

Setting Standards in Counselling/Psychotherapy Supervision

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Setting Standards in Supervision

- **External Developments**
 - » Health Professions Council
 - » Competence Framework for Supervision & Improving Access to Psychological Therapies (IAPT)
- **Internal Developments**
 - » Research into Supervision
 - » Mapping of Supervision Training
- **Future Developments**
 - » Review of the Supervisor accreditation scheme
 - » Core curriculum for supervision?
 - » Supervision course accreditation scheme?
 - » Bolt-on supervisor training?

Setting Standards in Supervision



- Will regulate counsellors/psychotherapists
- Will **not** regulate supervisors
- However, important to keep supervision profile high:



- » Ensure that supervision is part of the Standards of Proficiency

Setting Standards in Supervision



- » Ensure supervision is part of any future non-medical revalidation/continuing fitness to practise procedure
- » 'MOT' system for doctors every 5 years

Setting Standards in Supervision

“Supervision, including peer supervision, mentoring, reflection on practice and case review offers many opportunities for assessment of practice, learning and development by the practitioner. The process results in improved learning, practice delivery and communication..”

Continuing Fitness to Practise Professional Liaison Group (PLG)
report to Council October 2008

Setting Standards in Supervision



The Competence Framework for Supervision

- Commissioned by the Care Services Improvement Partnership (CSIP), Skills for Health and NHS Education for Scotland
- Pantheoretical - ie it is intended to be used by supervisors of all psychotherapeutic orientations.
- Supervision competences associated with other modalities are in progress

Generic supervision competences

Ability to employ educational principles which enhance learning

Ability to enable ethical practice

Ability to foster competence in working with difference

Ability to take into account the organisational context for supervision

Ability to form and maintain a supervisory alliance

Ability to structure supervision sessions

Ability to help the supervisee present information about clinical work

Ability to help supervisee's ability to reflect on their work and on the usefulness of supervision

Ability to use a range of methods to give accurate and constructive feedback

Ability to gauge supervisee's level of competence

Ability for supervisor to reflect (and act on) on limitations in own knowledge and experience

Specific supervision competences

Ability to help the supervisee practice specific clinical skills

Ability to incorporate direct observation into supervision

Ability to conduct supervision in group formats

Ability to apply standards

Applications of supervision to specific models/contexts contexts

Supervision of overall caseload

Supervision of Low Intensity interventions

Supervision of High Intensity Cognitive and Behavioural Therapy

Supervision of psychoanalytic / psychodynamic therapy (forthcoming)

Supervision of systemic therapy (forthcoming)

Supervision of humanistic - person-centred/ experiential therapy (forthcoming)

Metacompetences

Supervision metacompetences

Setting Standards in Supervision

- Why is this work important?
 - Improving Access to Psychological Therapies (IAPT)
 - Possible Development of National Occupational Standards for Supervision
 - Emphasises supervision as a key activity – commissioning training for all IAPT supervisors and requirement for all staff to have supervision of at least 1 hour per week.

