



**Integrated primary mental health  
and addiction (IPMHA) workforce**

# **Peer supervision skills professional development training**

**Summary evaluation feedback, January to June 2025**

September 2025

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## Brief background

In 2025, Te Pou provided a series of professional development trainings for health improvement practitioners (HIPs), health coaches and support workers who are employed in an integrated primary mental health and addiction (IPMHA) funded role in primary care or community settings. The training was informed by sector feedback on the need for ongoing professional development for these roles. With the growing emphasis on quality and accountability across the health and social service sectors, supervision is increasingly recognised to ensure safe, professional practice and high-quality care for people accessing health and social services. However, access to effective supervision remains a challenge, one key barrier being the limited availability of skilled and qualified supervisors across the sector's diverse specialist areas.

To contribute towards addressing this gap, the New Zealand Coaching and Mentoring Centre (NZCMC) was engaged to provide peer supervision training for support workers in primary care, under the integrated primary mental health and addiction (IPMHA) programme.

By the end of the training participants were expected to be able to:

- define supervision, the roles and responsibilities of the supervisor
- discuss the challenges for supervising within the IPMHA workforce
- discuss models of supervision
- discuss cultural safety in supervision
- establish supervision relationships
- develop supervision contracts and negotiate goals for individual supervision sessions
- use 7 key skills for supervision conversations
- use a 4-step model for supervision conversations
- provide feedback on practice
- use a range of tools to facilitate supervisee learning and reflection
- manage a one-to-one supervision session
- discuss ethical issues relevant to supervising in the sector
- participate in peer supervision as both a supervisor and a supervisee
- use peer supervision tools
- facilitate peer group supervision processes.

The training involved a two-day online session and a half day reflection session 4-weeks after. At the end of each session, trainees responded to an evaluation.

## Purpose of the report and audience

This report summarises feedback from people who attended the workshops. As of end of June 2025, two workshops have been delivered for 37 people.

## Method

The table below details the number of people who attended the training and evaluation responses received by dates. Two training sessions have been delivered. People who completed the sessions responded to semi-structured evaluation survey (Appendix One) where they provided self-reported feedback on their understanding of topics, knowledge, skills and confidence to practice and how they intend to use their learning.

Of the 37 attendees, 25 provided evaluation responses. This gives a 68 percent response rate, indicating a high level of confidence that the responses are representative of people who attended. See table below for breakdown by cohort and dates.

Date	Number in attendance	Evaluation responses	Response rate
March 2025	20	9	68%
May 2025	17	16	
	37	25	

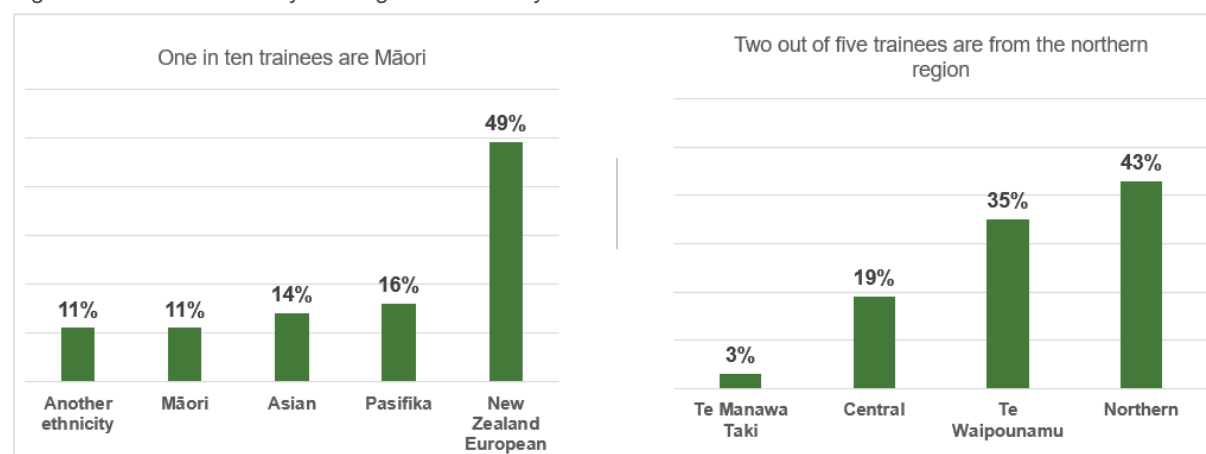
## Results

This section details a description of the trainees from their registration data, and their feedback from the post workshop survey.

