A CURRICULUM FRAMEWORK FOR COUNSELLING SUPERVISOR TRAINING

Counselling Supervision Training Curriculum

BACP Professional Standards
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Introduction

Rationale

This BACP Counselling Supervision Training Curriculum provides a consistent minimum standard to which Counsellor Supervisors should be trained. The Counselling Supervision Training Curriculum offers training providers a curriculum framework for a comprehensive course, reflecting the supervision competences and detailing the topics needed for supervision training. It highlights best practice and has a session-by-session guide for the programme.

It is also recognised that Supervision training is delivered through Higher Education (HE), Further Education (FE) and by private training providers and different training establishments have differing qualification, assessment and validation requirements that they have to fulfil. The curriculum is indicative rather than prescriptive, recognising that trainers will need to adapt it to their setting and their students. Training providers will also have to adapt the Assessment criteria (Page 3)-Minimum standards to meet the requirements of the Framework for Higher Education Qualifications (FHEQ) and the NQF National Qualifications Framework/ Qualifications and Credit Framework Levels.

The competences

The competences for counselling and counselling supervision are on the UCL core website (http://www.ucl.ac.uk/clinical-psychology/CORE/supervision_framework.htm). They identify the aspects of counselling and counselling supervision practice that can be described as evidence based. The competences were commissioned by Care Services Improvement Partnership (CSIP), Skills for Health and NHS Education for Scotland. The first four frameworks cover the major therapeutic modalities these are cognitive and behavioural therapies, psychoanalytic/psychodynamic therapy, humanistic therapies and systemic therapies. The fifth framework sets out the competences needed for the supervision of these therapies. As part of the IAPT (Improving Access to Psychological Therapies) initiative to broaden the choice of psychological therapies offered within the NHS, four competence frameworks were developed: Interpersonal Psychotherapy (IPT), Dynamic Interpersonal Therapy (DiT), Counselling for Depression (CfD) and Couples Therapy for Depression.

BACP recently developed competences for Humanistic Counselling for Young People (11–18 years) which are on the BACP website (www.bacp.co.uk/research/resources/cyp_competences.php), The development of BACP competence frameworks uses the Roth and Pilling methodology: the research evidence within a particular field is subjected to a systematic search; effective interventions are identified; and manuals of practice relating to these effective interventions are sought. This process is overseen by Expert Reference Groups who supply additional information, particularly where there are gaps in the research evidence, and provide peer review for the competence development process.

The process is described in background documents on the UCL CORE website (http://www.ucl.ac.uk/clinical-psychology/CORE/supervision_framework.htm).

To understand the supervision competences it is recommended that this document be read in conjunction with the Supervision Competences Background Document (http://www.ucl.ac.uk/clinical-psychology/CORE/supervision_framework.htm). The counselling supervision competences are grouped under the following headings.

Generic supervision competences

This covers the competences that underpin supervision of all therapy modalities. It describes areas of practice such as establishing and maintaining a working alliance with a supervisee, fostering the ability to work with difference and ability to enable ethical practice.

Specific supervision competences

This domain describes specific competences for supervision, including working with groups in supervision and the ability to apply standards.

Application of supervision to specific models or contexts

Each modality has a separate set of competences that describes supervision practice specifically for that modality.

Metacompetences

Most of the metacompetences are concerned with the subtle judgments that a supervisor needs to make, including adapting the process and content of supervision and managing concerns about the supervisee’s ability to use supervision.

The competences and the curriculum

The session content for this curriculum has been drawn from the supervision competences as these describe best practice. The course follows the wording of the competences closely. The competences have been grouped together, referenced (eg generic competence – 5), and put under session headings to form the overall content of the course. For fuller details of each competence before teaching the sessions please refer to the supervision competences. Each session has an overarching title and an aim. There are two sets of objectives as this course can be delivered at post-qualification certificate or diploma level. This curriculum has followed the descriptors for the QAA National Framework for Qualifications to set the aims and objectives for certificate and diploma level. The difference in the two levels is that diploma level students need to show a greater understanding of the topics that are taught by being able to analyse their work. BACP understands that each course provider will need to go through the required process to have a particular course accepted by their awarding body and therefore the course may need to be adapted to meet the standards of the provider and the awarding body.
How to use the curriculum

The supervision curriculum is designed to be used flexibly, with trainers deciding the order in which the sessions are taught and the way in which they are taught. This is a generic supervision course with two sessions covering the modalities. The course is designed to allow the provider to decide which modality is taught and it is not expected that all modalities will be covered in those sessions. All modalities are covered in this course so that it can be used by all models; it is intended that students learn to supervise using the model of therapy they have been trained to deliver and will be using with their supervisees. It is not the intention of this course to train supervisors to be able to work with all modalities, regardless of their training. Some topics appear once on the curriculum and are connected to the values that underpin the course. These themes should be referred to throughout the course; for example, working ethically and working with difference. The curriculum covers many areas in each session; it is therefore recommended that trainers begin sessions by consolidating the learning and topics from the previous session.

Qualification

This is a practitioner course and leads to a qualification in counselling supervision. An important component is to acquire the practice of supervision skills. Students are expected to offer counselling supervision while attending the course and will be required to provide a log of their counselling supervision hours. There is time in the sessions for a practical element of the course where students can practise counselling supervision skills with their peers. These sessions will not form part of the counselling supervision hours needed to meet the course requirements.

Course delivery

In recognition that tutors have different teaching styles and preferences, the curriculum has not been prescriptive about how the course is to be taught, and the following ideas are some examples of how to present the material for the sessions.

It is important to vary the teaching methods used as this helps students to engage more fully with the material, and changing the activity improves concentration.

