

**Title of Module: The Supervisory Process**

<b>Code: NURS11117</b>	<b>SCQF Level: 11</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Anthony Butler		

**Summary of Module**

This module will be of benefit to practitioners working within the mental health setting who are interested in developing their capabilities around clinical and managerial supervision. The aim of the module is to provide those working in mental health with a theoretical understanding of supervision and enable students to refine, develop and or advance their practical skills.

The module will examine a range of supervision models, formats and technologies and the means to evaluate the delivery of supervision. There is an essential skill element to the module which will be taught using a range of structured experiential strategies, including role play, peer assessment and feedback, group discussion and problem solving.

**Indicative Module Content**

Theories of clinical supervision; Government Policy and Strategies; clinical governance; patient safety; variety of influencing factors, e.g. professional and ethical; counselling skills; emotional work; valuing the person in the professional. Supervision contract; establishing boundaries; confidentiality; rights and responsibilities of the supervisee and the supervisor; process, outcomes, and evaluation of supervision; challenging skills; reflective skills; leadership skills; professional judgement and decision making.

The above skills acquisition, contributes to the development of the UWS Graduate Attributes: Universal critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, culturally aware, collaborative, research-minded and socially responsible; Work-Ready -knowledgeable, digitally literate, effective communicator, motivated, potential leader; and Successful -autonomous, incisive, creative, resilient and daring.

**Module Delivery Method**

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
		✓			

- Face-To-Face**  
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.
- Blended**  
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations
- Fully Online**  
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.
- HybridC**  
Online with mandatory face-to-face learning on Campus
- HybridO**  
Online with optional face-to-face learning on Campus
- Work-based Learning**  
Learning activities where the main location for the learning experience is in the workplace.

**Campus(es) for Module Delivery**

Term 1		Term 2		Term 3	✓	
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
					✓	
<b>Term(s) for Module Delivery</b>						
(Provided viable student numbers permit).						

<b>Learning Outcomes: (maximum of 5 statements)</b>	
On successful completion of this module the student will be able to:	
L1. Critically appraise the literature on the conceptual models of clinical and managerial supervision	
L2. Critically examine the supervision process and reflect on the knowledge and skills required to review standards of care delivered in Mental Health.	
L3. Apply the enhanced knowledge and skills of clinical supervision in varying formats and critically reflect on your experience of participating in individual, triads and small groups.	
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 11. Developing an understanding of the concepts and models of clinical and managerial supervision.  Critically reviewing the literature for clinical and managerial supervision.  Critically reviewing the literature on emotion work and associated psychodynamic theories  Examining the policy and professional context relating to supervision, patient safety and an emotionally healthy workforce.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Prepare to and practice the skills for delivering effective supervision.  Critically reflecting on ones experience of supervision and those of peers in triads and small groups.
Generic Cognitive skills	SCQF Level 11. Critically reflecting on pre-existing therapeutic skills and how these can support the application of clinical supervision.  Critically reviewing, consolidate and extend your knowledge and skills of the supervision process

Communication, ICT and Numeracy Skills	<p>SCQF Level 11.</p> <p>Use of a range of ICT applications to source and support work at this level.</p> <p>Demonstrating the ability to communicate effectively orally and in writing (where applicable) the supervision process and associated knowledge and skills.</p> <p>Critically reflect on ones interpersonal skills and those of peers in small groups and triads.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11.</p> <p>Facilitating individual, triad and group supervision with a range of practitioners from different disciplines</p> <p>Evidencing a critical understanding of the professional and ethical issues in relation to the chosen subject.</p> <p>Demonstrating an ability to work with others and manage a wide range of complex issues and variables.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>The module will be guided by social constructivist epistemology, encouraging shared learning, and recognising the students previous experience and knowledge and the value this has in a shared learning process. The module materials will be delivered online and will be supported through related skills practice, augmented by preparatory reading, and follow up discussion. Student contributions to the discussion will help shape the content of subsequent online tutorials. Peer support will also be facilitated to encourage networking within the student cohort and through student engagement with online discussion and the module Aula platform.</p> <p>Prior to commencing the module students should ensure that they have access to the technology and understanding required to access online materials and to participate within online video communication.</p> <p>The learning and teaching methods used within the module include Microsoft Teams as a platform to deliver online tutorials supporting Aula based workbooks and discussion boards to enrich the students' knowledge and understanding of the topics. There is an essential skills element to the module and students will undertake online skills-based workshops which will be taught using structured experiential strategies including role play, peer assessment and peer review, modelling, group discussion and problem based learning.</p>	
<p><b>Learning Activities</b></p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b></p> <p>(Normally totalling 200 hours):</p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Tutorial/Synchronous Support Activity	22
Asynchronous Class Activity	12
Independent Study	150
Practice Based Learning	16
	200 Hours Total

