Counselling and psychotherapy supervision training curriculum

A curriculum for delivering counselling and psychotherapy supervision training

Contents

Introduction

Rationale

In 2017, a review of BACP's *Counselling supervision training curriculum* (2014) was undertaken. The review concluded that the curriculum required significant changes for relevance to current counselling and psychotherapy supervision training and practice to meet the varied needs of BACP members. For the curriculum to include contemporary best practice, BACP commissioned the development of the *Supervision competence framework* (2021) to produce up-to-date, evidence-based counselling and psychotherapy supervision competences. This *Supervision training curriculum* is underpinned by BACP's *Supervision competence framework* (2021).

It is widely acknowledged across the profession that supervision is an essential component of counselling and psychotherapy practice. It is also recognised that supervision is important to enable critical self-reflection and ensure ethical and professional practice for the benefit of clients, whilst also contributing to practitioner resilience, self-care and wellbeing.

The literature review conducted during the development of the *Supervision competence framework* (2021) identified a number of sources that support the importance and value of supervision training, with some arguing that supervisors who have undertaken formal training are more confident, competent and effective (Watkins, 2012; Ybrandt & Armelius, 2009; McMahon & Simons, 2004; Sundin, 2008).

In addition, BACP's *Ethical Framework* (2018) states that supervision '...requires additional skills and knowledge to those used for providing services directly to clients' and so it is considered best practice for practitioners who wish to offer supervision to develop their expertise through supervision training (Good practice, point 62).

The *Supervision training curriculum* therefore recognises the importance of appropriately preparing supervisors for the role, to enable them to effectively deliver the tasks and functions of supervision and support practitioners to maintain and enhance their ethical and professional therapeutic practice. This curriculum is intended to offer training providers a framework for comprehensive evidence-based training relevant to current supervision practice and contemporary research.

The following definitions of supervision have been applied during the development of the *Supervision training curriculum*:

'*Supervision is essential to how practitioners sustain good practice throughout their working life. Supervision provides practitioners with regular and ongoing opportunities to reflect in depth about all aspects of their practice in order to work as effectively, safely and ethically as possible. Supervision also sustains the personal resourcefulness required to undertake the work*'

'*Good supervision is much more than case management. It includes working in depth on the relationship between practitioner and client in order to work towards desired outcomes and positive effects. This requires adequate levels of privacy, safety and containment for the supervisee to undertake this work...*' (BACP *Ethical Framework*, 2018, Good practice, points 60 and 61)

Counselling and psychotherapy supervision '*...... is a formal but collaborative process that involves regular 'consultative support', and in which two or more people form a 'supervisory alliance' with shared objectives about how to work together constructively to provide a safe, ethical and competent service to clients*' (BACP, 2018a, p.5)

As this Supervision training curriculum is underpinned by BACP's *Supervision competence framework* (2021), it is recommended that the curriculum is used alongside the competence framework: https://www.bacp.co.uk/media/10930/bacp-supervision-competence-framework-feb21.pdf

In addition, trainers and course participants should also refer to BACP's *Ethical Framework for the Counselling Professions* (2018): https://www.bacp.co.uk/media/3103/acp-ethical-framework-for-the-counselling-professions-2018.pdf

Course trainers and participants are encouraged to make reference to BACP's Good Practice in Action resources (GPiA), in particular:

- GPiA 008 Commonly Asked Questions: *How to choose a supervisor*

- GPiA 009, Fact Sheet: *How to choose a supervisor for your service*

- GPiA 010, Fact Sheet: *Monitoring the supervisory relationship from the supervisor's perspective*

- GPiA 011, Commonly Asked Questions: *Monitoring the supervisory relationship from the supervisee's perspective*

- GPiA 032, Legal Resource: *Supervision in England, Northern Ireland and Wales*

- GPiA 043 Research Overview: *Supervision within the counselling professions*

- GPiA 054, Commonly Asked Questions: *Introduction to supervision*

- GPiA 084, Clinical Reflections for Practice: *Ethical mindfulness in supervision and training*

A more extensive list of Good Practice in Action resources, which may be useful to trainers and trainee supervisors, can be found in the reading and resources list on page 49.

The Good Practice in Action resources are available to BACP members and can be downloaded here: https://www.bacp.co.uk/gpia/.

Overall aim of the curriculum

The aim of this curriculum is to enable practitioners to gain knowledge of and competence in counselling and psychotherapy supervision, in order to practise as a supervisor in an ethical and effective manner.

This curriculum is aimed at training providers who wish to deliver supervision training to qualified and experienced counselling and psychotherapy practitioners, seeking to develop their knowledge and skills to provide supervision. It can also support the development of supervision skills for delivering supervision to members of other professional groups, such as healthcare workers, pastoral staff, coaches and mentors.

This curriculum provides trainers with a framework for the delivery of a comprehensive, evidence-based supervision training programme.

Curriculum structure

- The training curriculum is designed to be flexible to meet the varied needs of different training providers situated across all four nations of the United Kingdom and may be delivered through Higher Education (HE), Further Education (FE) and by private training providers

- Different training establishments will have differing qualification, assessment and validation requirements to fulfil, thus training providers can adapt the assessment criteria and duration of the programme to meet their specific qualification requirements. However, it is anticipated that in order to sufficiently cover and assess the full curriculum, a significant period of training will be needed

- Course trainers should refer to the good practice sections of BACP's *Ethical Framework for the Counselling Professions* (2018), in particular Good practice, points 60–73 (Supervision), and points 74–80 (Training and Education)

- The *Supervision training curriculum* is designed to attend to the range of competences set out in BACP's *Supervision competence framework* (2021). However, it is not an exact copy and so it is strongly advised that trainers refer to the supervision competences before embarking on each subject area

- The *Supervision curriculum* is structured into 10 Core subject areas and seven Additional subject areas, each with associated learning outcomes

- The 10 Core subject areas are underpinned by the Core competences located in the *Supervision competence framework* (BACP, 2021). These subject areas include the knowledge, understanding, skills and abilities that all supervisors are expected to possess, and it is strongly recommended that these are incorporated into all supervision training programmes

- The seven Additional subject areas are underpinned by the Specific competences located in the *Supervision competence framework* (BACP, 2021). These subject areas are optional and can be delivered as part of an extended training (in addition to the Core subject areas), or individually as separate CPD or top-up modules.

A note about online and phone supervision

The development of the BACP *Supervision competence framework* (2021) began prior to the onset of the pandemic. As a result, the competences related to working online and over the phone were included as domains of Specific competence. Therefore, the curriculum content relating to working remotely sit within this curriculum as an additional subject area. However, with many counsellors, psychotherapists and supervisors now more widely offering online and phone therapy and supervision, or planning to adopt a hybrid approach, we recommend that training providers either include Subject area 13 into the main body of the training programme or offer it as an additional module, to ensure that course participants are suitably prepared for the changing professional landscape. This will be essential for courses who allow participants to undertake online and/or phone supervision practice hours. In addition, it is expected that course participants undertaking online and phone supervision practice will have undertaken training and are experienced in online and phone therapy.

Overview of the curriculum

Core subject areas

Subject area 1:
The theory of supervision

Subject area 2:
Ethical and professional practice in supervision

Subject area 3:
Establishing and maintaining the supervisory relationship

Subject area 4:
Beginnings and endings

Subject area 5:
Facilitating the supervision process

Subject area 6:
Working with equality, diversity and inclusion (EDI)

Subject area 7:
Responding to the individual needs of the supervisee

Subject area 8:
Adapting supervision to the developmental stage of the supervisee

Subject area 9:
Relational dynamics in supervision

Subject area 10:
Working with conflicts, challenges and ruptures

Additional subject areas

Subject area 11:
Working creatively in supervision

Subject area 12:
Group supervision

Subject area 13:
Online and phone supervision

Subject area 14:
Supervising in organisational contexts

Subject area 15:
Supervising work with children and young people

Subject area 16:
Supervising trauma therapists

Subject area 17:
Supervising therapists working with interpreters

Curriculum delivery

- It is expected that this curriculum will include a wide range of teaching styles and as much experiential work as possible

- The delivery of this curriculum should be underpinned by adult learning theories which use experiential and reflective learning approaches (e.g. Experiential Learning Cycle (Kolb, 1984); The Reflective Cycle (Gibbs, 1988); ALACT (Korthagen and Vasalos, 2010)

- In the interest of ethical experiential skills' practice and reflective training, it is important that the sessions are delivered in a timeframe that allows for processing of knowledge and to allow the experience of practice to complement the learning

- The Core subject areas contained within the supervision curriculum are not intended to sit as separate units or modules that need to be delivered in any particular linear or sequential format

- Many of the subject areas interlink, with some underpinning all elements of the course. For instance, topics such as Subject area 2: Ethical and professional practice in supervision, Subject area 3: Establishing and maintaining the supervisory relationship and Subject area 6: Working with equality, diversity and inclusion (EDI) will permeate the entire curriculum, since they are connected to values which underpin the whole course. Embedding these aspects across the whole programme gives course participants an opportunity to consolidate their understanding in relation to all elements of the curriculum in a layered and multi-faceted way, mirroring the process of supervision