Working in pairs

Setting exercises in pairs is useful for exploring material that is difficult to talk about with a large group; it allows deeper exploration of an issue and enhances listening skills.

Working in small groups

Working in small groups can be helpful for sharing ideas. Small groups allow space for all voices to be heard and are particularly accessible for those who feel intimidated by working in a large group.

PowerPoint presentations

PowerPoint can be useful for presenting theory but is sometimes overused. It can help students to focus and it helps them retain the learning when they can see the notes on the screen. PowerPoint screens need to be clear, uncluttered and readable.

Handouts and suggested reading

Distributing clear handouts means that students can concentrate on the sessions without having to take notes unless they prefer to. Directing students to further reading about the topic encourages self-directed learning outside course hours and this may lead to them gaining a greater depth of knowledge than from the taught sessions alone.

Preparatory reading

Setting reading before the sessions enables the students to have some prior knowledge of the topic. Sessions can be greatly enhanced when work has begun before the session starts.

Reflective journals

Recording personal learning in a reflective journal is not a requirement of the course but can be suggested to enable students to process their learning.

Practice sessions

The curriculum suggests that every session makes time for supervision practice; again, this section of the course has not been detailed, as trainers will have their own preferences for working on practical sessions. Some suggestions include:

- Sharing case material in large and small groups
- Trainer demonstrations – very useful particularly in the early days of the course when students may not have much case material to explore
- Working in triads – practising supervision sessions or supervision of supervision sessions, using actual supervisee material, provides sound practical experience
- Working in a fishbowl setting enables the whole group to observe the supervision process and can provide powerful learning for the whole group
- Working with Inter Personal Process Recall (IPPR) can provide valuable learning on the course and for later work as supervisors
Course information

Course entry requirements
- Diploma level counselling/psychotherapy qualification, or equivalent
- Supervised counselling/psychotherapy practice for a minimum one year post qualification (supervision must meet BACP requirements of 1.5 hours per month)

Course details
The course is designed to run across 10 sessions.

It is suggested that each session is at least six hours; the hours may be increased if the course provider feels that the sessions outlined in the curriculum require more time. Or to meet the requirements of their institution or awarding body. It is also suggested that the sessions are delivered monthly to allow for processing of knowledge and to allow the experience of practice to complement the learning. However, course timings can be adapted to suit the course provider.

Assessment
Assessment is different for the two levels of the course and is designed to ensure that the course objectives are met.

Post-qualification certificate
- A minimum of 80% attendance
- Reflective journal
- Self- and peer assessment
- Minimum 1,500–2,000 word essay showing the student’s understanding of the theory and practice of supervision
- Minimum 20 hours of logged counselling supervision practice – arrangements for this can be made while attending the course
- Minimum five hours of logged consultative supervision
- Minimum one recording of counselling supervision practice (10 minutes) transcribed with process comments

Post-qualification diploma
- A minimum of 80% attendance
- Reflective journal
- Self- and peer assessment
- Minimum 2,000-word essay demonstrating the student’s
- In-depth understanding of the theory and practice of supervision. This essay will need to show the student’s ability to analyse the theory of both supervision and related educational theory.
- Minimum 40 hours of logged counselling supervision practice
- Minimum 10 hours of logged consultative supervision
- Minimum one recording of counselling supervision practice (10 minutes) transcribed with process comments

Overall course aim
The aim of this training curriculum is to enable qualified counsellors to acquire the knowledge and competences required to practise as counselling supervisors in line with evidence-based practice.

Course outline

Session 1: The supervisor in context
Session 2: Building the supervisory relationship
Session 3: Good practice in supervision
Session 4: Enabling the supervisee to make use of supervision
Session 5: Assessment in supervision
Session 6: Ensuring standards in supervision
Session 7: Working with a group in supervision
Session 8a: Working with the supervisee’s counselling model
Session 8b: Working with the supervisee’s counselling model
Session 9: Working sensitively within the supervisory relationship
Session 1: The supervisor in context

Aim

The aim of this module is to introduce counsellors to the role of the supervisor and the theoretical models used, and to develop and enhance the skills necessary for supervisory practice.

Objectives

Post-qualification certificate

By the end of this module the counsellors will have:

- Gained an understanding of the role of the counselling supervisor
- Explored theoretical models of supervision
- Been introduced to the educational principles that inform counselling supervision
- Been introduced to the importance of understanding preferred learning styles
- Explored and practised supervision skills
- Begun to link theory to practice

Post-qualification diploma

By the end of this module the counsellors will have:

- Gained an understanding of the role of the counselling supervisor
- Acquired the knowledge to identify and critique theoretical models of supervision
- Gained an understanding of the educational principles that inform counselling supervision
- Acquired the knowledge to identify educational theories behind the self-directed learner
- Gained an in-depth understanding of preferred learning styles
- Explored and practised supervision skills
- Begun to link theory to practice

Session content

Overview of the course

The purpose and functions of supervision

The role of the supervisor

Theoretical models of supervision

Generic competence – 1 Understanding and applying educational principles that enhance learning

- Introduction to the course and an overview of the sessions
- The role of the supervisor and clinical responsibility
- The models of counselling supervision
- Educational models, emphasising the theory behind the self-directed learner, e.g. Kolb's learning cycle and active learning
- Understanding how to work within the supervisee's optimal level for challenge
- The importance of collaboration
- Enabling supervisees to identify their own strengths and weaknesses and set their own learning objectives
- Identifying the supervisee's learning style: creative methods of working in supervision could be included here, e.g. art materials, movement and drama
- Understanding a supervisee's capacity for the transfer of learning and finding a way to work with this
- Enabling supervisees to link theory to practice

Practising supervision skills – practice time is built into every session

Supervision practice with other trainees

Specific competence – 1 Helping the supervisee to practise specific clinical skills

- Time set aside for practising supervision skills with other members of the group, working with tutor and peer feedback
- Setting up practice sessions that would be helpful for the supervisee, e.g. setting up exercises that help the supervisee to rehearse implementing therapeutic procedures
Session 2: Building the supervisory relationship

Aim

The aim of this module is to enable participants to understand how to establish and maintain the supervisory relationship and to develop and enhance the skills necessary for supervisory practice.