### Trainee profile

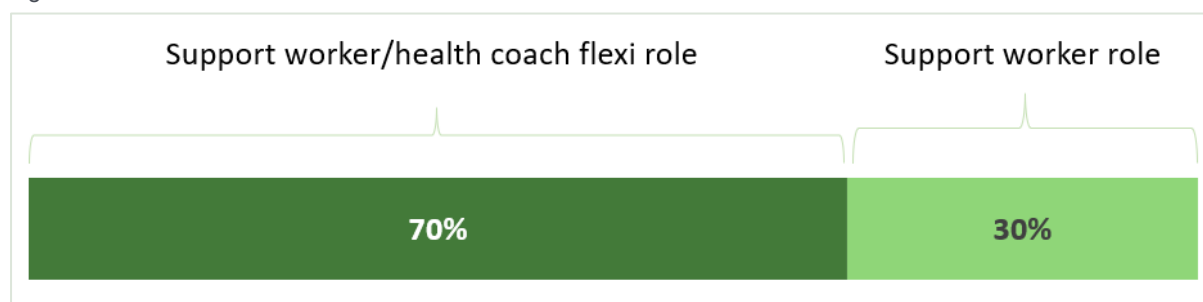
One in ten trainees identified as Māori, while nearly half were New Zealand European, making up the largest ethnic group represented. The majority of trainees came from the Northern region (43 percent), whereas Te Manawa Taki had the smallest representation, with only 3 percent of trainees attending from that area. See Figure 1.

Figure 1: Trainees ethnicity and region where they work



Two distinct role types were identified among trainees. The majority (70 percent) were in a combined support worker/health coach flexi role, while the remaining 30 percent were solely support workers. See Figure 2.

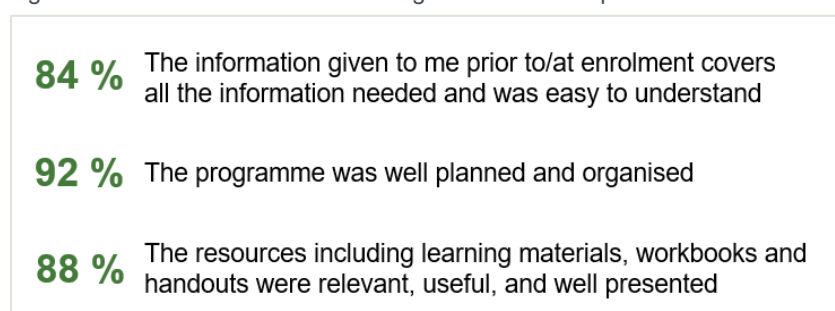
Figure 2: Trainees role



## Administrative operations

Trainees rate the administrative operations of the training highly. With over 80 percent 'agreeing' or 'strongly agreeing' that they found it easy to understand the information they received at enrolment (84 percent), and that the resources were relevant and useful (88 percent). Almost everyone reported the programme was well planned. See Figure 3.

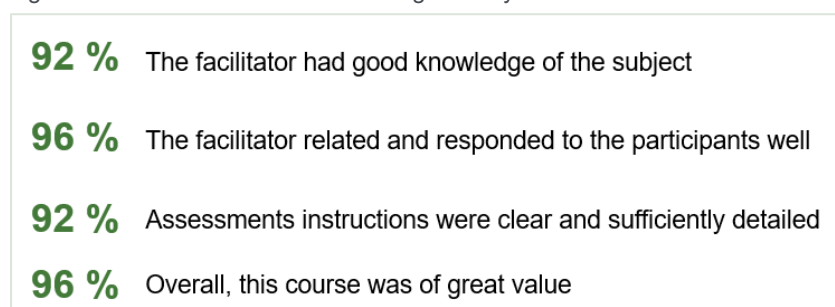
Figure 3: Trainees feedback on training administrative operations



## Course delivery

Trainees rated the facilitator overwhelmingly high, with almost everyone 'agreeing' or 'strongly agreeing' that the facilitator had good knowledge of the subject, related and responded to their questions well, and that assessment instructions were clear and detailed. Also, almost everyone agreed the training was of great value. See Figure 4.

