Module Code: D1 Professional Supervision  
BACO01H

Level: 6

Credit Value: 30

Pre-Requisites: Level I modules

Module Description

The Module is designed to promote the value of individual peer supervision to provide the student with the opportunity to gain knowledge and understanding of supervision models and practices. The module is constructed in such a way as to provide the student with insight into the process of supervision, both as a recipient and provider, and to give students the opportunity to reflect upon and develop his/her supervisory practice.

The aims of this module are:

- to provide the student with an understanding and appreciation of individual supervision as a means of promoting reflective practice;

- to enable the student to develop some supervision skills for promoting reflection and clinical reasoning in peer supervision work.

Learning Outcomes

On completion of the module, students will be able to:

1. Compare and contrast a range of supervision models from derived from social care, health care and counselling practice.

2. Explain the basic features of the supervision process and its relationship to reflective practice and clinical reasoning.

3. Critically appraise the potential role of individual supervision both for the development of the individual practitioner and for the development of professional practice as a whole.

4. Critically explore the possibilities of individual supervision as a growth-promoting relationship, as a creative approach to reflective practice and as a means of peer-support.

5. Critically analyse and evaluate a range of basic supervision skills.

6. Examine critically how developing competence in skills and theory enhances the ability to bring their own perspectives and personality (style) in support of their own and others' learning

Indicative Content
A number of areas will be looked at:

The nature of individual supervision, its functions, tasks and contexts, including models of supervision;

Critical exploration of the students' own and others' experiences of supervision within practice;

Skills of presentation, session management, facilitation and intervention;

Analysis of supervision tasks and processes;

Evaluation of supervision and its role in professional growth and development.

**Learning & Teaching Strategies**

The module will be presented in such a way as to promote activity, exploration and experiential understanding of supervision processes.

Main methods adopted will be:

lectures; workshops; peer supervision group work; seminars; case-study materials and vignette work

**Assessment**

A written assignment based on knowledge, understanding and experience of personal supervision either as a recipient or provider. The assignment will consist of a balance of theoretical perspectives on supervision, reflective accounts of the supervisory process and critical awareness of the role of supervision within professional practice (6000 words)  (This carries a percentage mark)

100% weighting

**Specific Learning Resources**

None

**Bibliography**

Highly Recommended


Recommended


Background Reading