- The content within each subject area is mapped to the competences within BACP's *Supervision competence framework* (2021), and each subject area provides a list of the competences that underpin it. This offers trainers and course participants a useful cross-reference to the competence framework where more information can be found

- The listed contents for each subject area are not intended to become a checklist of competences for course participants to achieve, as this could potentially undermine any relational, experiential and reflective aspects of the learning experience. It is also important that trainers and facilitators determine which supervision approach(es) or model(s), will be taught on the course. This may be dependent on the therapeutic modality/ies of the participant cohort. It is not expected that all approaches or models will be covered

- It is anticipated that most cohorts will include practitioners with differing modalities or theoretical approaches. It is therefore typical for trainers and facilitators to support course participants to develop a supervision approach that aligns with their own therapeutic orientation

- As with the counselling/psychotherapy supervision process, adequate time should be given at the outset for contracting as a group, as well as familiarisation and bonding. A range of ice breakers and other creative materials can be used to this effect

- Course participants must ensure a minimum of 80% attendance

- All the Core subject areas, and any of the Additional subject areas being delivered in the training programme must be successfully completed

- Any missed sessions must be made up by course participants accordingly

- Whilst flexible in terms of structural delivery, there is little flexibility in terms of the learning outcomes because these are mapped to and are underpinned by the BACP *Supervision competence framework* (2021)

- Each session should include:

  - supervision skills' practice sessions supervised by the trainer. This may be in person and/or via synchronous online delivery and should mirror the mode of delivery of supervision that course participants will be offering in their practice e.g. face to face (in-person) and/or online-video. As noted previously on page 7, with many counsellors, psychotherapists and supervisors now offering more widely online and phone supervision, or planning to adopt a hybrid model, there is opportunity for training providers to include Subject area 13: Online and phone supervision in the main body of the training programme, to ensure that course participants are suitably prepared for the changing professional landscape.

  - work in pairs or in triads to make use of observation and feedback skills. It should be noted that course participants should already possess the necessary experience of supervision to know how to use such learning opportunities safely and recognise their responsibility to keep themselves safe, using their own resources (e.g. personal therapy) to explore any newly surfacing or unprocessed personal material

- It may be useful to audio/video record some of the supervision skills' sessions to enable course participants to critically reflect on their own skills' practice and the supervision process, thereby further developing self-evaluation and awareness

- It is expected that appropriate resources will be available to course participants so that experiential learning is enabled during the training

- All course participants should be encouraged to be reflective supervisors. This can be helped by the use of reflective journals or portfolios. Course assessment should include an element of personal reflection

- Courses will need to support participants to gain access to, and engage with supervision literature in order to reflect on it in relation to their developing practice

- A sample feedback questionnaire is included as an appendix to this curriculum at page 51.

An example session

A typical session might reflect the following format:

09.30–10.00
Group session to bring the group together either for the first time or since the last session

10.00–12.30
Didactic teaching of specific subject area(s) content

12.30–13.30
Lunch

13.30–14.30
Group experiential and reflective work (including discussion on the taught material, participants' personal responses to it and how it relates to ethical and professional practice e.g. BACP's *Ethical Framework for the Counselling Professions*)

14.30–16.00
Supervision skills' practice

16.00–17.30
Group supervision/reflective practice session

* Please note this example is not intended to be prescriptive and session structure may differ across courses. Timings can be adapted to suit the training provider. It is suggested that each session lasts one day of eight hours with appropriate breaks. This session length can also be increased or decreased at the training provider's discretion so as to meet the requirements of the institution and/or awarding body.

Facilitators/trainers should:

- be qualified counselling/psychotherapy practitioners

- be experienced, competent supervisors of individuals and/or groups who have ideally successfully completed a substantial supervision training qualification

- be experienced trainers and assessors with experience of delivering experiential practitioner training

- be current Registered Accredited Members of BACP (or fulfil the requirement for Accreditation), or an equivalent registered/accredited member of a professional counselling/psychotherapy membership body

- comply with BACP's *Ethical Framework*, or an equivalent ethical framework/code

- be covered by professional indemnity insurance for their training and supervision practice

- refer to the BACP *Supervision competence framework* (2021) before embarking on each subject area.

Supervision practice hours and supervision consultancy

- Course participants will need to evidence a minimum of 20 hours of supervision practice with at least two supervisees

- Courses that include training on online and/or phone supervision (i.e. Subject area 13) should expect course participants to deliver a mix of face-to-face (in-person) and online and/or phone supervision practice hours

- Course participants are required to receive a minimum of one hour per month of supervision consultancy during the period in which they are preparing to begin their supervision practice and are working with supervisees

- Supervision consultancy for course participants should be with a supervisor consultant who:

  - is a current Registered Accredited Member of BACP, or an equivalent registered/accredited member of a professional counselling/ psychotherapy membership body

  - works to a recognised ethical framework/code of practice, such as BACP's *Ethical Framework for the Counselling Professions*

  - holds professional indemnity insurance, which covers their supervision practice

  - is a competent and experienced counsellor/ psychotherapist and supervisor who has completed supervision training

  - has the requisite knowledge, skills and experience required to support the development of trainee supervisors.

- supervision consultancy sessions should be separate to supervision sessions for client work

- supervision consultancy sessions should mirror the mode of delivery of the course participants supervision practice e.g. face to face, online or phone.

Assessment

- Formative assessments are encouraged throughout the course to monitor trainee supervisor competence and provide ongoing feedback that can be used to enhance learning

- Examples of formative assessment include feedback on supervision skills' practice; self and peer evaluation and assessment; individual or group presentations; reflective writing/ journaling; feedback on development of ethical and professional practice

- Reflective journals may be a useful way for the trainee supervisor to reflect on their own process throughout the course

- Summative assessments are essential to evaluate trainee supervisor competence against the learning outcomes. These assessments can be adapted to suit the requirements of the training provider and/or awarding body, but in all cases, they must reflect and adequately evidence the learning outcomes

- Examples of summative assessments include critically analysed essays, case studies, consultant supervisor reports, supervision skills' practice assessment, individual and group presentations, supervision practice portfolio, evaluation of ethical decision-making in relation to supervision practice, personal learning and development statements

- Course trainers may find that some of the learning outcomes are best assessed via an ongoing formative assessment procedure, and so a mix of summative and formative assessments would be acceptable. The examples of assessments given above are not exhaustive and there may be a number of other ways in which course participants' work can be assessed.

Course entry requirements

- Significant experience in counselling/ psychotherapy practice is required in order to supervise the work of others, it is therefore recommended that applicants for supervision training should:

  - have completed a minimum of 450 hours of counselling and psychotherapy practice

  - have as a minimum, two years' post-qualifying experience (*see note below)

  - be a BACP Registered Member or equivalent member of a professional body who adheres to an ethical framework or code of ethics

  - have appropriate supervision arrangements in place

  - hold professional indemnity insurance that includes cover for supervision work

  - be able to evidence the ability to manage risk through previous safeguarding and risk-management training

  - have access to at least two supervisees to meet the practice hours required for the course

  - have undertaken training and be experienced in online and phone therapy if the course includes training in online and phone supervision

  - have arrangements for supervision consultancy for a minimum of one hour per month whilst seeing supervisees during training. Further information regarding supervision consultancy can be found on page 11.

- Demonstrate suitability and readiness for the supervisor role. In order to assess an applicant's suitability and readiness for the supervisor role it is recommended that training providers implement an intake procedure, which may include demonstrating:

  - understanding of the purpose of supervision

  - understanding of the nature of the supervisory relationship and awareness of relational dynamics

  - the ability to assess and manage risk

  - motivation to be a supervisor

  - the range and breadth of their client work experience.

- In addition, it is recommended that the training provider requests references to confirm the applicant's suitability to begin work as a supervisor. The applicant's own supervisor and/or line manager (where applicable) may be ideally placed to provide such a reference. Referees should have known the applicant for a minimum of two years in a professional capacity and must not be a spouse, partner or relative.

*Please note: training providers will need to exercise their own professional judgment and discretion as the number of years post-qualification may vary depending upon the experience and specific skills of the applicant. For example, if a course applicant has past experience in an allied helping profession and has acquired in excess of 450 hours of counselling and/or psychotherapy practice experience with a significant range of clients within two years of qualifying, the training provider may assess the applicant as being ready to move into the supervisor role. Conversely, if an applicant has the minimum two years of counselling and/or psychotherapy post-qualification experience, but their practice experience has been with a limited range of clients, the training provider may assess the applicant as not being ready to move into the supervisor role. Course providers may feel that a higher threshold is more appropriate. When considering the threshold, trainers should be mindful that: 'Supervision requires additional skills and knowledge to those used for providing services directly to clients. Therefore, supervisors require adequate levels of expertise acquired through training and experience' (BACP *Ethical Framework*, Good practice, point 62).

References:

BACP (2014) *Counselling Supervision Training Curriculum.* Lutterworth: BACP.

BACP (2018) *Ethical framework for the counselling professions.* Lutterworth: BACP.

BACP (2018a) Good Practice in Action 054 Commonly Asked Questions: *Introduction to supervision in the counselling professions.* Lutterworth: BACP.

BACP (2021) S*upervision competence framework.* Lutterworth: BACP.

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Gibbs, G. (1988) Learning by doing: *A guide to teaching and learning methods.* London: Further Education Unit.