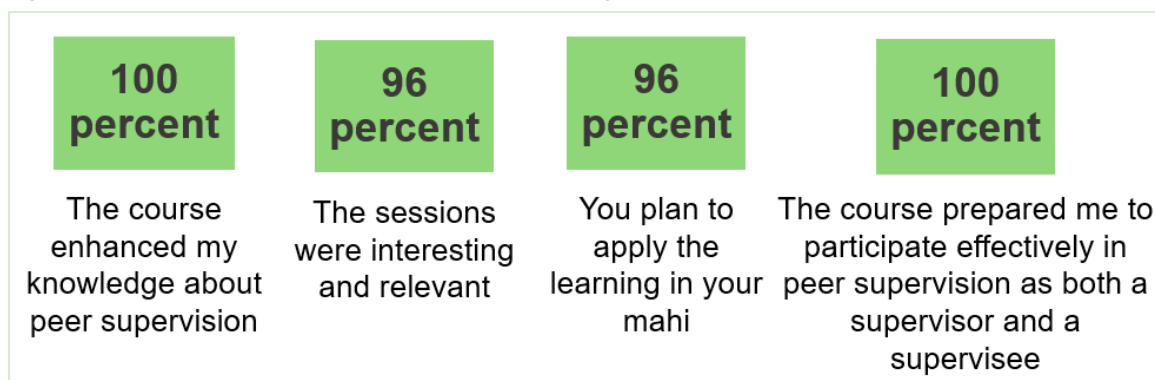
Figure 4: Trainees feedback on training delivery



## Relevance and intention to use

All trainees who completed the evaluation (100 percent) 'agreed' or 'strongly agreed' the training enhanced their knowledge about peer supervision, as well as prepared them to participate effectively in peer supervision. Ninety-six percent 'agreed' or 'strongly agreed' that the sessions were relevant and that they plan to apply their learning from the training to their work. See Figure 5.

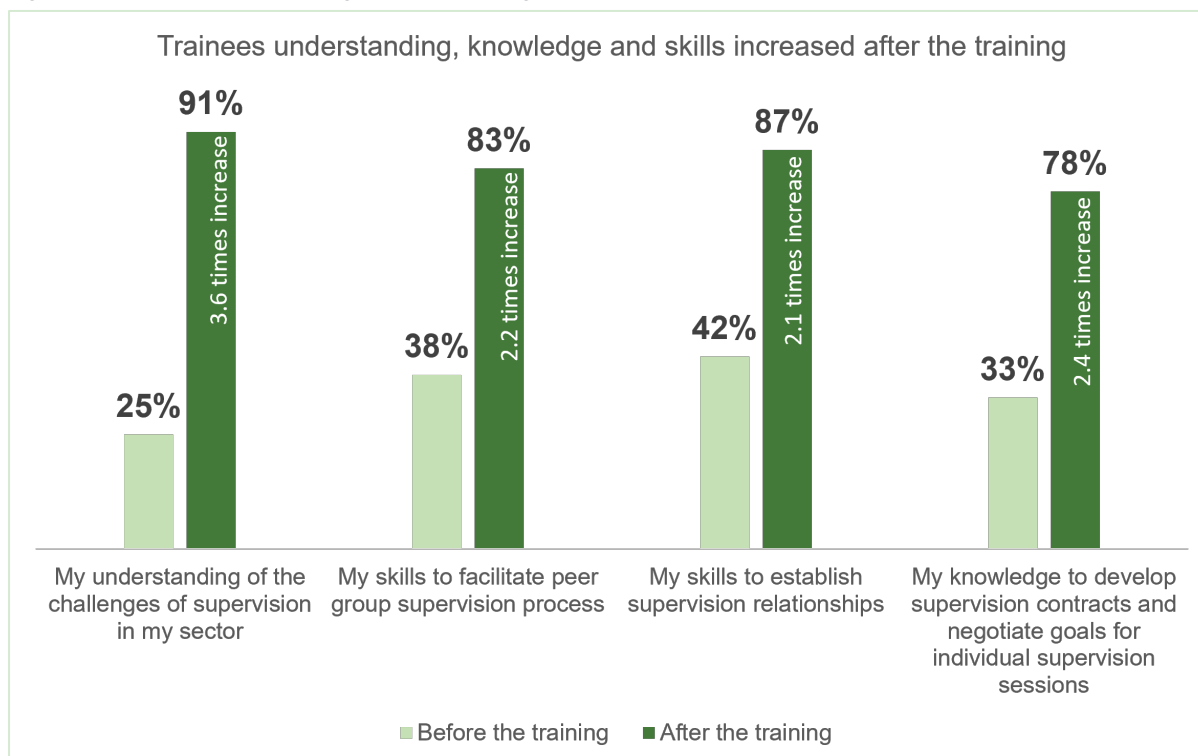
Figure 5: Trainees feedback on relevance of their training to their mahi