Objectives

Post-qualification certificate

By the end of this module the counsellors will have:

- Gained an understanding of the importance of the supervisory relationship
- Gained an understanding of the importance of creating an environment conducive to supervision
- Gained insight into managing a working supervisory relationship
- Explored and practised supervision skills
- Begun to link theory to practice

Post-qualification diploma

By the end of this module the counsellors will have:

- Gained an understanding of the importance of the supervisory relationship
- Acquired the knowledge to identify factors that help to create an environment conducive to supervision
- Acquired an in-depth knowledge of managing a working supervisory relationship
- Explored and practised supervision skills
- Begun to link theory to practice

Session content

Generic competence – 5 Forming and maintaining a supervisory working alliance

Enabling a supervisee’s growth and development

- Understanding the knowledge base of the supervisory alliance: the three domains – the bond between supervisor and supervisee, the supervisory tasks, and the goals and aims of supervision
- Understanding the knowledge of therapist factors that increase the probability of forming a positive alliance, e.g. being flexible, allowing the focus of the sessions to remain with the supervisee, being respectful, open, alert and active
- Creating a non-judgmental environment
- Building a relationship where the supervisee can congruently discuss their experience of supervision and openly discuss their aims in a manner that supports their professional development and helps them to be inquisitive about their practice
- Recognising and addressing the strains in the supervisory alliance, e.g. checking that a supervisee is clear about the structure and process of supervision, increased awareness of the importance of asking for feedback from the supervisee, accepting responsibility for their contribution to any strains in the relationship
- Recognising and taking appropriate action when the working alliance has broken down completely

Practising supervision skills – practice time is built into every session

Supervision practice with other trainees

Specific competence – 1 Helping the supervisee to practise specific clinical skills

- Time set aside for practising supervision skills with other members of the group, working with tutor and peer feedback
- Setting up practice sessions that would be helpful for the supervisee, e.g. setting up exercises that help the supervisee to rehearse implementing therapeutic procedures
Session 3: Good practice in supervision

Aim
The aim of this module is to provide the participants with a model for good practice in counselling supervision and to develop and enhance the skills necessary for supervisory practice.

Objectives

Post-qualification certificate

By the end of this module the counsellors will have:

- Gained an understanding of the supervisor’s role in monitoring and upholding ethical practice
- Gained an understanding of the BACP Ethical Framework for Good Practice in Counselling & Psychotherapy and its application to the practice of supervision
- Gained an understanding of the importance of working with difference in the supervisory session
- Gained an understanding of the importance of enabling the supervisee to work with difference in their counselling sessions
- Gained an understanding of working as a supervisor in an organisational context
- Explored and practised supervision skills
- Begun to link theory to practice

Post-qualification diploma

By the end of this module the counsellors will have:

- Acquired an in-depth knowledge and demonstrate their understanding of the supervisor’s role in monitoring and upholding ethical practice
- Gained an understanding of the BACP Ethical Framework for Good Practice in Counselling & Psychotherapy and its application to the practice of supervision
- Gained an understanding of the importance of working with difference in the supervisory session
- Explored and acquired the knowledge to enable the supervisee to work with difference in their counselling sessions
- Gained an understanding of working as a supervisor in an organisational context and be able to identify how organisational contexts can impact on the work
- Explored and practised supervision skills
- Begun to link theory to practice

Session content

Contracting with a supervisee
Consultancy supervision
Generic competence – 2 Enabling ethical practice
Generic competence – 3 Enabling supervisees to work with difference
Generic competence – 4 Understanding organisational context and governance

- Contracting with a supervisee
- Making use of consultant supervision
- Understanding the role of the supervisor with regard to ethics
- Understanding the importance of having a knowledge of current research about counselling and supervision practice. This knowledge will help to update both the supervisor and the supervisee and ensure that practice is evidence based
- Knowledge of relevant ethical and professional codes of practice
- Knowledge of the BACP Ethical Framework for Good Practice in Counselling & Psychotherapy
- Understanding the principles of ethical decision-making
- Monitoring clinical practice to identify and discuss emerging ethical dilemmas
- Confidentiality
- Understanding the potential problems relating to dual role relationships, e.g. when a supervisor is also a line manager
- Working with issues of difference and integrating awareness into a supervisor’s practice, e.g. ensuring that issues of difference are a routine part of discussion in supervision; an awareness of why this is an important topic
- Drawing the supervisee’s attention to relevant national and local service policies relating to difference
- Working within the supervisee’s organisational context and the implications of this for practice, e.g. report writing, contracts and arrangements for governance, enabling a supervisee to understand how their working context shapes their practice
- Working with a supervisee to enable them to adapt their practice to their clinical governance context, e.g. working with outcome measures
Practising supervision skills – practice time is built into every session

Supervision practice with other trainees

Specific competence – 1 Helping the supervisee to practise specific clinical skills

- Time set aside for practising supervision skills with other members of the group, working with tutor and peer feedback
- Setting up practice sessions that would be helpful for the supervisee, e.g. setting up exercises that help the supervisee to rehearse implementing therapeutic procedures
- An ethical decision-making exercise using the principles as a guide through possible supervision issues
Session 4:
Enabling the supervisee to make use of supervision

Aim
The aim of this module is to acquire the understanding and the skills needed to enable the supervisee to make use of supervision and to develop and enhance the skills necessary for supervisory practice.