Kolb, D.A. (1984) Experiential learning: *Experience as the source of learning and development.* Englewood Cliffs, N.J.: Prentice-Hall.

Korthagen F.A.J., Vasalos, A. (2010) Going to the Core: Deepening Reflection by Connecting the Person to the Profession. In: Lyons N. (eds) *Handbook of Reflection and Reflective Inquiry.* Springer: Boston, MA. https://doi.org/10.1007/978-0-387-85744-2_27

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Sundin, E.C., et al. (2008) Supervisor trainees' and their supervisors' perceptions of attainment of knowledge and skills: An empirical evaluation of a psychotherapy supervisor training programme. *British Journal of Clinical Psychology* 47(4): 381-396.

Watkins, Jr, Clifton. (2012) Educating Psychotherapy Supervisors. *American journal of psychotherapy.* 66(3): 279-307.

Ybrandt, H. and Armelius, K. (2009) Changes in self-image in a psychotherapy supervisor training program. *The Clinical Supervisor* 28(2): 113-123.

Core subject areas

Subject area 1: The theory of supervision

Aims

The aim of this subject area is to enable course participants to develop their knowledge of a range of supervision theories, approaches and models, alongside an understanding of their application in practice. The subject area also aims to develop course participants' understanding of the purpose of supervision, the supervisor's role and the tasks and functions of supervision. The range of theories, models and approaches taught can be adapted to meet the needs of the participant group and the training provider.

Learning outcomes

Upon successful completion of Subject area 1, participants will be able to:

- Demonstrate knowledge and understanding of the purposes, tasks and functions of supervision

- Demonstrate knowledge and understanding of a range of concepts, theories, models and approaches used in supervision

- Demonstrate the ability to work within a coherent and consistent theoretical framework for supervisory practice

- Clearly articulate own theoretical approach to supervision

- Critically evaluate the influence of own therapeutic orientation on supervision approach.

Content

- The tasks, functions and processes of supervision

- The roles of the supervisor

- The distinction between therapy and supervision

- The dual purpose of supervision in relation to the needs of the supervisee and the client

- A range of concepts, theories, models and approaches to supervision, for example:

  • integrated developmental model of supervision (IDM)

  • cyclical model

  • systems approach (SAS)

  • seven-eyed process model

  • integrative relational approach.

- The influence of own therapeutic orientation and philosophy on supervisory approach

- Utilising contemporary research and developments in the field to inform and enhance the ongoing development of supervision practice.

For more information about the supervision competences related to Subject area 1, please refer to the following sections of BACP's *Supervision competence framework*:

CC1. Theoretical foundation – all

Subject area 2: Ethical and professional practice in supervision

Aims

This subject area aims to ensure course participants have a sound working knowledge of the ethical, legal and professional frameworks that are relevant to the practice of supervision. It also aims to develop each course participant's ability to undertake the ethical, legal and professional roles and responsibilities required of the supervisor.

> **NB:** This subject area is not intended to sit as a stand-alone module. The contents of this subject area underpin each of the other subject areas and so issues relating to ethical and professional practice should be woven into all of the other taught sessions.

Learning outcomes

Upon successful completion of Subject area 2, participants will be able to:

- Demonstrate knowledge of and ability to work within ethical, professional and legal frameworks as a supervisor

- Demonstrate the ability to identify and work collaboratively with supervisees to support them to effectively work through ethical, professional and legal dilemmas, challenges and risks

- Demonstrate a working knowledge of the roles and responsibilities associated with ethical gatekeeping and the ability to take appropriate action when required

- Demonstrate the ability to support supervisees' ongoing development of ethical and professional practice

- Demonstrate the ability to establish and maintain appropriate personal and professional boundaries in supervisory relationships

- Demonstrate the ability to critically reflect on own responses to the ethical, professional and legal roles and responsibilities required of the supervisor role.

Content

- Relevant ethical, legal and professional frameworks and principles that apply to supervision and to the context of the supervisee:

  - key principles that inform ethical, legal and professional practice and appropriate standards of conduct

  - clinical governance, local and national policy, agency/organisational policy/procedures, safeguarding procedures etc.

  - relevant UK legislation for example, the General Data Protection Regulation (2018), Child Protection Act (1998), Equality Act (2010)

  - keeping and maintaining appropriate supervision records which comply with GDPR legislation and ICO requirements

  - policies and procedures in relation to data protection, confidentiality, information sharing, storing and sharing data in line with data protection legislation.

- The ethical, legal and professional roles and responsibilities of the supervisor:

  - modelling ethical and professional standards and behaviours

  - ethical gatekeeping

  - where responsibility for client work lies for client welfare and its limitations

  - risk management

  - safeguarding of children, young people and vulnerable adults

  - identifying and responding to risk

  - anti-discriminatory and anti-oppressive practice

  - supervision requirements of different professional membership bodies.

- Supporting supervisees' ongoing ethical and professional development

- Working with supervisees where fitness to practise is a concern

- Managing tensions between egalitarianism, ethical gatekeeping and the management of risk

- Working effectively with ethical challenges and conflicts in the supervisory relationship and process

- Using ethical decision-making models/ frameworks to enable supervisees to work through and resolve ethical, legal and professional challenges and conflicts:

  • supporting supervisees through a complaint

  • supporting supervisees through court/legal proceedings, requests for notes etc.

- Establishing and maintaining ethical and professional boundaries in supervision:

  • supervisee confidentiality and its limitations

  • challenges to confidentiality, such as third-party information requests and managing disclosures

  • managing dual relationships and conflicts of interest

  • the potential impact of dual relationships on the supervisory relationship and/or the supervisee's process

  • contractual agreements that may influence personal and professional boundaries (e.g. fees, frequency and duration of sessions, arrangements for emergency supervision, involvement of other stakeholders, such as training or placement provider or employer, arrangements for writing reports, references or other documentation relating to the supervision).

- Self-awareness in relation to own responses to the role of supervisor and the ethical, legal and professional responsibilities involved

- Using self-examination, reflection and supervision consultancy to:

  • explore own responses to the roles and responsibilities of the supervisor role

  • work through ethical and professional challenges arising in own supervision practice

  • monitor own limits of competence.

For more information about the competences related to Subject area 2, please refer to the following sections of BACP's *Supervision competence framework*:

CC2. Ethical and professional practice – 2.1i-iv; 2.2i-iii, v, vi, vii, viii; 2.3i-vi; 2.4i-v

CC3. The supervisory relationship - 3.1v, vi; 3.3vii

CC4. Equality, diversity and inclusion - All

CC5. Individual needs of the supervisee - 5.3i-iv; 5.5xiv

CC6. Facilitation of supervision -6.2i, ii; 6.4i

CC7. Professional development of the supervisor 7.1i, ii; 7.3ii

CC8. Supervisor self-awareness 8.1i, ii

Subject area 3: Establishing and maintaining the supervisory relationship

Aims

The aim of this subject area is to enable course participants to develop knowledge and understanding of the significance of the supervisory relationship, and to further develop and refine the skills needed to establish and maintain effective supervisory relationships.

Learning outcomes

Upon successful completion of Subject area 3, participants will be able to:

- Demonstrate the ability to establish and maintain effective supervisory relationships

- Demonstrate the effective application of a range of interpersonal skills and supervisor qualities and behaviours

- Demonstrate the ability to effectively monitor and review the supervisory relationship with the supervisee

- Demonstrate knowledge, understanding and awareness of power in supervisory relationships and the ability to work collaboratively, empower supervisees and foster equality

- Demonstrate reflexivity and self-awareness in relation to the supervisory relationship

- Demonstrate the use of supervision consultancy to develop insights and awareness to own responses and contribution to the supervisory relationship and process.

Content

- The significance and importance of the supervisory relationship in determining the quality and efficacy of supervision

- The skills, qualities and values important for developing and maintaining the supervisory relationship such as:

  - being reflective, non-judgmental, trustworthy, supportive, appropriately challenging

  - communicating warmth, presence, humility, respect, acceptance, empathy and genuineness

  - developing rapport

  - being attentive and responsive to the supervisee's reactions such as discomfort, anxiety, shame and defensiveness

  - being understanding, flexible, tolerant and patient towards the supervisee enabling supervisees to explore undisclosed material to enhance the supervisory relationship

  - using self-disclosure in the service of the supervisee e.g. to normalise mistakes.

- Issues of responsibility in relation to the supervisory relationship

- Fostering supervisory relationships to enable supervisees to feel safe and share difficulties and risks in their client work

- Showing openness to supervisees exploring personal issues, where relevant to the supervisory relationship and process, whilst maintaining the boundary between supervision and personal therapy

- Developing equal, collaborative supervisory relationships:

  - offering a supportive and collegial relationship in which mutual ideas are shared

  - enabling supervisees to establish their own autonomous part in the supervisory relationship

  - Enabling supervisees to determine the focus and direction of supervision

- enabling supervisees to use supervision to reflect and form own ideas and choices regarding their client work

- using the supervisory relationship to support supervisee growth, learning and professional identity

- maintaining an equal balance of power and responsibility in the supervisory relationship.

