

**Supervision Requirements
for the
Peer Support Working in Mental Health 2018/2019**

Applicant Name: _____ **Organisation Name:** _____

The Certificate in Peer Support Working in Mental Health programme is designed to assess and support critical thinking and reflection both in practice, the learning is directly applicable to the students' workplace and good support and supervision is crucial to the success of the student. Support and supervision will be provided through two processes in addition to a personal DCU tutor being allocated to each student.

1. Peer Facilitated Group Supervision:

Built into the programme is a process of peer facilitated group supervision, where Peer Support Workers from employing services will come together five times during the training for group supervision. This will enable peer support, reflection on challenges and collegial learning. This will happen in DCU as part of the programme.

2. Tripartite Supervision with the Student, Practice Supervisor and Academic Supervisor.

The second process is one of tripartite supervision (Kadushin 1995; Proctor 1986). Proctor (1986) outlines three component functions of practice supervision and these are:

- The **formative** (or educative) function of supervision provides a framework and process for reflective learning. It enables the supervisee to recognise strengths and weaknesses in their work, to develop abilities to gain knowledge and to relate theory to practice in a critical way.
- The **restorative** (or supportive) function of supervision involves a supportive relationship which can, assist to address the emotional responses of the practitioner and reduce distress arising from stressful relationships and situations.
- The **normative** (or managerial) function of supervision is concerned with safe practice, maintaining and developing standards, and ensuring that both national and local guidelines are adhered to.

This model has been developed and further adapted over the last 14 years in the School of Nursing & Human Sciences and consistently receives positive reviews from external examiners in relation to the effectiveness of the model to provide support in practice whilst engaging in an assessed educational process.

Each student will be allocated an academic supervisor (an Expert by Experience or Academic who consistently works in partnership with Experts by Experience) and a practice supervisor from the team they are working with. Throughout the programme all three people will work together to provide a supportive and reflective process of learning and practice development. In addition, as per the model applied in the School, each person will contribute to the assignment marking in practice portfolios.

Supervision arrangements will be discussed in detail on the first day in class and it would be preferable if the practice supervisor can be in attendance.

Requirements of Practice Supervisor:

- Attend two sessions in DCU (one each semester).
- Provide regular supervision and support to student for the duration of the programme
- Provide supervision that supports linking theory to practice and development in the role
- Provide feedback on two portfolios and mark according to a marking scheme provided.

Ideally supervision would be from a qualified peer support worker but supervision can be given by another discipline.

Knowledge of peer support working is not a necessity as the student should be encouraged and supported to the lead in bringing models and approaches to supervision.

For more information on supervision and support please contact:

Martha Griffin, Programme Chair, 01 7006871 or martha.griffin@dcu.ie

I understand the supervision requirements as a practice supervisor.

Practice Supervisor Name

Signature

Position

Contact Telephone

_____/_____/_____
Date