Objectives

Post-qualification certificate
By the end of this module the counsellors will have:
- Gained an understanding about helping the supervisee to present their work in supervision
- Gained an understanding of the importance of reflection
- Gained an understanding of how to give feedback in supervision
- Explored and practised supervision skills
- Began to link theory to practice

Post-qualification diploma
By the end of this module the counsellors will have:
- Explored and acquired the knowledge to help the supervisee to present their work in supervision
- Gained an understanding of the importance of reflection
- Gained an understanding of how to give feedback in supervision
- Explored and practised supervision skills
- Began to link theory to practice

Session content

Generic competence – 6 Ability to structure supervision sessions
Generic competence – 7 Presenting work in supervision
Generic competence – 8 Reflection in supervision and on the supervision process
Generic competence – 9 Giving feedback in supervision

- Identifying relevant content for a supervision session
- Identifying and presenting practice that has not proceeded well
- Enabling a supervisee to structure their presentations in supervision
- Understanding the importance of reflection in supervision
- Understanding supervisee’s self-appraisal in relation to the work with a supervisor, e.g. drawing on knowledge that a supervisee’s self-appraisal tends to be lower when supervisors only give supportive feedback
- Facilitating reflection in supervision, e.g. knowledge and implementation of educational models rooted in self-reflection, enabling the supervisee to reflect on the perspective of the client, learning logs, responding to supervisee’s reflections in a respectful manner
- Creating the context for giving feedback, e.g. ensuring that the supervisory alliance is good enough to allow summative and formative feedback to be accepted
- Giving feedback in an appropriate manner, e.g. a balance between positive and constructive feedback, suggesting actions for the supervisee, phrasing feedback that avoids the imputation of personal failure
- Engaging with feedback from the supervisee

Practising supervision skills – practice time is built into every session

Supervision practice with other trainees

Specific competence – 1 Helping the supervisee to practise specific clinical skills

- Time set aside for practising supervision skills with other members of the group, working with tutor and peer feedback
- Setting up practice sessions that would be helpful for the supervisee, e.g. setting up exercises that help the supervisee to rehearse implementing therapeutic procedures
Session 5: Assessment in supervision

Aim
The aim of this module is to equip the participants to gauge their own and their supervisee’s level of knowledge and competence in practice and to develop and enhance the skills necessary for supervisory practice.

Objectives
Post-qualification certificate
By the end of this module the counsellors will have:
- Gained an understanding of ways to gauge a supervisee's level of competence
- Gained insight into the factors that influence a supervisor's bias when evaluating a supervisee's work
- Gained an understanding of the importance of recognising the supervisor's own limitations of both knowledge and practical experience
- Explored and practised supervision skills
- Begun to link theory to practice

Post-qualification diploma
By the end of this module the counsellors will have:
- Acquired the knowledge about ways to gauge a supervisee's level of competence
- An in-depth understanding of the factors that influence a supervisor's bias when evaluating a supervisee's work
- Gained an understanding of the importance of recognising the supervisor's own limitations of both knowledge and practical experience
- Gained an understanding of how to address their limitations
- Gained an understanding of the importance of consultancy supervision
- Explored and practised supervision skills
- Begun to link theory to practice

Session content
Generic competence – 10 Gauging a supervisee’s level of competence
- Developing criteria for appraising competence that relates to assessment criteria for professional bodies
- Methods to gauge competence, e.g. observation, self-report, feedback from professional colleagues
- Using objective measures with a supervisee to gauge competence and help to prioritise workload
- Understanding evaluation bias, e.g. drawing on knowledge that judgments of competence may be influenced by the difficulty of the supervisee’s caseload, knowledge that supervisors tend to evaluate supervisees they like more positively than those they dislike
- Understanding our own limitations as a supervisor, e.g. limiting supervision to the approaches that the supervisor has been trained in, acting on any limitations in training that could affect supervision quality. It is important for supervisors to know the limits of their knowledge with practice and ethical issues
- Updating with CPD for supervisors

Practising supervision skills – practice time is built into every session

Supervision practice with other trainees
Specific competence – 1 Helping the supervisee to practise specific clinical skills
- Time set aside for practising supervision skills with other members of the group, working with tutor and peer feedback
- Setting up practice sessions that would be helpful for the supervisee, e.g. setting up exercises that help the supervisee to rehearse implementing therapeutic procedures
Session 6: Ensuring standards in supervision

Aim
The aim of this module is to develop the participant’s capacity to identify and monitor practice standards and to develop and enhance the skills necessary for supervisory practice.

Objectives

Post-qualification certificate
By the end of this module the counsellors will have:
- Gained an understanding of how to monitor counselling practice standards
- Gained an understanding of the supervisor’s responsibilities when working with supervisees with different learning needs
- Gained an understanding of how to apply standards
- Explored and practised supervision skills
- Begun to link theory to practice

Post-qualification diploma
By the end of this module the counsellors will have:
- An in-depth knowledge of how to monitor counselling practice standards and understand the different methods available
- An in-depth knowledge of the supervisor’s responsibilities when working with supervisees with different learning needs
- Acquired the knowledge about how to apply standards
- Acquired the knowledge to work effectively with trainee counsellors
- Explored and practised supervision skills
- Begun to link theory to practice