■ Monitoring and reviewing the supervisory relationship:

- monitoring and addressing problems in the supervisory relationship collaboratively with the supervisee

- facilitating regular and collaborative reviews of the supervisory relationship and process

- supporting supervisees to provide feedback on their experience of the supervisory relationship

- being open to supervisee's feedback on their experience of the supervisory relationship

- giving feedback sensitively when reviewing the supervisory relationship and being attentive to the supervisee's responses and reactions monitoring the impact of own interventions and adapting to enhance the supervisory relationship.

■ Power in the supervisory relationship:

- sources of power in supervisory relationships and their influence on the power dynamic e.g. professional hierarchy, social and cultural differences, experience, reputation and status, the context in which supervision takes place, the role of assessment and evaluation

- misuses of power in supervisory relationships e.g. boundary infringements, imposition of supervisor's own ideas, values and ways of practicing, shaming supervisee's when they make mistakes

- the impact that an imbalance of power in the supervisory relationship can have on the on supervisees engagement and ability to disclose, wellbeing and development

- using own power appropriately and for the benefit of the supervisee

- recognising and responding when a supervisee is deferring their power

- helping the supervisee to manage their own part in the power dynamic

- using own experiences of privilege oppression and power to inform and enhance the supervisory relationship

- self-awareness in relation to the supervisor role

- use of self in the supervisory relationship and process to benefit the relationship and the supervisees awareness and development

- own responses and reactions to the supervisory relationship, supervisees and their material

- monitoring the impact of self (i.e. the supervisor) on supervisees

- the dynamics of the supervisory relationship

- own responses to power.

■ Using self-examination, reflection and supervision consultancy to:

- explore the impact of self and on the supervisee and their process

- reflect on power and relational dynamics in supervisory relationships

- enhance own awareness of supervisory relationships and further develop relational skills.

For more information about the competences related to Subject area 3, please refer to the following sections of BACP's *Supervision competence framework*:

CC2. Ethical and professional practice – 2.2iv

CC3. The supervisory relationship - 3.1 all; 3.2all; 3.3 all

CC5. Individual needs of the supervisee - 5.5i, v, vi, x, xi, xiii; 5.7all

CC6. Facilitation of supervision - 6.5i, ii

CC7. Professional development of the supervisor - 7.1v-vii; 7.3i

CC8. Supervisor self-awareness - 8.1iii; 8.2 all; 8.3 all

Subject area 4: Beginnings and endings

Aims

The aim of this subject area is to enable course participants to develop their knowledge and skills in effectively managing beginnings and endings in supervisory relationships. Course participants will be enabled to develop their ability to explore supervisee expectations of supervision, negotiate and agree contracts for supervision and successfully manage endings.

Learning outcomes

Upon successful completion of Subject area 4, participants will be able to:

- Demonstrate the ability to facilitate exploration of supervisees' needs, expectations and understanding of supervision

- Demonstrate the ability to agree and review contracts for supervision which meet supervisees' needs

- Demonstrate the ability to work collaboratively with supervisees to bring supervisory sessions and relationships to an end.

Content

- Contracting in supervision, to include communicating, negotiating and agreeing:

  - ethical code/framework of the supervisee and supervisor

  - limits to confidentiality

  - parameters of the supervision work

  - boundaries of the relationship

  - frequency and duration of supervision sessions

  - mode of contact or location for sessions

  - inter-sessional and emergency contact

  - fees and payment

  - breaks and unplanned missed sessions

  - arrangements for alternative professional support when needed

  - involvement of other stakeholders e.g. training agency, placement or employer

  - extent of clinical responsibility

  - arrangements for report writing, references or other documentation as necessary

  - actions to be taken if there are fitness to practise concerns.

- Monitoring, reviewing and evaluating supervision agreements and contracts to ensure they meet supervisees' needs

- Exploring supervisees' expectations, needs and understanding of supervision:

  - negotiating and maintaining the focus of supervision sessions

  - working collaboratively and flexibly with supervisees to develop mutually agreed goals and tasks for supervision.

- Endings:

  - bringing supervision sessions to a timely and appropriate end

  - factors that may indicate that a supervisory relationship is coming to an end, or that it may be useful to bring it to an end

  - working collaboratively with supervisees to identify when it may be appropriate to end a supervisory relationship

  - allowing a sufficient timeframe for the ending

  - facilitating reflection and processing of learning and experience throughout the supervisory relationship

- attending to issues arising as a result of bringing the supervisory relationship to a close

- identifying ongoing professional support with supervisees as part of the ending process

- manging difficult endings

- reflecting on own responses and reactions to endings and using own self-awareness throughout the ending process

- being attentive to the supervisee's responses and reactions to endings

- using self-examination, reflection and supervision consultancy to explore bringing supervisory relationships to a close.

For more information about the competences related to Subject area 4, please refer to the following sections of BACP's *Supervision competence framework:*

CC2. Ethical and professional practice - 2.3 iii, viiCC3. The supervisory relationship - 3.1vvi; 3.6

CC6. Facilitation of supervision - 6.2 all; 6.3i, ii, iii; 6.4i, ii

Subject area 5: Facilitating the supervision process

Aims

This subject area aims to enable course participants to develop the range of skills needed to effectively facilitate the supervision process.

Learning outcomes

Upon successful completion of Subject area 5, participants will be able to:

- Demonstrate the ability to use a range of supervision facilitation skills

- Demonstrate the ability to facilitate supervisees' self-reflection, self-appraisal and engagement in experiential learning

- Demonstrate the ability to enable supervisees to use supervision to identify the 'out of awareness' dynamics and client's patterns of relating

- Identify and reflect on the ethical, legal and professional considerations of using recorded practice in supervision

- Demonstrate self-awareness of own responses and reactions during the supervision process.

Content

- Effective facilitation skills in supervision:

  - using challenge to facilitate supervisee reflexivity to expand understanding, awareness and development

  - balancing support and challenge

  - using self-disclosure judiciously to aid the supervisee's process

  - facilitating supervisee disclosure

  - recognising and responding appropriately to supervisee non-disclosure

  - facilitating creative exploration through use of metaphor, imagination or working with the senses to expand awareness and to promote use of self in the supervisory and therapeutic relationships

  - maintaining the focus of supervision on issues relevant to the supervisee and their practice.

- Facilitating supervisees to use supervision to enhance their practice and professional development through:

  - being open-minded and engaged

  - using both support and challenge to engender awareness, learning and growth

  - working collaboratively with supervisees to acknowledge strengths and identify areas for development

  - empathising with, and normalising supervisee anxiety, developmental struggles, making 'mistakes' and mitigating against shame

  - making use of mistakes as valuable learning opportunities

  - sharing own experiences, mistakes and shortcomings when useful to the supervisee

  - evaluating competence and providing constructive feedback

  - helping supervises to reflect on client feedback and outcome measures to inform own practice development in-depth, self-reflection and self-appraisal

  - active, experiential learning

  - managing inequalities of power.

- Facilitating supervisees' awareness of, and ability to work with, the therapeutic relationship and process, and client's patterns of relating:

  - enabling supervisees to consider and reflect on 'out of awareness' dynamics

  - enabling supervisees to explore and understand client's patterns of relating and possible manifestations in the therapeutic relationship and/or process

- enabling supervisees to reflect on their own responses and reactions to the client and/or their material

  - enabling supervisees to determine how/if to take any insights and awareness back into the client work.

- Using audio/visual recorded practice to enhance reflection and development:

  - the pros and cons of using recorded practice in supervision

  - potential negative consequences of recording client sessions

  - ethical and legal considerations e.g. the GDPR, issues of confidentiality, consent, security etc.

  - supporting supervisees to navigate the complexities of client recording

  - acknowledging the supervisee's anxiety, fear of judgment and sense of exposure

  - using recorded material productively to support the supervisee's growing awareness and development

  - offering evaluation and feedback sensitively and judiciously.

- Maintaining a holistic perspective:

  - the multi-layered contexts present in the supervisory frame i.e. client, supervisee and supervisor contexts (and where applicable, the organisational context)

  - using a balanced approach, holding on to the bigger picture and avoiding overly focusing on detail

  - enabling supervisees to identify client resources and strengths

  - facilitating discussion of often overlooked aspects, such as sexuality, morality and spirituality.

- Using supervision consultancy to:

  - reflect on and explore the impact of self on the supervisee and their process

  - monitor and review own use of supervision facilitation skills

  - identify areas for further development.

- Self-awareness:

  - reflecting on and using learning from the supervision process to enhance own development

  - reflecting on own responses to the material presented in supervision sessions

  - reflecting on own use of self in the supervisory process.

For more information about the supervision competences related to Subject area 5, please refer to the following sections of BACP's *Supervision competence framework*:

CC2. Ethical and professional practice - 2.3vii

CC3. The supervisory relationship - 3.1ii, iii, iv, xi; 3.2 – all

CC5. Individual needs of the supervisee - 5.1 viii; 5.5 iii, xi, viii, ix, x, xi, xii, xiii; 5.7i-x

CC6. Facilitation of supervision - 6.5i – vi;6.6 all; 6.7 – all

CC7. Professional development of the supervisor - 7.1v, viii; 7.3i-iv

CC8. Supervisor self-awareness - 8.1iii; 8.2i-v

Subject area 6: Working with equality, diversity and inclusion (EDI)

Aims

This subject area aims to enable course participants to develop the knowledge, understanding and the skills needed to respond sensitively, respectfully and openly towards all aspects of diversity; to use and model inclusive styles of communication, and to promote diversity awareness in supervisees.

