



SCPTI Diploma in Supervision

Course Leader – Dr Heward Wilkinson

Who is the course aimed at?

Today's context

Today, Supervision, in the field of Counselling and Psychotherapy, and allied professions such as Specialist Nursing and Occupational Therapy, has become an increasingly important dimension, implying greater recognition of the challenging, and delicate, emotional work which is involved in these professions.

The course is designed for Qualified Counsellors and Psychotherapists who can already draw from significant post-qualification experience. Other Caring Professionals, whose work requires them to offer intensive supervision, in a facilitative, rather than managerial, mode and context, are also welcome.

Elements of the Course

This Supervision Course is organised on a generic, multi-modal, framework (the 'seven-eyed model') devised by Peter Hawkins and Robin Shohet in their book, *Supervision in the Helping Professions*, a book which pioneered the articulation of thinking about Supervision in the United Kingdom. It is a low key, accessible, highly adaptable, descriptive, framework, which enables exploration of the various dimensions which apply in this work, some of which are:

- Understanding and enabling relationship building;
- Developing options at the level of skills and technique;
- Recognising and being able to explore process, as well as client issues;
- Grasping therapy and supervision as a developmental process, as well as in terms of other complementary, such as existential, paradigms;
- Understanding both mirroring, and oppositional, processes in the work (transference etc);
- Exploring the therapist's own process and how it is reflected in the supervision relationship; How it then transfers and is partially reflected in the supervisor's own process;
- Developing autonomy in thinking about the ethical dimension, and boundary frameworks in this work, and political and contextual issues.

We can draw also from other congruent literature relevant to this field, but the course is not mandatorily a 'book heavy' course, unless that is how a member wishes to enquire, but rather focuses primarily on experience, and developing creative autonomy.

Structure of the Course

Five three day workshops, running over six or seven months, are organised broadly, subject to experience of the course, as follows:

Workshop One

Introductory overview of the model

1. Client issues

Workshop Two

2. Interventions and strategies
3. Client-therapist relationship

Workshop Three

4. The supervisee as supervisee, and transition to the Supervisory dimension

Workshop Four

5. Supervisee and supervisor relationship
6. Supervisor own process

Workshop Five

7. Wider contextual and ethical issues
- Return to overview in the light of experience

The three day workshops will be run over weekends, (Fri – Sun). The training day will normally start at 9.30am and end at 5.30pm, with a morning and afternoon tea break and lunch break. There is an ample supply of accommodation available in this seaside resort, at very reasonable prices. Information on B&B accommodation is available from the SCPTI office.

Supervision of Supervision and Assessment

The main elements of performance in the course are: live Practice in Supervision; Supervision of Supervision, with an independent, appropriately qualified Supervisor (UKCP or equivalent); live work within the course workshops; an element of assessment via the member's overall participation in the Course process; and an eight thousand word paper.

Award of Diploma in Supervision

Successful candidates will be awarded the Supervision Diploma following completion of the above requirements.

Course Leader

Dr Heward Wilkinson, D Psych., MSc Psych., MA, BA,

Heward is an experienced and well-known senior trainer and practitioner and author in

the field of Psychotherapy and Counselling. Previously a Psychiatric Nurse, he is an Integrative Psychotherapist with both a Psychoanalytic and an Existential Humanistic background. He was one of the Founder Directors of SCPTI. He has been Head of Training at the Minster Centre, London. Between 1994 and 2004, he was Founder Editor of the *International Journal of Psychotherapy* (Journal of the European Association for Psychotherapy, EAP). He has had many roles in UKCP, including being Chair of the Humanistic and Integrative Psychotherapy College (HIPC) three times. He writes and thinks a good deal about core issues embracing psychotherapy, literature, history of consciousness, and philosophy. He believes, with Spinoza, that ‘there cannot be too much merriment’.

Applications

Please apply with CV and an account of your relevant experience, and naming referees, to

Kate Evans
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Accreditation

The course has been developed in accordance with the criteria of the Humanistic and Integrative College of the United Kingdom Council for Psychotherapy (UKCP), of which SCPTI is a member, and which recognises the Supervision Trainings of Organisational Members which fulfil its requirements.

