



REACHUP

PLAY ■ INTERACT ■ TALK ■ LEARN



Supervisor Training Manual

Caribbean Institute for Health Research, The University of the West Indies Mona, Jamaica
With the support of Grand Challenges Canada

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Session 2: Mentoring



MATERIALS:

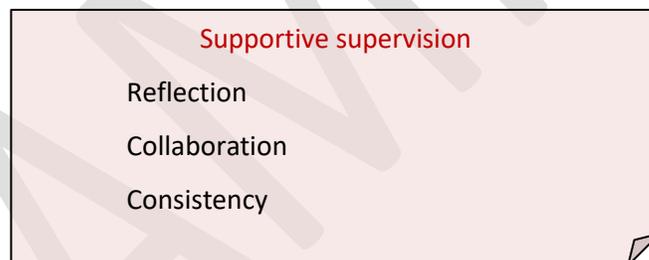
Items for session: Flip Chart paper, Markers

Prepared Flip Charts: 'Supportive supervision', 'Building a positive relationship', 'Giving Feedback'

SAY: Mentoring is essential for the success of the programme. Throughout the programme, supervisors should use Supportive supervision. This is a process that promotes quality by strengthening relationships between supervisors and HVs and HVs and mothers. The quality of the relationship between HV and Supervisor should be a model for that between the HV and mother. Supportive supervision involves reflection, collaboration and consistency.



Display the flip chart



Discussion: Can anyone tell me what we mean by 'reflection'? Use suggestions to stimulate conversation. Record participants' answers on flip chart paper.

Can anyone tell me what we mean by 'collaboration'? Use suggestions to stimulate conversation.

Can anyone tell me what we mean by 'consistency'? Use suggestions to stimulate conversation.

SAY: *In summary,*

Reflection allows HVs to think about and understand the experience and perspective of the families involved in the programme. It also allows supervisors to understand the experience of the HV. Supervisors should listen carefully to HV and acknowledge by repeating/rephrasing what was said.

Collaboration occurs when the supervisor and the HV work together to share experiences, identify issues and find solutions.

Consistency means that this collaborative reflection should be done on a regular frequent schedule.



Demonstrate: With participants in role of HV and supervisor (trainer), present the following scenario.

PROBLEM: *The HV is struggling to get parent(s) to participate in visits and comes to speak privately with the supervisor.*

*During demonstration, make sure to use **Reflection** and **Collaboration***

Possible solutions

Reflection

- Listen to HV's problem and acknowledge
- Ask HV why she thinks parent does not want to be involved (shy, busy etc.)

Collaboration

- How has the HV tried to involve the parent and how did it work?
- Discuss what else can be done

*Collaborative reflection should be used **consistently**.*