Learning outcomes

Upon successful completion of Subject area 6, participants will be able to:

- Demonstrate knowledge and understanding of key aspects of EDI

- Demonstrate the attitudes, behaviours and skills needed to sensitively and effectively work with issues relating to EDI

- Demonstrate anti-discriminatory and anti-oppressive supervisory practice

- Demonstrate the ability to facilitate and promote EDI awareness and anti-discriminatory practice in supervisees

- Demonstrate self-awareness in relation to EDI.

Content

- Contemporary EDI research

- Protected characteristics and how they can impact:

  - therapeutic and supervisory relationships and processes

  - supervisee's supervision needs

  - access to counselling and supervision.

- The significance of social and cultural variation across a range of domains and the way these may impact client work and the supervisory relationship e.g. ethnicity, race, culture, spoken languages, gender and gender identity, religion, beliefs, sexual orientation, socio-economic deprivation, class, age, disability, family configuration etc.

- How differences and similarities can affect the power dynamics in the supervisory relationship

- The role of language in identity development, processing of trauma, memory recall and emotional expression

- The significance of the social and cultural background of supervisees and clients:

  - the ways in which supervisees' background, culture, values and beliefs might influence their perceptions of their clients, clients' issues and the therapeutic relationship and how to work with this in supervision.

- Essential attitudes and behaviours for working with EDI:

  - communicating sensitivity, respect, acceptance, openness and curiosity

  - not making assumptions about supervisees or their clients.

- Essential skills for working with EDI:

  - developing rapport

  - creating a safe and supportive space in which supervisees can openly discuss all aspects of EDI both in the supervisory relationship and in response to their client work

  - using non-oppressive communication

  - initiating discussions of differences and similarities in relation to the supervisory and therapeutic relationships and processes

- taking an intersectional viewpoint i.e. the different dimensions of diversity that cross over and potentially interact

- engaging with the 'whole person' of the supervisee (i.e. their own unique history, identity and perspective)

- enabling supervisees to explore their own responses to issues relating to EDI to facilitate development and self-awareness

- enabling supervisees to explore the impact of EDI issues on themselves

- being responsive to the supervisee

- using power appropriately

- taking action to repair potential damage or ruptures due to non-attendance to issues of EDI

- cultural norms of communication

- linguistically sensitive supervision for speakers (i.e. supervisees and/or their clients) of languages other than English.

■ Promoting inclusivity and accessibility in relation to own supervisory practice and supervisees' client work

■ Promoting EDI awareness and anti-discriminatory practice in supervisees:

- offering challenge and support to promote and enhance supervisees' EDI awareness and understanding

- enabling supervisees to explore and reflect on their own values, beliefs, bias, assumptions and privilege in relation to their practice

- enabling supervisees to explore and reflect on issues of prejudice, privilege and oppression in their client work

- enabling supervisees to explore reactions to, and the impact of, issues relating to EDI in order to facilitate their development, self-awareness and enhance practice

- inviting supervisees to reflect on the differences and similarities present in their therapeutic relationships and any potential impact these may have

- helping supervisees to develop knowledge, insight and awareness in relation to the client groups they are working with

- supporting supervisees to explore and resolve any accessibility issues in their practice enabling supervisees to address areas of development in relation to EDI.

■ Self-awareness in relation to EDI through reflection on:

- own responses and reactions

- use of self

- impact of self on the supervisee and/or the supervision process

- own conscious/unconscious prejudices, assumptions, bias, attitudes and beliefs

- own identities

- how own background, culture, values, beliefs and/or privilege are influencing perceptions of supervisees and their clients.

■ Learning from the supervisee and the supervision process to deepen own awareness and understanding of EDI

■ Using supervision consultancy to explore own assumptions, attitudes and/or potential bias and barriers in relation to EDI

■ The importance of engaging with continual professional development to enhance and maintain competence in working with issues relating to EDI.

For more information about the supervision competences related to Subject area 6, please refer to the following sections of BACP's *Supervision competence framework*:

CC1. Theoretical foundation - vii

CC2. Ethical and professional practice - 2.2vii, viii

CC3. The supervisory relationship - 3.1 xii, 3.2 xi, xii; 3.3i, viii, ix

CC4. Equality diversity and inclusion - all

CC5. Individual needs of the supervisee - 5.1iii

CC6. Facilitation of supervision - 6.5i, ii, iv, v, vi; 6.6i-iii

CC7. Professional development of the supervisor - 7.1iii, v, viii; 7.2, v; 7.3i-iv

CC8. Supervisor self-awareness - 8.1i, iii; 8.2 i-v; 8.3i, ii; 8.4i-iv

Subject area 7: Responding to the individual needs of supervisees

Aims

The aim of this subject area is to enable course participants to develop the ability to consider and apply the different contexts of the supervisee and their client work to effectively meet the individual needs of the supervisee.

Learning outcomes

Upon successful completion of Subject area 7, participants will be able to:

- Demonstrate the ability to respond appropriately to the individuality of the supervisee

- Demonstrate knowledge and understanding of how to adapt own supervision approach when working with supervisees from different theoretical orientations

- Demonstrate the ability to respond appropriately to the working context(s) of the supervisee

- Demonstrate the ability to support the supervisee's wellbeing

- Demonstrate reflexivity and awareness in relation to own limits of competence, developmental needs and the influence of own approach on the supervisee and their process.

Content

- The individuality of the supervisee:

  - the different ways that supervisory style and approach can impact supervisees

  - adapting supervision according to the supervisees' individual needs e.g. learning styles, developmental stage, preferences, culture etc.

  - mutually agreeing the goals and focus of sessions

  - maintaining the focus of sessions to meet the supervisee's needs

  - responding to supervisees' individual views and opinions

  - valuing the individuality of the supervisee

  - collaboratively evaluating the effectiveness of the supervisory style and approach

  - responding to supervisees' feedback, questions or concerns about the supervision process.

- Working with the supervisee's theoretical approach:

  - the benefits and challenges of working with supervisees from a different theoretical orientation

  - assessing own competence to work with different theoretical approaches

  - the standards of competence associated with different theoretical approaches

  - the influence of own experience and therapeutic approach on supervisory style

  - the significance of similarities and differences in therapeutic approach on supervision

- adapting to and working with the supervisee's theoretical approach.
- The significance of the supervisee's working context:
  - the client's context
  - the client group
  - the organisational context including, organisational culture, structure, remit, procedures etc.
  - the social context
  - the values and attitudes of the social and/or working context
  - the ways that the working context might influence the supervisee and their client work working collaboratively with supervisees to determine developmental needs for the work context/setting
  - evaluating own knowledge and skills in order to effectively support supervisees working in specialist settings.
- Supporting the supervisee's wellbeing:
  - the influence of supervisee wellbeing on practitioner efficacy
  - the signs and symptoms of stress and burn out
  - ways to respond to supervisees experiencing stress or burnout
  - supporting supervisees to develop and maintain self-care
  - supporting supervisees to manage the impact of the client material on their own wellbeing and functioning
  - enabling supervisees to identify and engage in a range of professional supports and self-care strategies
  - supporting and challenging supervisees to access personal therapy when needed.
- Awareness of self in the supervisor role

- Using self-examination, reflection and supervision consultancy to explore and address:
  - limits to own knowledge and understanding
  - the influence of own approach, style and theoretical orientation on the supervisee and their process.
- The importance of engaging with professional development activities to enhance own knowledge, understanding, awareness and skills
- The importance of learning from the supervisee and the supervision process.

For more information about the supervision competences related to Subject area 7, please refer to the following sections of BACP's *Supervision competence framework*:

CC1. Theoretical Foundation - iii

CC2. The supervisory relationship - 3.1 iv, vii, viii, ix, x, xii

CC5. Individual needs of the supervisee - 5.1i-vii, 5.2i, ii, 5.3i-iv; 5.4i-vi, 5.5ii, iv)

CC6. Facilitation of supervision - 6.1ii, 6.3i-iv, CC7. Professional development of the supervisor - 1ii, iv;7.2 i-vi; 7.3i-iv

CC8. Supervisor self-awareness - 8.1i-v

Subject area 8: Adapting supervision to the developmental stage of the supervisee

Aims

This subject area aims to help course participants develop the knowledge and skills needed for effectively adapting supervision to work with supervisees at different developmental stages. This includes working with the specific needs of trainee practitioners, newly qualified and experienced practitioners.

Learning outcomes

Upon successful completion of Subject area 8, participants will be able to:

- Demonstrate ability to draw on knowledge of the increased responsibilities and support needs brought by trainee and novice practitioners

- Demonstrate the ability to work collaboratively and appropriately with supervisees according to their developmental stage

- Demonstrate the ability to use evaluation and feedback effectively and appropriately for the developmental stage of the supervisee

- Demonstrate reflexivity and awareness of own competence to work effectively with supervisees at various stages of their career.