## Knowledge, skill and understanding

Trainees' knowledge, skill and understanding of topics increased after the training, with the biggest increases seen in their understanding of the challenges of supervision in their sector. The smallest gains were observed in trainees' skills to establish supervision relationships. See Figure 6.

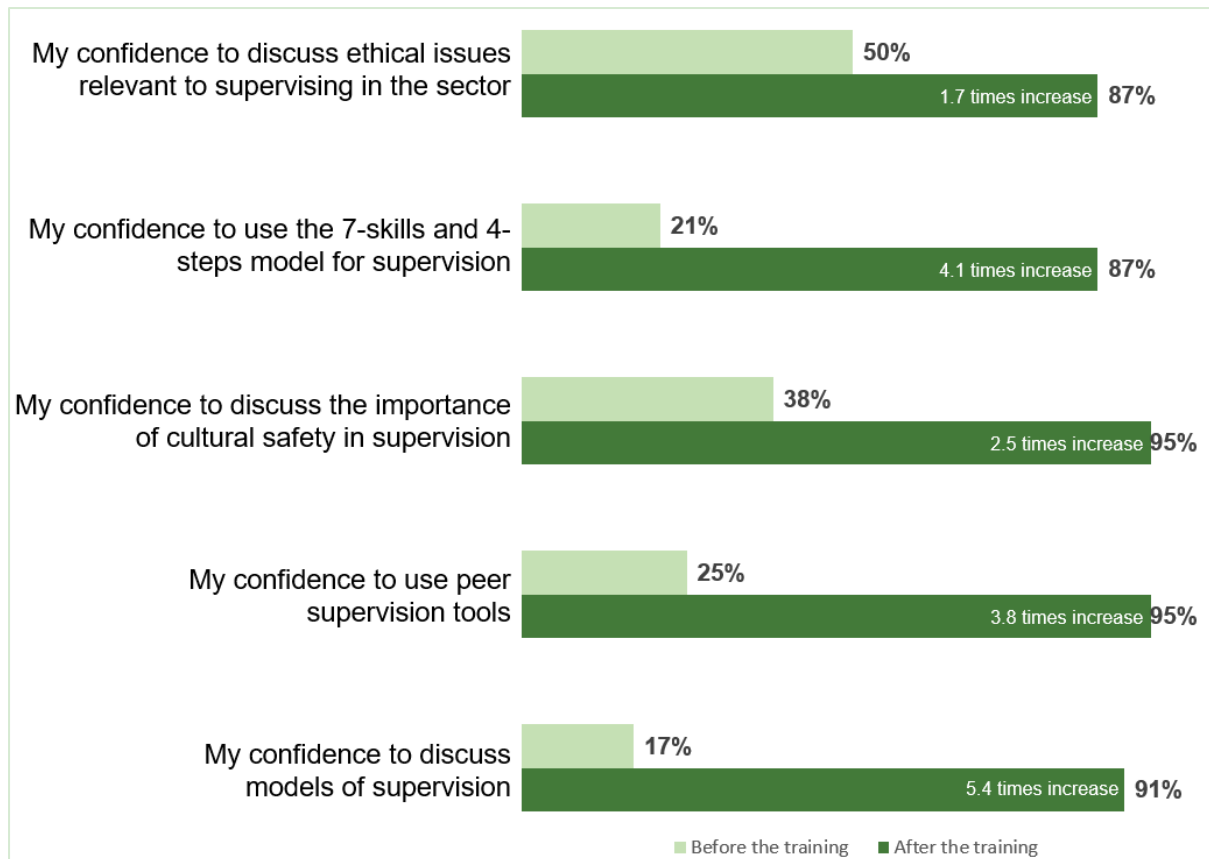
Figure 6: Feedback on knowledge, understanding and skills