Setting Standards in Supervision

Internal Developments

- Research into supervision
- Mapping of supervision training

Setting Standards in Supervision

Research into supervision

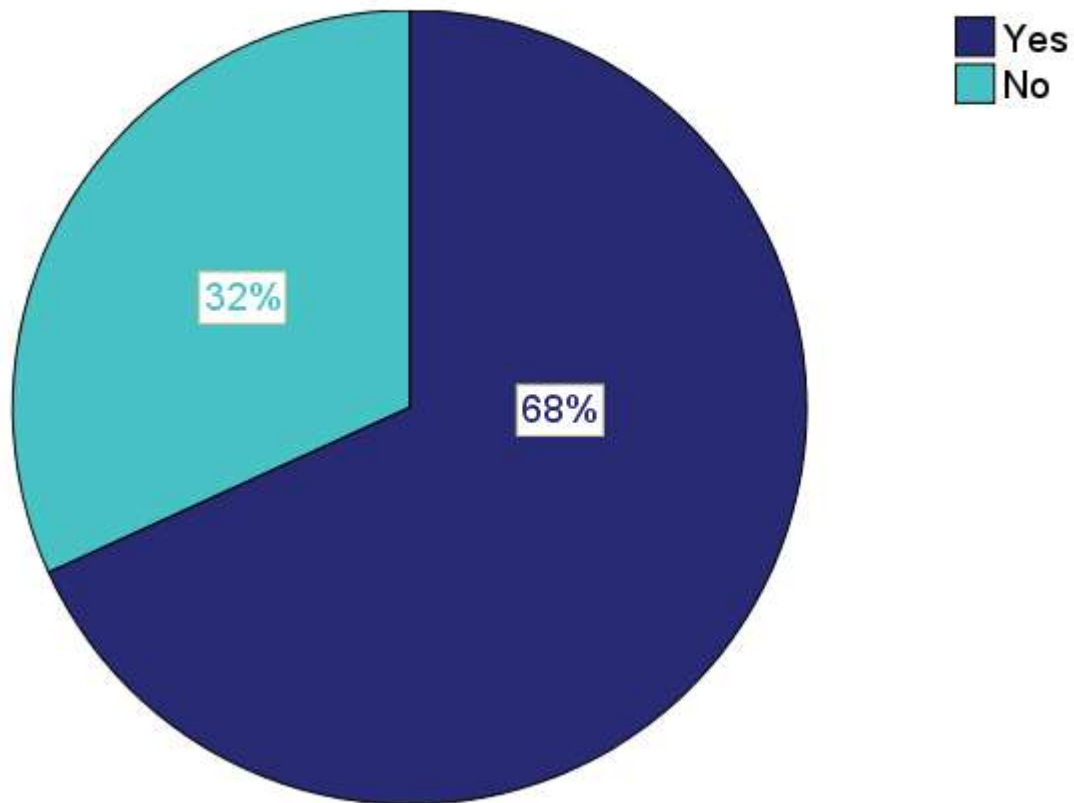
- £8 k from BACP for Supervision Research Network Grant - follows on from Supervision Forum Work and Systematic Review work
 - » Identify and prioritise important and topical research questions for counselling and psychotherapy supervision in the UK
 - » Design and develop research protocols to take key aspects of the research agenda forward
 - » Write funding proposals for the above research protocols and identify/engage academics to take them forward
 - » Identify funding bodies and submit research funding applications to relevant funding bodies

Setting Standards in Supervision

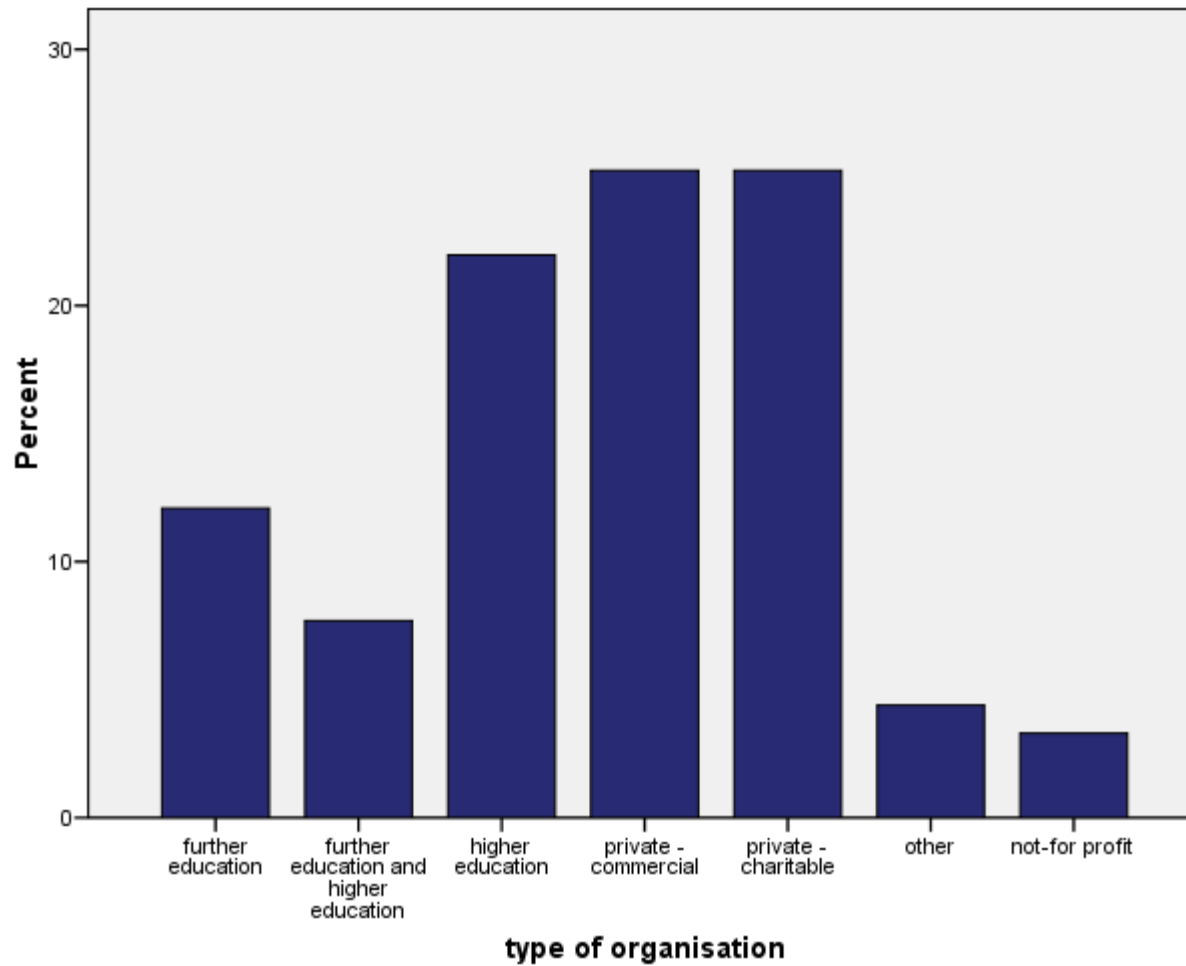
Mapping of Counselling/Psychotherapy Supervision Training in the UK