Content

- Supervising trainee and novice practitioners:

  - educating supervisees on the purpose and process of supervision

  - the significance of the supervisory process and relationship in promoting supervisee autonomy and the development of professional identity and skills

  - the standards of practice required by the training organisation and placement

  - balancing supervisory responsibilities when working with trainees e.g. four-way contacts, writing reports, the role of the supervisor in assessment, responsibility towards the trainee, the trainee's clients, the training provider and the placement, raising fitness to practise concerns etc.

  - working with trainee and novice practitioners on common ethical and professional issues and dilemmas

  - enabling trainees and novice practitioners to integrate theory into practice

  - the importance of evaluation and feedback

  - evaluating the supervisees' developing competence

  - offering feedback, which is focused, clear, timely, balanced and appropriate for the supervisee's developmental needs and their ability to receive, understand and make use of

  - the impact of evaluation and feedback on the power differential

  - responding to supervisees' negative responses to feedback

  - informing trainees on their rights to confidentiality in supervision, any lines of communication between supervisor, training provider and placement, the processes for evaluation and feedback and remediation procedures

  - enabling supervisees to make effective use of supervision

  - enabling supervisees, through support and challenge, to manage the stages of the therapeutic relationship

- supporting supervisees to make onward referrals when needed

- normalising limitations and insecurities in relation to developmental stage

- helping supervisees to use theory and concepts to guide and evaluate their practice, and use their experience to reflect and build on these ideas

- enabling supervisees to reflect on client feedback and outcome measures (where applicable) to inform own practice development

- enabling supervisees to transfer learning into practice

- indications of an inability to transfer insights and learning into practice.

■ Responding to changing needs of supervisees as they grow and develop

- enabling supervisees to adapt their use of supervision over time as their needs change

- adapting supervision approach/style and balancing the different tasks and functions of supervision to match the developmental stage of the supervisee.

■ The changing developmental and professional support needs of supervisees as they grow and mature professionally:

- supporting supervisees at various stages of their career development e.g. moving into paid work, private practice, practitioner accreditation, new areas of client work

- facilitating supervisees reflective process and ethical decision-making process

- working with supervisees who are retiring or leaving the profession.

■ Using self-examination, reflection and supervision consultancy to:

- assess own readiness to work with supervisees of different developmental stages

- reflect on the differing needs and demands of supervisees at differing stages of career development

- reflect on own competence and areas for development

- explore own responses to power and authority when working with trainee and novice practitioners.

For more information about the supervision competences related to Subject area 8, please refer to the following sections of BACP's *Supervision competence framework*:

CC5. Individual needs of the supervisee – 5.1ii; 5.2i, ii; 5.3iv; 5.4 iv;5.5i, vi, vii; 5.6 all; 5.7 all

CC6. Facilitation of supervision - (6.6i, ii; 6.2i)

CC7. Professional development of the supervisor - (7.1iv, viii; 7.2ii)

CC8. Supervisor self-awareness - 8.3i, ii

Subject area 9: Working with relational dynamics

Aims

This subject area aims to enable course participants to develop an awareness of, and an ability to work with, relational dynamics in the supervisory relationship for the benefit of the supervisee's process. It also aims to develop and refine course participants' skills in working effectively with supervisees to bring relational dynamics into awareness.

Learning outcomes

Upon successful completion of Subject area 9, participants will be able to:

- Demonstrate the ability to identify and work with relational dynamics in supervisory relationships

- Demonstrate the ability to enable supervisees to explore and reflect on any emerging dynamics in the therapeutic relationship

- Demonstrate the ability to enable supervisees to develop awareness and understanding of own responses, reactions and personal processes in both the therapeutic and supervisory relationships

- Show self-awareness of own responses and reactions in the supervision relationship and process

- Effectively use of supervision consultancy to reflect on and explore relational dynamics to enhance the supervisory relationship and process.

Content

- The ways in which interpersonal dynamics present in therapeutic relationships may be enacted in the supervisory relationship

- How to help supervisees consider and work with unconscious/out of awareness dynamics of the therapeutic process, the client's pattern of relating and any re-enactments occurring in the therapeutic process

- How to enable supervisees to reflect on their own responses and reactions to clients and their material and to make sense of what might be going on in the therapeutic process

- How supervisor style and patterns of relating can impact the supervisory relationship

- How supervisees may unconsciously emulate supervisor qualities

- How to address interpersonal dynamics and personal processes in supervisory relationships

- Using self-examination, reflection and supervision consultancy to:

  - explore the relational dynamics of supervisory relationships

  - seek self-understanding of own responses and reactions to supervisees, the material being presented, and the relational dynamics present in the supervisory relationship

  - detect and address unhelpful dynamics

  - enhance awareness of own 'in the moment' responses for the benefit of the supervisee and their process

  - provide a consistent way of being through own awareness of self.

For more information about the supervision competences related to Subject area 9, please refer to the following sections of BACP's *Supervision competence framework*:

CC3. The supervisory relationship - 3.4 all

CC6. Facilitation of supervision - 6.5iv, v, vi

CC7. Professional development of the supervisor - 7.1vi, vii

CC8. Supervisor self-awareness - 8.1i-iii, 8.2iii, iv, v

Subject area 10: Working through conflicts, challenges and ruptures

Aims

This subject area aims to help course participants develop the knowledge, skills and awareness needed to work effectively with supervisees when conflicts, challenges and ruptures arise in the supervisory relationship.

Learning outcomes

Upon successful completion of Subject area 10, participants will be able to:

- Demonstrate knowledge of the particular challenges of OPT to practitioner wellbeing and how to ensure self-care

- Demonstrate the ability to work positively with supervisees to resolve tensions in the supervisory relationship

- Demonstrate self-awareness and the ability to critically reflect on own contribution to tensions, conflicts, challenges or ruptures in supervisory relationships.

Content

- Factors that may contribute to conflicts and challenges for example: inequality, authoritarianism, misuse of power, dual relationships, boundary transgressions, breaches of contract, misunderstandings, miscommunications, making assumptions or judgments, criticism, competition, collusion, shaming, lack of empathy, being inauthentic, lack of humility, being defensive or giving imbalanced feedback

- Conflict resolution strategies such as:
  - timely processing of strains in the relationship
  - exploring and addressing any misunderstandings/miscommunications

- normalising tensions, challenges and ruptures as part of the developing relationship
- recognising and being authentic about own contribution to any tensions or ruptures in the relationship
- communicating support and respect to the supervisee and promoting their autonomy
- exploring experiences of power and addressing any power imbalance
- managing the tension between egalitarianism and gatekeeping
- exploring difference and similarities and the potential contribution to the tension or rupture
- taking remedial action when a relationship has broken down.

- Using self-examination, reflection and supervision consultancy to:
  - gain insight into own contribution in a tension, rupture or conflict occurring in a supervisory relationship, gain understanding of own impact on the supervisee and their process
  - increase awareness of own responses and reactions in the supervisor role.

For more information about the supervision competences related to Subject area 10, please refer to the following sections of BACP's *Supervision competence framework*:

CC3. The supervisory relationship - 3.3i-iii, vii, viii, ix, xi; 3.5 all

CC4. Equality diversity and inclusion - 4.1iv, 4.3vi, vii

CC5. Individual needs of the supervisee - 5.7i

CC7. Professional development of the supervisor - 7.1v, vi, vii; 7.3 iv

CC8. Supervisor self-awareness - 8.1i, iii; 8.3i, ii; 8.4iv

Additional subject areas

Subject area 11: Working creatively in supervision

Aims

This subject area aims to enable course participants to develop their knowledge and skills in the effective use of creative approaches and techniques in their supervision practice.

Learning outcomes

Upon successful completion of Subject area 11, participants will be able to:

- Demonstrate knowledge and understanding of the appropriate application of creative methods

- Demonstrate the ability to work effectively using creative methods

- Demonstrate the ability to facilitate supervisees creative and reflective process, and support supervisees' development in making use of creative methods in their practice

- Demonstrate self-awareness and reflexivity in relation to working creatively in supervision.

Content

- The processes involved in setting up, facilitating and debriefing of creative work with supervisees

- The benefits, limitations and pitfalls of working creatively

- Indications of when working creatively may not be appropriate

- Contracting with supervisees to work creatively

- Appropriateness and timing of creative work

- Assessing supervisees' readiness, capacity and willingness to engage in creative methods

- Using creative methods to suit the personal preferences and needs of supervisees

- Making use of a range of approaches to creative methods

- Factors to consider when setting up and facilitating creative approaches/techniques within the relevant mode of delivery e.g. one to one, group work, or online or over the phone

- Giving feedback (not interpretations) on observations during the creative process to facilitate the supervisee's process

- Facilitating the creative process

- Use of self during the creative process

- Debriefing creative experiences

- Enabling supervisees to determine their own meanings and exploring insights or awareness gained

- Facilitating supervisees to develop their ability to employ creative practices in a manner that is consistent with their theoretical approach

- Using self-examination, reflection and supervision consultancy to:

  - enhance awareness of own response and reactions to working creatively

  - explore the influence of self on the creative process

  - evaluate the appropriateness and efficacy of implementing creative approaches in supervision.