Session content

Specific competence – 2 Incorporating direct observation into supervision

Specific competence – 4 Applying standards
- Using audio/video recordings: knowledge of the potential advantages and the impact of recording, helping the supervisee to manage their concerns about recording, confidentiality and recording, storage, and the 1998 Data Protection Act requirements
- Working with recordings in supervision: stopping the recording regularly to focus on specific areas, using appropriate question styles to help the supervisee to reflect on their actions and those of the client, helping the supervisee to make links between theory and practice. Helping the supervisee to identify the focus of the learning with their recording
- Using in-session direct observation
- Knowledge of expected standards of professional conduct
- Knowledge of relevant professional and statutory codes of conduct that set out expected standards for pre- and post-qualification practice
- Knowledge of standards of clinical practice as defined both by relevant training organisations and local arrangements for clinical governance
- Gatekeeping with supervisees who are at prequalification level: knowledge of relevant criteria for passing or failing the work being undertaken by the supervisee
- Gatekeeping with supervisees at prequalification level: establishing a context for gatekeeping – ensuring (from the outset) that the supervisee is aware of any relevant gatekeeping roles held by the supervisor
- Gatekeeping with supervisees at prequalification level: identifying the significance of areas of poor performance and distinguishing between different forms of unsatisfactory performance; clinical errors that reflect the supervisee’s current level of experience; poor practice (e.g. failure to apply learning); reduced capacity to practise due to personal distress or mental health issues; negligence or malpractice (i.e. practice that breaches acceptable standards)
- Gatekeeping with supervisees at prequalification level: giving feedback about areas of concern; ensuring that comments about areas of concern can be verified by specific information; expressing concerns with the supervisee in a manner which is direct but non-confrontational, and which also clearly specifies areas of concern
Gatekeeping with supervisees at prequalification level: failing the supervisee; ensuring that the supervisee has been alerted to areas likely to lead to failure, and been given an opportunity to rectify any relevant problems

Holding to this judgment despite the personal and interpersonal difficulties that arise in such circumstances

Maintenance of standards with supervisees who are qualified practitioners – identify practice that falls below the standards expected of a qualified practitioner, in particular unethical or incompetent practice, or poor practice that reflects personal difficulties impinging on the supervisee’s capacity to work effectively

Generating and negotiating a suitable plan of action to respond to deficiencies in practice

Practising supervision skills – practice time is built into every session

Supervision practice with other trainees

Specific competence – 1 Helping the supervisee to practise specific clinical skills

Time set aside for practising supervision skills with other members of the group, working with tutor and peer feedback

Setting up practice sessions that would be helpful for the supervisee, e.g. setting up exercises that help the supervisee to rehearse implementing therapeutic procedures
Session 7: Working with a group in supervision

Aim
The aim of this module is to enable the participants to work with groups for supervision and to develop and enhance the skills necessary for supervisory practice.

Objectives

Post-qualification certificate
By the end of this module the counsellors will have:
- Acquired the knowledge needed for managing time in group supervision
- Gained an understanding of the facilitative role of the supervisor within a group context
- Gained an understanding of how to structure group supervision sessions
- Gained an understanding of how to manage the process in group supervision
- Explored and practised supervision skills
- Begun to link theory to practice

Post-qualification diploma
By the end of this module the counsellors will have:
- Acquired the knowledge needed for managing time in group supervision
- Gained an understanding of the facilitative role of the supervisor within a group context
- Demonstrated an understanding of how to structure group supervision sessions
- Demonstrated an understanding of how to manage the process in group supervision
- Explored and practised supervision skills
- Begun to link theory to practice

Session content

Specific competence – 3 Facilitating group supervision
- Enabling supervisees to prepare for group supervision – identifying issues that help them to be effective participants, expectations regarding attendance, respect for others
- The group facilitator modelling the process, giving feedback that is specific and with empathy
- Leadership – developing a leadership style that is active, assertive and non-authoritarian. Listening to the group members and acting on feedback about group functioning from members
- Structuring sessions – agreeing and clarifying with members the way the group will run, encouraging group members to act as supervisors to other group members
- Allocating time – agreeing and clarifying how the time is used, the number of presentations
- Managing group process – supporting and monitoring the engagement of supervisees with each other. Offering support to the supervisees. Identifying and acting on problematic interpersonal issues within the group by assessing conflict and inappropriate competitiveness. Working with difference in the group and identifying and addressing any issues arising within the group

Practising supervision skills – practice time is built into every session

Supervision practice with other trainees
Specific competence – 1 Helping the supervisee to practise specific clinical skills
- Time set aside for practising supervision skills with other members of the group, working with tutor and peer feedback
- Setting up practice sessions that would be helpful for the supervisee, e.g. setting up exercises that help the supervisee to rehearse implementing therapeutic procedures

The following two sessions cover supervision for specific models: select the model/s that apply to the course and arrange the time and session material accordingly.
Session 8a: Working with the supervisee’s counselling model

Aim
The aim of this module is to develop the students’ theoretical knowledge and their understanding of how to work with different theoretical approaches to counselling and to develop and enhance the skills necessary for supervisory practice.