## Change in confidence

As with knowledge, understanding, and skills, trainees' confidence across various topics also increased following the training. The largest gain was in their confidence to discuss supervision models, which rose by 5.4 times. The smallest increase was in their confidence to discuss ethical issues (1.7 times), likely because trainees already had a stronger foundation in this area prior to the training. See Figure 7.

Figure 7: Trainees feedback on confidence after the training



## Additional reflections from attendees

Trainees shared their overall comments about the training and their ratings. They found the workshop highly educational, informative, and professionally delivered. Many praised the trainer's expertise and ability to create a comfortable, engaging learning environment. Trainees described the training as well-paced, interactive, and relevant, with valuable content and practical exercises.

People appreciated the structure, breakout sessions, and overall facilitation, calling it one of the best trainings they have attended. Some noted logistical issues like delayed materials and a preference for face-to-face delivery. Several people expressed interest in future training opportunities with the trainer. Comments are shared in quotes below.

"Very educational"

"It was a great course. The trainer made all the participants feel comfortable. Further, she was very knowledgeable in her subject"

"This is one of the best training courses I have taken. It was incredibly well facilitated and paced, with relevant content and interesting topics and exercise. 10/10"

"It is a vital course for all those who are in a position to oversee others in any organisation"

"This course was insightful and helped me to understand peer supervision, its role and the benefits that can be received from utilising it"

"Great course. I enjoyed working with the trainer. Difficulty in accessing documents via courier - didn't receive in time of course, could be sent earlier possibly"

## Feedback from the reflective session

One month after the training, trainees shared reflections on aspects of the training that they have been applying to their practice. Feedback suggests trainees are actively integrating the skills and tools from the workshop into their professional practice. Many are using the WHOA to GO model with clients and colleagues to foster clearer, more focused conversations. Many are also practicing reflective listening and less advising when engaging with others, thus, allowing other people to express themselves more and develop their own solutions. Trainees also report increased awareness of their communication style and its impact on colleagues, with several noting improvements in their engagements during team



meetings, mentoring, and health coaching sessions. Some people shared they are initiating group sessions or planning to introduce it within their teams.

While some faced logistical challenges, such as delayed materials, most found the tools empowering and relevant for their roles. Some trainees are committed to sharing their skills from the training with their wider teams and embedding them into organisational practices. Comments are shared in quotes below.

“Stopped advising and listened to people more”

“More conscious of my role in conversations and the impact I am having on the other”

“Arranges a peer group supervision session and used one of the tools. The group was too large but a good first start”

“I have never had supervision and didn’t really know what it was about. Now I know and know what to ask for”

“I have been more reflective, practising the tools and conscious of listening more, letting people find their own solutions”

“Floated the idea in our team of 6 of having peer supervision and the manager is drawing up a plan”

“Decided to do a good news analysis at our team meeting last week and we all had a turn. It was great”

## Conclusion

The training was highly valued by trainees, with nearly everyone praising the facilitator's knowledge, clarity, and responsiveness. All participants felt the training improved their understanding of peer supervision and prepared them to take part in it effectively. Most found the sessions relevant and engaging and planned to apply what they learned in their work. Trainees showed strong improvements in knowledge, skills, and confidence - especially in understanding supervision challenges and discussing supervision models. Feedback also highlighted the workshop's professional delivery, interactive format, and practical exercises.

Feedback from the reflective session showed that many trainees were using the tools and approaches in their roles, including practicing reflective listening, reduced advising, and using the WHOA to GO model. Some had started peer supervision groups and others planned to share their learning with colleagues. While a few faced logistical issues, overall, most found the training empowering and useful, with lasting impact on their practice.