For more information about the supervision competences related to Subject area 11, please refer to the following sections of BACP's *Supervision competence framework*:

SC1 Modes and methods of providing supervision: 1.1 Working with creative methods in supervision – all

CC5. Individual needs of the supervisee – 5.1vi

CC6. Facilitation of supervision – 6.5iii

CC7. Professional development of the supervisor – 7.3iii

CC8. Supervisor self-awareness – 8.2iv

Subject area 12: Group supervision

Aims

This subject area aims to enable course participants to develop the knowledge and skills needed to effectively supervise groups.

Learning outcomes

Upon successful completion of Subject area 12, participants will be able to:

- Demonstrate the ability to draw on knowledge and understanding of a range of methods of group supervision

- Demonstrate the ability to effectively manage and facilitate the group process

- Demonstrate the ability to establish and maintain relationships in the supervision group

- Demonstrate the ability to work with relational dynamics in group supervision

- Demonstrate self-awareness and reflexivity in group supervision processes.

Content

- Methods and approaches for supervising groups:

  - a range of different methods for group supervision

  - a range of theoretical approaches of group supervision

  - potential advantages and limitations of different methods and approaches for group supervision

  - the differences between individual and group supervision.

- Managing and facilitating the group supervision process:

  - group development and group dynamics

  - negotiating and agreeing contracts in group supervision e.g. defining roles and responsibilities, establishing ground rules, being clear about any limits to confidentiality

  - exploring supervisee expectations and needs of group supervision

  - agreeing the format and focus of group supervision e.g. group size, frequency, duration, how time is allocated and shared equitably, style of supervision, how to manage group participants leaving or new participants joining the supervision group

  - developing and negotiating methods for case presentation

  - effective time management

  - taking an engaged, active and assertive role

  - skills for managing the group process

  - enabling and supporting group member participation

  - attending to both individual and group's needs and expectations relevant to their stage of development and the complexity of client work and case load

  - enabling supervisee disclosure in group supervision

  - managing the potential for shame and comparison in groups

  - recognising and facilitating metacommunication among group members.

- Establishing and maintaining relationships in the supervision group:

  - establishing a safe and inclusive environment

  - developing and fostering egalitarian and authentic relationships within the group

  - when and how to review group process and experiences

- evaluation and feedback processes, including enabling feedback from the group members to the supervisor

- determining readiness of individuals to receive feedback.

■ Working with relational dynamics in group supervision:

- identifying and dealing with difficult situations, conflicts, challenges and ruptures in group supervision

- responding to and managing behaviours exhibited by group members that may be unhelpful to the group process e.g. unconscious communication within the group, dominance in the group, non-participation, insecurity, defensiveness and competitive behaviours

- recognising when supervisees may be relating to the supervisor as an authority, expert or ally and the ways to manage this

- identifying when issues or concerns about an individual may be best addressed outside of the group

- how power dynamics may manifest in groups, and ways to address

- how issues of similarity and difference may impact the group process.

■ Professional requirements for group supervision for professional membership/accreditation

■ Use of self in the group process:

- sharing own experience where relevant and beneficial to the group process

- modelling relational skills and qualities in the group, such as openness, attentiveness and willingness to learn from others

- withholding potentially detrimental reactions to supervisees, such as irritation or attraction.

■ Using self-examination, reflection and supervision consultancy to enhance own understanding and awareness of self in the group process and to develop own effectiveness in supervising groups.

For more information about the supervision competences related to Subject area 12, please refer to the following sections of BACP's *Supervision competence framework*:

SC1. Modes and methods of providing supervision: 1.2 Group supervision – all

CC2. Ethical and professional practice – all

CC7. Professional development of the supervisor – 7.1i-viii; 7.2i-vi; 7.3i-iv

CC8. Supervisor self-awareness – 8.1i-v; 8.2i-v; 8.3i, ii; 8.4i-iv

Subject area 13: Online and phone supervision

Please note: this subject area is only suitable for course participants who already have knowledge, understanding and experience of working online and over the phone in their therapeutic practice.

Aims

This subject area aims to enable course participants to develop their knowledge and ability to effectively deliver supervision remotely using online and phone mediated technologies.

Learning outcomes

Upon successful completion of Subject area 13, participants will be able to:

- Demonstrate knowledge of a range of media used for remote supervision

- Demonstrate the ability to effectively employ a blended approach

- Demonstrate knowledge of the ethical, professional and legal requirements of online and phone supervision

- Demonstrate the ability to establish and maintain supervisory relationships using online and phone platforms

- Demonstrate the ability to agree and maintain a clear contract for online and phone supervision

- Demonstrate the ability to effectively facilitate supervisees' online and phone therapeutic practice

- Demonstrate self-awareness and reflexivity in relation to own online and phone supervision practice.

Content

- A range of media and approaches to online and phone supervision to meet the needs of supervisees, including video, audio, text, email and blended approaches

- The challenges, benefits and pitfalls of supervising online and over the phone

- How to establish and maintain supervisory relationships using online and phone-mediated technologies

- Communication and interactional styles (e.g. use of language, tone, silence) that may facilitate the supervision process when working online and over the phone

- Contracting for online and phone supervision:

  - the media to be used

  - arrangements for changing media, or moving to a blended approach

  - scheduling of sessions

  - how technological issues will be resolved

  - procedure for re-establishing contact if technology fails

  - confidentiality and its limitations

  - arrangements for contact in between sessions

  - methods of communication

  - boundaries

  - how each party will ensure data security.

- Monitoring and reviewing online and phone supervision with regards to:

  - the supervisory relationship

  - the appropriateness/suitability of online and/ or phone in meeting the supervisee's needs

  - any adjustments needed to facilitate access and engagement in online and phone supervision

  - communication styles being used that may facilitate or hamper the supervision process

  - the impact of online and phone supervision on supervisor, supervisee and the process.

- Ethical, professional and legal requirements of online and phone supervision:

  - monitoring the safety, security and confidentiality of technological platforms

  - relevant UK legislation (e.g. the GPDR)

  - insurance requirements

  - legislative frameworks local to the supervisee when working across national borders

  - assessing suitability for working online or over the phone

  - identifying and addressing technological anxiety

  - addressing accessibility issues.

- Supervising online and phone therapy practice:

  - legal, ethical and professional frameworks relevant to the supervisee's online and phone therapy practice

  - factors to consider when supporting supervisees in the assessment of client suitability for online and phone therapy, such as psychological suitability, whether clients can make effective use of online or phone therapy, legislative requirements when working internationally

  - how to obtain and record client verbal consent

  - procedures for assessing, monitoring and managing client risk when working remotely

  - supporting supervisees to adapt and develop their theoretical approach when working remotely

  - sharing best practice and developments in online and phone therapy

  - supporting supervisees to identify, explore and reflect on psychological processes occurring in the OPT process, such as disinhibition

  - enabling supervisees to reflect on any relational dynamics emerging as a result of working remotely

- facilitating exploration of the ethical and practical implications of moving between media or blended therapy

- supporting supervisees to manage endings in online and phone therapy

- supporting supervisees to manage their own wellbeing when working remotely.

- The importance of keeping informed and up to date with contemporary trends and developments in online and phone-mediated technologies

- Using self-examination, reflection and supervision consultancy to enhance and develop own understanding, awareness and competence in online and phone supervision.

For more information about the supervision competences related to Subject area 13, please refer to the following sections of BACP's *Supervision competence framework*:

SC1. Modes and methods of providing supervision: 1.3 Online and phone supervision – all

CC2. Ethical and professional practice – all

CC7. Professional development of the supervisor – all

CC8. Supervisor self-awareness – all

In addition, please also refer to BACP's *Online and phone therapy competence framework*: https://www.bacp.co.uk/media/10849/bacp-online-and-phone-therapy-competence-framework-feb21.pdf

Subject area 14: Supervising in organisational contexts

Aims

This subject area aims to enable course participants to develop the knowledge, understanding and skills required for effective supervision within an organisational context.

Learning outcomes

Upon successful completion of Subject area 14, participants will be able to:

▪ Demonstrate knowledge of how organisational culture, processes and power structures can impact the delivery of counselling and supervision

▪ Demonstrate a working knowledge of the responsibilities of organisational supervisors

▪ Demonstrate knowledge and competence in dealing with a range of organisational challenges and dilemmas

▪ Demonstrate the ability to enable supervisees to use supervision to support and enhance their practice in an organisational context

▪ Demonstrate self-awareness and reflexivity in relation to own supervision practice within an organisational context.

Content

▪ Three-way contracts

▪ Power and authority structures in organisations, and the ways such structures can impact the supervisee and the delivery of counselling

▪ Organisational culture and processes and their influence on counselling and supervision

▪ Common dilemmas and challenges in organisation-based supervision, such as:

  • manager-supervisee conflict

  • management of dual roles

• challenges to, and management of, boundaries

• evaluation of competence

• meeting targets

• client referral procedures

• confidentiality

• lines of responsibility and accountability

• availability of resources

• organisational change.

▪ Responsibilities of organisational supervisors:

• balancing responsibilities towards the supervisee, client and organisation

• legal and organisational barriers to confidentiality

• enabling supervisees to give constructive feedback to the organisation

• offering general feedback to the organisation without compromising supervisee confidentiality e.g. issues affecting supervisee wellbeing, efficacy, ethical issues arising and developmental themes

• channels of communication with organisational management

• managing dual relationships that may impact on the supervisory relationship

• enabling supervisees to access alternative supervision where dual-manager supervisor role cannot be avoided

• upholding organisational policies and procedures

• maintaining professional values and identity where organisational support for counselling and/or supervision is lacking

• adapting supervision to the organisation, client population and service delivery requirements

- working with supervisee and organisational management to ensure standards are met, e.g. sufficient frequency and quality of supervision, provision of ongoing training and maintenance of therapist wellbeing.