Objectives

Post-qualification certificate
By the end of this module the counsellors will have:
- Gained an understanding of caseload management
- Gained an understanding of how to assist a supervisee with case management
- Gained an understanding of working with specific theoretical counselling approaches in supervision
- Gained an understanding of the importance of the clarity of theoretical knowledge about their chosen counselling model
- Explored and practised supervision skills
- Begun to link theory to practice

Post-qualification diploma
By the end of this module the counsellors will have:
- Gained an understanding of caseload management
- Gained an ability to help a supervisee with case management
- Gained an in-depth understanding of working with specific theoretical counselling approaches in supervision
- Gained an understanding of the importance of the clarity of theoretical knowledge about their chosen counselling model
- Explored and practised supervision skills
- Begun to link theory to practice

Session content

Application of supervision to specific models and contexts

Clinical caseload management
- Supporting the supervisee to manage their caseload; assimilating and integrating information presented by the supervisee on their caseload; supporting and developing the supervisee’s capacity to use outcome measures to manage their caseload; identifying and managing risks from the caseload; recognising and helping to resolve problems of caseload management, workload, time management
- Adjusting the supervision style in light of the volume of work presented
- Using paper and electronic information in supervision
- Detecting personal and professional issues that could have an impact on supervisee’s capacities
- Working with supervision using online technology, e.g. telephone, skype, text, videoconferencing (for further details please refer to the competences for Distance therapies which will be available autumn 2014 on the research resources page of the BACP website at: http://www.bacp.co.uk/research/resources/

Low-intensity intervention
- The knowledge of the principles underpinning low-intensity interventions
- Recognising limitations in knowledge that may have implications for the supervisor’s capacity to offer effective supervision
- Identifying the supervisee’s knowledge of low-intensity supervision
- Supporting the supervisee in assessing suitability for low-intensity interventions, developing their capacity to deliver evidence-based clinical and assessment tools
- Supporting the supervisee to deliver low-intensity interventions, giving advice and guidance on low-intensity CBT techniques, identifying any difficulties the supervisee has in working within a protocol-driven, low-intensity service
- Supporting routine outcome monitoring
- Supporting decisions about the appropriateness of interventions
Cognitive Behavioural Therapy (CBT)
(For further information on CBT competence framework use link below)

http://www.ucl.ac.uk/clinical-psychology/CORE/CBT_Framework.htm

- Knowledge of the principles of CBT
- Recognising limitations in knowledge that may have implications for the supervisor’s capacity to offer effective supervision
- Adapting supervision to the supervisee’s training needs – identifying knowledge and addressing any misconceptions about the model. Gaining experience of the model by applying the techniques to themselves, making use of the CBT perspective to understand the client’s presentation, helping the supervisee to reflect on their development as a CBT practitioner
- Structuring supervision sessions that resonate with the principles of CBT – agreeing an agenda, reflecting on the application of ideas from previous supervision sessions, reviewing practice and identifying issues for discussion, reviewing any practice assignments that have been agreed
- Understanding specific content areas for CBT supervision – knowledge of diagnosis, knowledge of CBT case conceptualisation and formulation, structuring therapy sessions, making use of interventions as outlined in the CBT competences in the context of a collaborative relationship
- Understanding specific supervisory techniques – understanding and using observational and participatory methods, using video and audio recordings, using ‘capsule summaries’ to summarise material discussed, identifying any negative thoughts that interfere with supervision
- Monitoring the supervisee’s work – formally assessing the supervisee’s CBT competences using appropriate instruments

Practising supervision skills – practice time is built into every session

Supervision practice with other trainees

Specific competence – 1 Helping the supervisee to practise specific clinical skills

- Time set aside for practising supervision skills with other members of the group, working with tutor and peer feedback
- Setting up practice sessions that would be helpful for the supervisee, e.g. setting up exercises that help the supervisee to rehearse implementing therapeutic procedures
Session 8b: Working with the supervisee’s counselling model

Aim

The aim of this module is to develop the students’ theoretical knowledge and their understanding of how to work with different theoretical approaches to counselling and to develop and enhance the skills necessary for supervisory practice.

Objectives

Post-qualification certificate

By the end of this module the counsellors will have:

- Gained an understanding of working with specific theoretical counselling approaches in supervision
- Gained an understanding of the importance of the clarity of theoretical knowledge about their chosen counselling model
- Explored and practised supervision skills
- Begun to link theory to practice

Post-qualification diploma

By the end of this module the counsellors will have:

- Gained an in-depth understanding of working with specific theoretical counselling approaches in supervision
- Gained an understanding of the importance of the clarity of theoretical knowledge about their chosen counselling model
- Explored and practised supervision skills
- Begun to link theory to practice

Session content

Psychoanalytic/psychodynamic

(For further information on Psychoanalytic/ Psychodynamic competence framework use link below)

http://www.ucl.ac.uk/clinical-psychology/CORE/psychodynamic_framework.htm

- Knowledge of psychodynamic therapy and its principles
- Recognising limitations in knowledge that may have implications for the supervisor’s capacity to offer effective supervision
- Adapting supervision in relation to the stage of learning and development of the therapist, integrating training and therapeutic aspects of the role
- Maintaining a balance between a collaborative and an authoritative stance
- Identifying the supervisee’s knowledge and experience of psychoanalytic/ psychodynamic therapy
- Identifying and discussing any misconceptions that the supervisee may hold regarding psychoanalytic/psychodynamic therapy and the techniques usually associated with this model
- Monitoring the supervisee’s ability to make use of a psychodynamic perspective to understand the client’s presentation and the evolution of therapy
- Helping the supervisee reflect on their development as a psychodynamic practitioner in order to identify specific learning goals
- Negotiating learning agreements that reflect the supervisee’s learning needs
- Specific content areas for psychoanalytic/ psychodynamic supervision – helping the supervisee to review and apply knowledge about psychoanalytic/psychodynamic ideas and techniques, as it applies to the supervisee’s clinical work, helping the supervisee develop skills in assessment and analytic/dynamic case formulation, and to apply these skills to guide therapeutic interventions
- Helping supervisees observe and explore significant patterns in the clinical material, especially relating to unconscious dynamics and communication, linking psychodynamic concepts and principles to therapeutic strategies and techniques: observation, using process notes. Modelling appropriate therapist behaviours and mental activities, focusing on the client’s patterns of interaction with the supervisee as well as the client’s intrapsychic dynamics, focusing on the supervisee’s experiences, mental processes and behaviour, as well as the client’s dynamics
- Specific supervisory techniques – ‘parallel process’ knowledge of the ways in which similar interpersonal dynamics may be concurrently enacted in both the therapy and supervisory dyads
- Maintaining a focus on the therapy with the client, while recognising the possibility of re-enactment within supervision of significant dynamics between the supervisee and their client
- Developing a relationship that facilitates discussion of the processes happening both within supervision and therapy, and the way in which these relate to one another
- Helping the supervisee identify when they have been drawn into ‘enactments’ with the client
- Helping the supervisee discuss their thoughts and feelings about their clinical work, using this to understand the client's transference and the supervisee's counter-transference
- Monitoring the supervisee’s work – making use of recordings and/or direct observation to monitor the supervisee’s ability to use psychodynamic strategies and techniques
- Recognising limitations in knowledge that may have implications for the supervisor’s capacity to offer effective supervision

