbeing/introduction-to-supervision-\(level-7\)](https://www.wintec.ac.nz/study-at-wintec/courses/health-and-wellbeing/introduction-to-supervision-(level-7))

New Zealand Coaching and Mentoring Centre. Supervision Skills for Health & Social Service Professionals: [Supervision Skills for Health & Social Service Professionals — Supervision Courses | New Zealand Coaching & Mentoring Centre \(coachingmentoring.co.nz\)](#)

Learning cloud professional supervision:
<https://learningcloudnz.co.nz/courses/834/professional-supervision>

University of Auckland Postgraduate Certificate in Professional Supervision [PGCertProfSup Postgraduate Certificate in Professional Supervision - The University of Auckland](#)

Nelson Marlborough Institute of Technology (NMIT) Postgraduate Certificate in Professional Supervision <https://www.nmit.ac.nz/study/programmes/postgraduate-certificate-in-professional-supervision/>

Ara Institute of Canterbury. Postgraduate Certificate in Professional Supervision <https://www.ara.ac.nz/products/programme/ch4066-stru-postgraduate-certificate-in-professional-supervision/>

APPENDIX 2: Draft supervision contracts



Basic supervision contract template

Between (Name) (Supervisor)

And (Name) (Supervisee)

Method: Supervision will take place via face to face, by telephone or skype.

Frequency: Supervision will take place once every two months

Duration: Supervision will be for one hour

Confidentiality:

All material presented and discussed in supervision will remain confidential to the supervision session, nothing goes outside of discussions in the supervision relationship without both parties agreeing.

except:

- a. Should the Supervisor be concerned about issues of safety for either the client or the Supervisee, she may break confidentiality. In this situation she will inform the Supervisee and consult her own supervisor prior to breaking the confidence.
- b. In recognition of the relationship between supervision and service delivery it is recommended that supervisees undergo an annual continuing competency plan. Preparation for this and any conclusions or recommendations where appropriate will be addressed in supervision.

Conditions:

- a. Supervision will be uninterrupted.
- b. An agenda will be set at the beginning of each session and will include a review of any work/tasks undertaken since the last session. It is desirable that the Supervisee presents an achievement or celebration at each supervision session.
- c. The focus of supervision will be on professional issues and will acknowledge personal issues only where they relate to of impact on the work being done.
- d. There will be an opportunity at the end of the session for the two parties to give each other feedback.
- e. Emergency Supervision will be provided (by phone or teleconference) within 24 hours of the supervisee requesting this type of supervision.

Conflict Resolution:

Should conflict or disagreement arise in the supervision relationship the following steps will take place:

- a. The two parties will in the first instance endeavour to discuss and resolve the issue between them.
- b. If the above fails an outside mediator, who is acceptable to both parties, will be called in to help resolve the situation.

Cost: Supervision fees will be \$X (inc GST) per 1- hour session

Review:

Supervision sessions and the contract will be reviewed and confirmed within three months of being initially signed. Thereafter supervision will be reviewed annually.

Signed: Date:

(Supervisor)

Signed: Date:

(Supervisee)