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REQUIREMENTS FOR PROVIDERS OF SUPERVISION TRAININGS

K.1 OMs who provide supervision training courses are subject to the same accreditation and reaccreditation criteria set by the Assessment Board and Quinquennial Review as applies to psychotherapy training. Where a training course meets certain standards it can be designated a Recognised Supervision Training (RST).

K.2 For a Recognised Supervision Training to be deemed suitable for RS or RTS purposes, it should satisfy the following minimum criteria:

offer a substantial programme of learning which includes at least 10 days' formal training

have an identifiable theoretical model of teaching or approach and offer comparison with at least one other theoretical model of supervision
contain both theoretical teaching and supervised supervision of experiential or live supervision
contain additional specified elements where the training is intended for supervision of work with children
specify and fulfil a set of Learning Outcomes (as set out below)
be taught by supervisors of RTS standard
have a formal assessment procedure which includes written work (such as essays, case studies or reflective journals)
satisfy the OM's diversity and equality policies

K.3 For a Formal Supervisor Apprentice or Development Programme to be deemed suitable for RS or RTS purposes, the OM should be able to demonstrate how the same Learning Outcomes as an RST are achieved.

K.4 Providers of supervision training should ensure that the same published information is made available as would apply to any other psychotherapy-related programme (ie. selection criteria and procedures, codes of ethics and conduct, diversity and equality procedures, curriculum and course requirements, learning outcomes, assessment and appeals procedures, and staffing profiles).

K.5 The minimum entry requirements for supervision training would normally be:

one of the following: a UKCP professional qualification, a UKCP-recognised professional equivalent qualification, a psychotherapeutic counselling qualification,

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BACP accreditation, BPS chartered status, Health Professions Council registration, holder of the European Certificate of Psychotherapy or the equivalent, plus:
at least three years' experience or 600 practice hours post-qualification in one of the above categories
evidence of good professional standing

L. LEARNING OUTCOMES FOR SUPERVISION TRAININGS

L.1 Learning Outcomes from RSTs and FSDPs should include as a minimum the demonstration of:

ability to foster an open, trusting working alliance with supervisees in which the supervisee is confident to reveal the difficulties and challenges within his/her work

fulfilment of the five stated aspects of the supervision role of:
 education, facilitation, support, evaluation and gatekeeping
 ability to match the style of the supervision to the experience, development level
 and individual needs of the supervisee, with a particular emphasis on
 demonstrating understanding and capability to work with diversity and equality
 considerations and issues
 ability to work with different ways of evidencing the supervisee's practice
 according to OM and college specific methodologies, such as CD-Rom, audio or
 video tapes, transcripts, live supervision etc.
 ability to understand and critique work from the standpoint of the client, the
 therapist and the supervisor
 recognition of and ability to work with the parallel systems, transference
 phenomena or similar processes as applicable to the modality's approach to
 supervision
 ability to recognise specific abilities as well as limits of the supervisee, where
 these may be socio-cultural, temperamental, physical within the context of the
 supervisee's life
 understanding the differences between working with individuals and with groups
 understanding of the specific context of supervising trainees
 appreciation of a sense of responsibility for transparency and accountability as
 relevant and important in professional practice

M. GLOSSARY

DM	Direct Member of UKCP and HIPC, who is a full registrant, but no longer affiliated to an OM
FSDP	Formal Supervisor Apprentice or Development Programme
OM	Organisational Member of UKCP and HIPC. This may be
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	a training or accrediting organisation, or both
RS	Recognised Supervisor
RST	Recognised Supervision Training
RTS	Recognised Training Supervisor
SETP	Standards of Education Training and Practice - a title covering the scope of this document
SETS	Standards of Education and Training

UAS
UKCP Directory
UKCP Directory

UKCP Approved Supervisor - ie. a supervisor who is in the
Commonly referred to as the 'Register'

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