Systemic

(For further information on Psychoanalytic/Psychodynamic competence framework use link below)

http://www.ucl.ac.uk/clinical-psychology/CORE/systemic_framework.htm

- Supervisor’s expertise in systemic psychological therapies – knowledge of the principles underpinning a broad range of systemic psychological therapies; drawing on personal experience of the clinical applications of systemic psychological therapies; enabling supervisees to make a relationship between theory and personal and professional identities; recognising any limitations in knowledge and/or experience with implications for the supervisor’s capacity to offer effective supervision
- Holding in mind the multiple levels involved in supervision – family relationships; the relationship between the family and the therapist; the therapist's personal and professional contexts; the relationship between the therapist and the supervisor; the supervisor’s personal and professional contexts; the context in which supervision takes place
- Supervisory stance – applying the principles of systemic therapy to the conduct of supervision; being self-reflective and reflexive, and monitoring the emotional and interpersonal processes associated with supervisor-supervisee interactions
- Adapting supervision in relation to the supervisee’s stage of learning and development as a therapist; the supervisee’s learning and therapy styles; the organisational context within which supervisees are working
- Maintaining a relationship that is supportive of training but does not become ‘therapy’
- Maintaining an appropriate balance between a collaborative and an authoritative stance
- Recognising and helping the supervisee reflect on parallels in the relationships between the therapist and the family (or the system with which they are working), and that between the therapist and the supervisor and/or the team
Adapting supervision to the supervisee’s training needs and developmental stage – identifying the supervisee’s knowledge and experience of systemic therapies; monitoring the supervisee’s ability to make use of a systemic perspective to understand the client’s presentation and the evolution of therapy; helping the supervisee reflect on their development as a systemic practitioner in order to identify specific learning goals; helping the supervisee consider what will be needed in order to maintain a systemic stance outside supervision; linking personal material covered in specific supervision sessions to the supervisee’s learning needs and personal development.

Specific content areas for supervision of systemic psychological therapies – helping the supervisee review and apply knowledge about systemic ideas and techniques; helping the supervisee maintain a therapeutic stance appropriate to the systemic approach; helping supervisees make connections between systemic theory and their personal and professional lives; helping therapists to develop systemic rapport (i.e., to align with one family member without compromising the ability to align with others at a later time); recognising when the clinical material generates significant concerns; recognising the role of their own family history and current circumstances as a resource and possible constraint in relation to each case; helping supervisees present clinical material in a variety of formats.

Working with difference, including real or perceived power differences – exploring the issues of difference and power within the supervisory relationship; helping supervisees focus on the fact that, by participating as a therapist in any system, they become part of that system, and to help them consider the potential implications of this for the meaning of their actions.

Live supervision and supervision in and through teams – intervening live in an ongoing session, taking account of the family’s wellbeing, the therapeutic relationship and the therapist’s development and (if involved) the team behind the screen; considering the effects of live supervision on the family and on the therapist.

The reflecting team – utilising reflecting team interventions both as an intervention in clinical work and as part of a therapist’s own development; observing and discussing the supervisee’s clinical work through the use of a one-way screen, video link, in-room observation or joint working.

Monitoring the supervisee’s work – making use of recordings/direct observation and live supervision techniques to monitor the supervisee’s ability to use strategies and techniques; using systemic techniques to constructively challenge problematic performance of a supervisee.

Humanistic

(For further information on Psychoanalytic/ Psychodynamic competence framework use link below)

http://www.ucl.ac.uk/clinical-psychology/CORE/humanistic_framework.htm

- Supervisor’s expertise in humanistic psychological therapies – knowledge of the principles underpinning humanistic psychological therapies; drawing on personal experience of the clinical applications of humanistic psychological therapies; recognising any limitations in knowledge and/or experience that have implications for the supervisor’s capacity to offer effective supervision.

- Supervisory stance – being reflective and self-monitoring the emotional and interpersonal processes associated with supervisor-supervisee interactions; adapting supervision in relation to the supervisee’s learning and therapy styles; being flexible about the application of theory and technical principles; having a respectful attitude to the supervisee, including an ability to be supportive and non-judgmental, especially in relation to the supervisee’s discussion of clinical errors or mistakes; maintaining a relationship that is supportive but does not become ‘therapy’; maintaining a primary focus on the educational goals of supervision.

- Identifying when it is appropriate to help the supervisee attend to personal and/or emotional reactions to their work.

- Maintaining an appropriate balance between a collaborative and an authoritative stance.

- Adopting an approach to supervision which places the primary focus on the exploration of client issues and the therapist’s experience of the client, rather than on developing immediate solutions to problems.