## Appendix one: Survey questions

**Tēnā koe, thank you for your willingness to fill in our evaluation survey today. The survey will take around 10 minutes to complete. Please note your responses are anonymous, and you will not be identified in the report. There are no right or wrong answers, we encourage you to answer all the questions as best as you can.**

**\* 1. Please indicate the dates of your supervision skills training**

- ☐ 26 August and 2 September 2024
- ☐ 11 and 18 March; and 15 April 2025
- ☐ 20 and 27 May; and 19 June 2025

**\* 2. How long have you been providing supervision for?**

- ☐ New to supervising
- ☐ Less than one year
- ☐ 1-2 years
- ☐ 3-5 years
- ☐ More than 5 years

**\* 3. Administrative operations** - please rate your level of agreement or disagreement with the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The information given to me prior to/at enrolment covers all the information needed and was easy to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The programme was well planned and organised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The resources including learning materials, workbooks and handouts were relevant, useful, and well presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**\* 4. Course delivery** - please rate your level of agreement or disagreement with the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The facilitator had good knowledge of the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator related and responded to the participants well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessments instructions were clear and sufficiently detailed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, this course was of great value.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**\* 5. Course content** - please rate your level of agreement or disagreement with the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The course enhanced your knowledge about peer supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course prepared you to participate effectively in peer supervision as both a supervisor and a supervisee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The sessions were interesting and relevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You plan to apply the learning in your mahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your changes in knowledge, skills, and confidence **now** and **before** the course

**\* 6. My confidence to discuss models of supervision.**

	Very poor	Poor	Neutral	Good	Very good
<b><u>Now</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>Before the course</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 7. My confidence to use peer supervision tools.

	Very poor	Poor	Neutral	Good	Very good
<b><u>Now</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>Before the course</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 8. My confidence to discuss the importance of cultural safety in supervision.

	Very poor	Poor	Neutral	Good	Very good
<b><u>Now</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>Before the course</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 9. My confidence to use the 7-skills and 4-steps model for supervision.

	Very poor	Poor	Neutral	Good	Very good
<b><u>Now</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>Before the course</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 10. My confidence to discuss ethical issues relevant to supervising in the sector.

	Very poor	Poor	Neutral	Good	Very good
<b><u>Now</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>Before the course</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your changes in knowledge, skills, and confidence **now** and **before** the course

\* 11. My understanding of the challenges of supervision in my sector.

	Very poor	Poor	Neutral	Good	Very good
<b><u>Now</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>Before the course</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 12. My skills to facilitate peer group supervision process.

	Very poor	Poor	Neutral	Good	Very good
<b><u>Now</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>Before the course</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 13. My skills to establish supervision relationships.

	Very poor	Poor	Neutral	Good	Very good
<b><u>Now</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>Before the course</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



\* 14. My knowledge to develop supervision contracts and negotiate goals for individual supervision sessions.

	Very poor	Poor	Neutral	Good	Very good
<b><u>Now</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b><u>Before the course</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Which topics or subjects covered were the most useful to you?

16. Are there any other topics or subjects you think should be included?

- ☐ Yes  
☐ No

17. What other topics or subjects should be included?

18. What other training, resources or other supports would enable you to feel more confident to provide supervision to others?

19. What are the current challenges for you to provide or receive supervision within your workplace/across your organisation?

20. What do you think is supporting you to provide or receive supervision within your workplace/across your organisation?

21. What do you think you and your organisation need to ensure peer supervision occurs for health coaches?

22. What are your overall comments about your experience on this course or your ratings ?

23. If you would like to provide further information about how you are applying your learning from this training to your work, please provide an email and phone number and we will contact you in the future.

Email Address

Phone Number

**Thank you for responding to the survey.**

**If you have any questions about your course, please contact the Te Pou IPMHA programme manager, Tina Harrison at [Tina.Harrison@tepou.co.nz](mailto:Tina.Harrison@tepou.co.nz). If your question is about this evaluation, please contact our manager for evaluation and monitoring, Katie Palmer du Preez at [Katie.PalmerduPreez@tepou.co.nz](mailto:Katie.PalmerduPreez@tepou.co.nz).**