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bean, R. A., Davis, S. D., Davey, M.P.(2014) Clinical Supervision activities for increasing competence and selfawareness, John Wiley & Sons Ltd

Jasper, M., Rosser, M., Mooney, G. (2013) Professional development, reflection and decision making in Nursing and Health care, John Wiley & Sons Ltd

Johns, C. (2022) Becoming a reflective practitioner, 6th edition, Wiley- Blackwell Ltd.

Watkins, C.E. and Milne, D. L. (2014) The Wiley International handbook of clinical supervision, John Wiley & Sons Ltd

Bond, M. and Holland, S. (2011) Skills of clinical supervision for Nurses, Open University Press

Beddoe, L and Davys, A (2016)Challenges in professional supervision. London. Jessica Kingsley Publishers.

(\*\*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)

**Engagement Requirements**

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: <https://www.uws.ac.uk/current-students/supporting-your-studies/your-rights-responsibilities/student-policies/>

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Participation within the scheduled online tutorials

Students are required to attend online tutorials or to evidence engagement with the tutorials through review of the session recordings and contributions to the related online discussion. Students will be expected to access programme materials at least once every 2 weeks of the taught component.

**Supplemental Information**

<b>Programme Board</b>	Mental Health, Midwifery, and Health
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	MHMWH L9-11
<b>Moderator</b>	Aisling McBride
<b>External Examiner</b>	I McGowan
<b>Accreditation Details</b>	
<b>Changes/Version Number</b>	1.10 Moodle changed to Aula in learning and teaching section Blended delivery was unchecked Johns (2022) added to indicative reading Attendance and engagement updated to meet ILR recommendations equality and diversity updated to meet ILR recommendations T2 delivery removed Moderator now A McBride Hours of delivery modified

**Assessment: (also refer to Assessment Outcomes Grids below)**

A case study presentation will be used to assess the learning outcomes for this module. Peer assessment of this case study will attract 20% of the assignment weighting and academic appraisal 80% of the weighting. Pass grades are as defined by current UWS regulations.

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

**Assessment Outcome Grids (Footnote A.)****Component 1**

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓	✓	✓	100	0
<b>Combined Components</b>				<b>Total</b>	<b>For</b>
				100%	0 hours

## Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

## Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

**Equality and Diversity**

In order for the student to complete this module they will be required to deliver an oral presentation and feedback to a group of their peers. In addition, the student will be required to peer review and evaluate performance within a simulated practice context.

The programme is designed to be as accessible as it can be to all practitioners working with mental health outcomes. That it is delivered online and linked strongly with the students workplace activities means that it is open to, and welcoming of, the diversity evident within that workforce.

The School of Health and Life Sciences believe that education and participant diversity are central to achieving quality of motivational enhancement skills within a clinical/other work environment. Within the programme, sensitivity, inclusiveness and employability are achieved by:

- Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to prospective participants and participants.
- Promotion of confidence and knowledge of participants' rights.
- Promotion of respect and knowledge of the diverse needs and rights of participants and their clients.

The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and learning, assessment and evaluation.

Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

To enable the module to be responsive to the demand for equality and diversity, processes and procedures have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders throughout the life of the module is also central to meeting our commitments.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

### **UWS Equality and Diversity Policy**

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)