- Adapting supervision to supervisees’ training needs and their developmental stage – identify the supervisee’s knowledge and experience of humanistic psychological therapies; monitoring the supervisee’s ability use a humanistic perspective to understand the client’s presentation and the way in which the therapeutic process develops; helping the supervisee reflect on their development as a humanistic practitioner in order to identify specific learning goals; linking material covered in supervision sessions to the supervisee’s learning needs and personal development; negotiating learning agreements that reflect the supervisee’s learning needs and are appropriate to their stage of development.

- Specific content areas for the supervision of humanistic psychological therapies – helping supervisees review and apply their knowledge of humanistic psychological therapy; listening actively to the supervisee in order to help the supervisee reflect on their work; developing empathic understanding to sense the supervisee’s...
perceptions, experience and responses to their work

- Helping the supervisee to reflect on their experience of the therapeutic relationship (including their affective, cognitive and somatic reactions to their client); being honest and open about their experience of offering therapy and communicating this in supervision

- Adopting a position of curiosity towards their experiences in offering therapy, and being open to exploring the meaning of these experiences

- Helping the supervisee maintain a therapeutic stance appropriate to the humanistic approach

- Linking humanistic concepts and principles to therapeutic strategies and techniques with reference to clinical material presented by the supervisee through discussion, verbal reports, direct observation, process notes, modelling of humanistic principles in the context of supervision and the supervisory relationship

- Specific supervisory techniques – ‘parallel process’: knowledge of the ways in which similar interpersonal dynamics may be concurrently enacted in the supervisory and therapeutic dyads

- Maintaining a focus on the therapy with the client, while recognising the possibility of re-enactment within supervision of significant dynamics between the supervisee and their client

- Understanding how to explore interpersonal processes occurring both between supervisor and supervisee, and supervisee and client, and how these relate to one another

- Helping the supervisee identify when they have been drawn into ‘enactments’ with the client and to explore their thoughts and feelings when this occurs

- Monitoring the supervisee’s work – making use of recordings and/or direct observation to monitor the supervisee’s ability to use humanistic strategies and techniques appropriate to the humanistic approach being adopted

Practising supervision skills – practice time is built into every session

Supervision practice with other trainees

Specific competence – 1 Helping the supervisee to practise specific clinical skills

- Time set aside for practising supervision skills with other members of the group, working with tutor and peer feedback

- Setting up practice sessions that would be helpful for the supervisee, e.g. setting up exercises that help the supervisee to rehearse implementing therapeutic procedures
Session 9: Working sensitively within the supervisory relationship

Aim
The aim of this module is to raise the participant’s awareness about working sensitively in supervision and to equip them to act upon concerns about a supervisee’s practice and to develop and enhance the skills necessary for supervisory practice.

Objectives

Post-qualification certificate
By the end of this module the counsellors will have:
- Gained an understanding of the implications of working at the supervisee’s level of competence
- Gained an understanding of the importance of assessing the supervisee’s ability to use supervision
- Gained an understanding of how to manage serious concerns about practice
- Explored and practised supervision skills
- Begun to link theory to practice

Post-qualification diploma
By the end of this module the counsellors will have:
- Demonstrated an understanding of the implications of working at the supervisee’s level of competence
- Gained an in-depth understanding of the importance of assessing the supervisee’s ability to use supervision
- Demonstrated knowledge and understanding of how to manage serious concerns about practice
- Explored and practised supervision skills
- Begun to link theory to practice

Session content

(Metacompétences)

Adapting content and process of supervision
Managing concerns about the supervisee’s ability to use supervision
Managing serious concerns about practice
Evaluation of the course

- Adapting the process and content of supervision – considering the supervisee’s stage of development, identifying gaps in the knowledge, using professional judgment to monitor the supervisee’s learning and emotional needs, balancing attention to process issues with the need to advance the supervisee’s learning, using professional judgment to adapt supervision in response to feedback
- Giving feedback – balancing positive and negative feedback, prioritising areas for feedback
- Managing concerns about the supervisee’s ability to use supervision
- Managing serious concerns about practice – using professional judgment to take appropriate action when the supervisee’s clinical practice raises serious concerns, managing the possible adverse effects of this on the supervisory relationship, balancing the focus on the supervisee’s educational needs with identifying practice that is harmful to clients
- Supervision of low-intensity work – recognising the values and integrity of this work, understanding the distinctive role and contribution of the low-intensity worker

Practising supervision skills – practice time is built into every session

Supervision practice with other trainees

Specific competence – 1 Helping the supervisee to practise specific clinical skills
- Time set aside for practising supervision skills with other members of the group, working with tutor and peer feedback
- Setting up practice sessions that would be helpful for the supervisee, e.g. setting up exercises that help the supervisee to rehearse implementing therapeutic procedures
**Course evaluation**

**Share with the group**

- Something you have learned about yourself
- Something you have learned about supervision
- Something you learned about yourself as a supervisor

This is a suggestion for verbal course evaluation; you may also wish to include a written evaluation or both.

Sharing the responses to these questions in the group can provide the opportunity for the facilitator to capture the individual experiences of group members and can enable deep sharing and connection in the group.

Most course providers have their own course evaluation forms; the following suggestions may be used in addition to, or in place of, existing documentation.

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**Counselling supervision course evaluation form**

**What have you found particularly useful on this course?**

**What has helped your learning?**

**Has anything been unhelpful and why?**

**Has this course met with your expectations? Can you be specific?**

**Have the learning materials been useful?**

**What would you have liked to have seen on this course?**

**Has the content of this course equipped you to take on counselling supervision?**

**Are there topics of the course that you feel unsure about?**

**How will you find out more about these areas?**

**Is there anything else that you would like to add?**
Suggested reading


Further reading (Session 1)