- 90+ organisations providing supervision in the UK
- Disparate nature of training in supervision

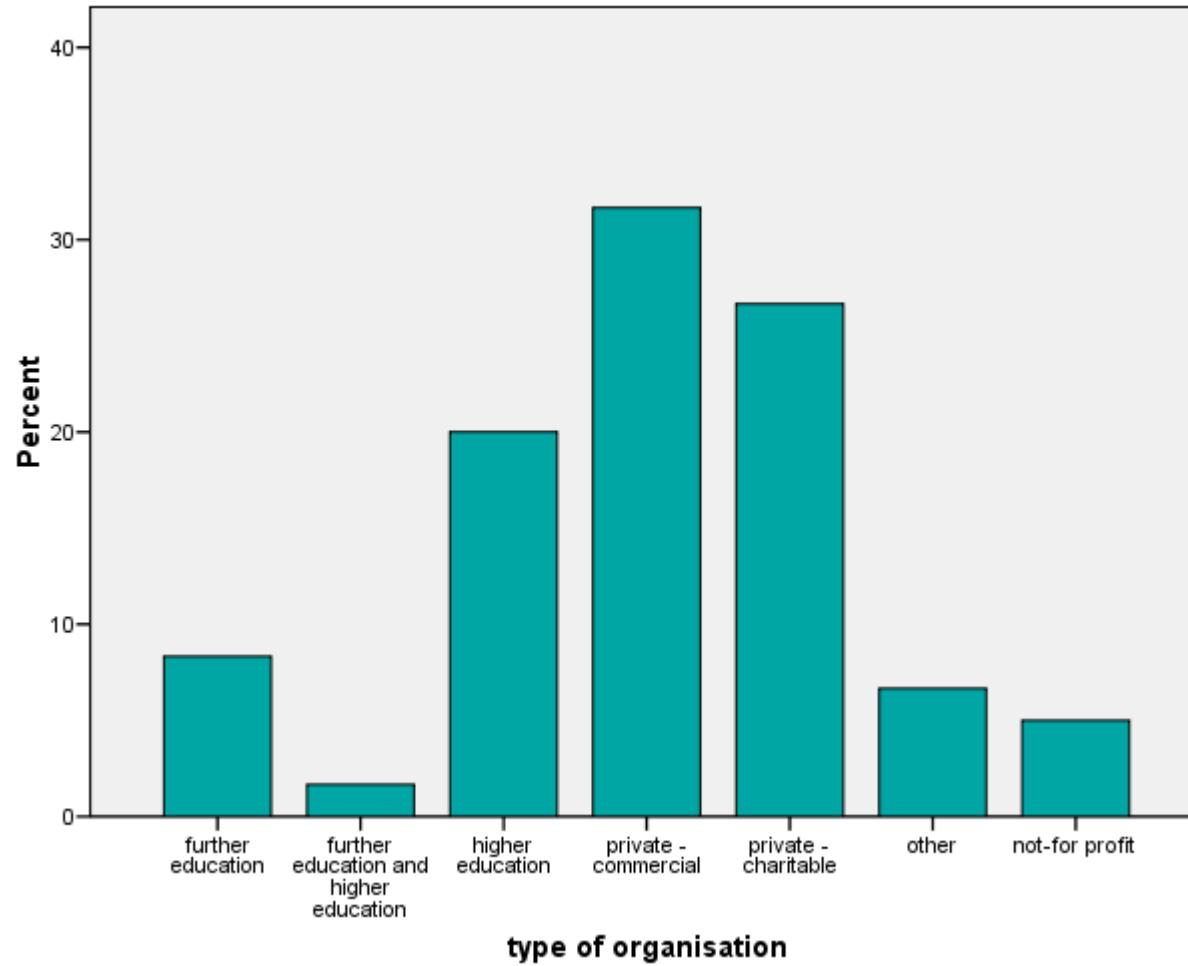
Course running in 2008



Types of organisation delivering supervision training



Current supervision training



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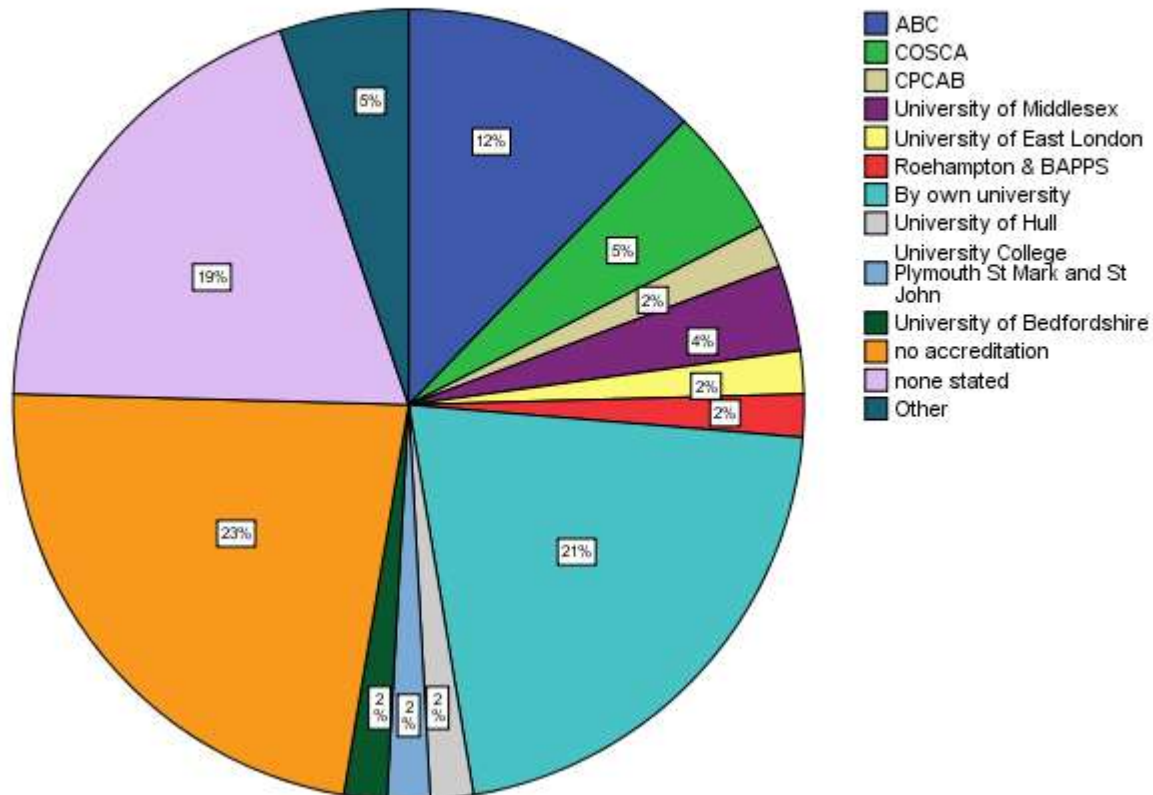


British Association for
Counselling & Psychotherapy

Name of qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate	10	16.7	16.7	16.7
	Diploma	17	28.3	28.3	45.0
	Advanced diploma	3	5.0	5.0	50.0
	PG certificate	12	20.0	20.0	70.0
	PG Diploma	2	3.3	3.3	73.3
	Other	3	5.0	5.0	78.3
	None	6	10.0	10.0	88.3
	Certificate/Diploma	2	3.3	3.3	91.7
	PG Diploma/MA	2	3.3	3.3	95.0
	Diploma/PG Diploma/MA	1	1.7	1.7	96.7
	PG Cert/PG Diploma	1	1.7	1.7	98.3
	PG Cert/PG Diploma/MSc	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

Validation or accreditation



Setting Standards in Supervision

Course components

- | | |
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| <ul style="list-style-type: none">• Definition, purpose and role of supervision• The supervisory relationship• Organisational context• Ethical thinking/decision making & legal considerations• Culture and Diversity• Roles and responsibilities of the supervisor• The working agreement including contracts | <ul style="list-style-type: none">• Different models of supervision• Supervisory modality• Boundaries• Supervision of supervision |
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