▪ Enabling supervisees to work within organisations:

- supporting and empowering supervisees to manage the delivery of counselling and preserve client confidentiality

- balancing support, collaboration and challenge

- holding the supervisee accountable for the needs and protocols of stakeholders

- enabling supervisees to 'step outside' of the organisation to gain perspective on any organisational dynamics

- enabling supervisees to attend to their wellbeing and self-care needs.

▪ Using self-examination, reflection and supervision consultancy to enhance and develop own understanding, awareness and ability to work effectively with supervisees in an organisational context.

For more information about the supervision competences related to Subject area 14, please refer to the following sections of BACP's *Supervision competence framework*:

SC2. Organisational supervision – all

CC2. Ethical and professional practice – all

CC7. Professional development of the supervisor – all

CC8. Supervisor self-awareness – all

In addition, please also refer to BACP's *Workplace competence framework*: Workplace competences (bacp.co.uk)

Subject area 15: Supervising work with children and young people

Please note: this subject area is only suitable for course participants who already have knowledge, understanding and experience of working with children and young people in their therapeutic practice.

Aims

This subject area aims to enable course participants to develop the knowledge, understanding and skills required for effective supervision with supervisees working with children and young people (CYP).

Learning outcomes

Upon successful completion of Subject area 15, participants will be able to:

▪ Demonstrate the ability to draw on knowledge and experience of working therapeutically with children and young people, when supervising practitioners working with younger clients

▪ Demonstrate the ability to facilitate supervisees to explore and respond to the particular ethical, legal and professional challenges of working with children and young people

▪ Demonstrate the ability to enable supervisees to manage the boundaries of their therapeutic relationships

▪ Demonstrate self-awareness and reflexivity in relation to own practice, when supervising practitioners working with children and young people.

Content

▪ Child and adolescent development including, the relationship between the care environment and development, attachment theory etc.

▪ Legislation relevant to working with CYP and their application in practice

▪ Local and national policies and procedures relevant to working with CYP and their application in practice

▪ The different organisational systems in which counselling for CYP takes place

▪ Common ethical and professional considerations encountered when supervising practitioners working with CYP

▪ Enabling supervisees to make informed ethical and professional judgments about issues relating to capacity, consent, safeguarding, child protection, managing risk and client confidentiality information sharing

▪ Facilitating supervisees to explore how to best manage relationships with those involved in the child/young person's care, and manage challenges to the boundaries of the counselling relationship

▪ Enabling supervisees to evaluate the appropriateness of the language and interventions used for clients at different developmental stages

▪ Supporting supervisees working in schools by facilitating exploration of:

  • organisational culture and its impact on the supervisee and counselling provision

  • professional relationships with parent/carers, school and external colleagues

- how to maintain client confidentiality, manage disclosures and requests for information by third parties

- unconscious processes and organisational dynamics

- the client's wider systems and implications for counselling.

▪ The difference between counselling supervision and case management, and the importance of conducting these activities separately

▪ Managing the boundaries between counselling supervision and case management

▪ Using self-examination, reflection and supervision consultancy to enhance and develop own knowledge, understanding, awareness and ability to work effectively with supervisees working with CYP.

For more information about the supervision competences related to Subject area 15, please refer to the following sections of BACP's *Supervision competence framework*:

SC3. Supervision for specific client groups: 3.1 Supervising work with children and young people – all

CC2. Ethical and professional practice – all

CC7. Professional development of the supervisor – all

CC8. Supervisor self-awareness – all

In addition, please also refer to BACP's *Competence framework for work with children and young people (4–18 years):* Children and young people competences and curricula (bacp.co.uk)

Subject area 16: Supervising trauma therapists

Aims

This subject area aims to enable course participants to develop the knowledge, understanding and skills required to effectively supervise the work of trauma therapists.

Learning outcomes

Upon successful completion of Subject area 16, participants will be able to:

- Demonstrate knowledge and understanding of the theories, concepts and interventions specific to trauma therapy

- Demonstrate a range of effective facilitation skills specific to the supervision of trauma therapists

- Demonstrate the ability to enable supervisees to explore, acknowledge and respond to the impact of trauma work

- Demonstrate the ability to help supervisees bring into awareness and explore any unconscious dynamics emerging in their therapeutic relationships

- Demonstrate self-awareness and reflexivity in relation to own practice when supervising trauma therapists.

Content

- The complexities facing trauma therapists

- The theories, concepts and diagnostic frameworks used in trauma practice including:

  - trauma-informed and trauma-focused interventions

  - mechanisms involved in vicarious traumatisation

  - post-traumatic stress disorder (PTSD)

  - complex post-traumatic stress disorder (CPTSD)

  - dissociation and dissociative identity disorder.

- The significance of supervision and the supervisory relationship for trauma therapists

- The facilitation skills needed in the supervision of trauma therapy:

  - offering a collaborative, calm, supportive and nurturing environment

  - facilitating the supervisee's understanding of trauma and the application of theories/concepts in practice

  - recognising, acknowledging and exploring the impact of trauma work on the supervisee

  - supporting supervisees to self-monitor and attend to self-care needs

  - enabling supervisees to explore the role of their own personal issues and growth needs in the context of trauma work

  - enabling supervisees to recognise and attend to signs of vicarious and/or secondary trauma

  - working with the dynamics of the therapeutic relationship being mirrored in the supervisory relationship.

- Using self-examination, reflection and
  supervision consultancy to enhance and
  develop own understanding and awareness of:

  - own responses and reactions when supervising
    traumatic material

  - when and how to employ self-care strategies to
    manage vicarious trauma

  - relational dynamics in the supervisory
    relationship

  - any unconscious dynamics that might be
    leading to over or under-involvement when
    supervising trauma therapists, such as rescuing
    or minimising.

**For more information about the supervision
competences related to Subject area 16, please
refer to the following sections of BACP's
Supervision competence framework:**

SC3. Supervision for specific client groups: 3.2
      Supervision of trauma therapy – all

CC2. Ethical and professional practice – all

CC7. Professional development of the supervisor – all

CC8. Supervisor self-awareness – all

Subject area 17: Supervising therapists working with interpreters

Aims

This subject area aims to enable course participants to develop the knowledge, understanding and skills required to effectively supervise practitioners working with interpreters (e.g. language, BSL, Makaton).

Learning outcomes

Upon successful completion of Subject area 17, participants will be able to:

- Demonstrate knowledge and understanding of the particular challenges of working with interpreters in therapeutic relationships

- Demonstrate the ability to enable supervisees to manage boundary and relational issues that may occur in the triadic relationship

- Demonstrate the ability to support supervisees to explore and resolve difficulties arising in the triadic relationship, to ensure the client's needs are being met

- Demonstrate self-awareness and reflexivity in relation to own practice when supervising practitioners working with interpreters.

Content

- The benefits and pitfalls of working with interpreters

- How to support supervisees to work triadically with interpreters to manage boundary and relational issues to include:

  • selecting suitable interpreters

  • negotiating and agreeing three-way contracts

  • establishing roles and boundaries

  • maintaining clinical authority and ensuring safety

  • managing confidentiality

  • issues of power and control

  • developing trust between all parties

  • sharing working methods

  • meeting the client's needs

  • avoiding and managing exclusion and collusion

  • pre-briefing and de-briefing

  • working collaboratively as a therapist/ interpreter team.

- How to support supervisees to resolve difficulties that may arise due to the work of the interpreter

- How to support supervisees to enable the interpreter to access support to mitigate against vicarious trauma

- Working with issues of equality, diversity and inclusion (see also Subject area 6)

- Using self-examination, reflection and supervision consultancy to enhance and develop understanding and awareness of own practice when supervising practitioners working with interpreters.

For more information about the supervision competences related to Subject area 17, please refer to the following sections of BACP's *Supervision competence framework*:

SC3. Supervision for specific client groups: 3.3 Supervising therapists working with interpreters (e.g. language, BSL, Makaton) – all

CC2. Ethical and professional practice – all

CC4. Equality diversity and inclusion – all

CC7. Professional development of the supervisor – all

CC8. Supervisor self-awareness – all

Reading list and resources

Reading list

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Appendix A: Suggested course participant feedback questionnaire

Part one

1. Did your pre-course learning goals change during the course?

2. To what extent have you achieved your learning goals?

3. How did the course help you achieve them?

4. What else might the course have included which would have added to your achievement?

5. How did you find the academic support throughout the course?

6. How did you find the emotional support throughout the course?

7. Do you think the course covered its aims?

Part two

8. Which parts of the course did you find most useful? (Please give reasons)

9. Which parts of the course did you find least useful? (Please give reasons)

10. How satisfactory were the training methods/exercises used?

11. If you could make one change to the course what would it be?

12. Please add any further comments about the course.

13. Overall satisfaction with the course (Please circle one number)

Not satisfied at all   Very satisfied

1   2   3   4   5   6