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Module Code: M7X01680

Submission Date: 25th November 2020

TITLE.

**A presentation which illustrates how you use supervision to
(a) develop your understanding about clinical work and
(b) to enhance and protect your well-being.**

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- 2. A critical evaluation of the strengths and limitations regarding your experience.**
- 3. A recognition that specific knowledge and skills are required to work with particular client groups, for example children and young people.**

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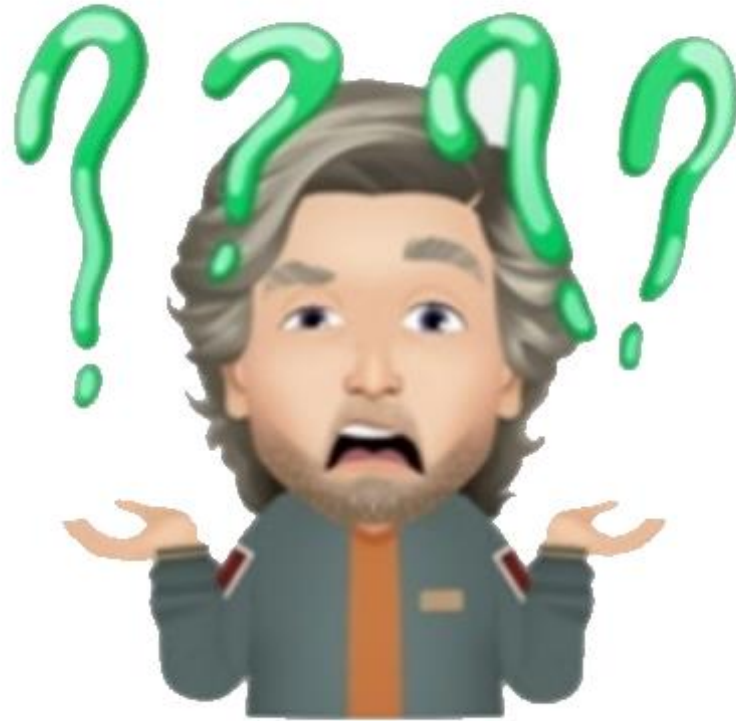
Meet Bob.



Bob is a trainee Psychotherapist



WHAT IS SUPERVISION





Membership category	Amount of supervision	Recommended resources	Mandatory or recommended
Student membership for trainees	Minimum of 1.5 hours per calendar month. Ratio of 8 hours counselling to 1 hour supervision, with supervision every two weeks. Can be a mix of one to one or group. A facilitator is needed for group supervision. Peer supervision is not acceptable for students.	Good Practice in Action supervision resources - see below Especially GPiA054 Introduction to supervision for members Accreditation course guidelines also stipulate this requirement. Some require more so check with individual courses.	Usually mandatory for accredited courses. It may also be mandatory depending on your career choices and future accreditation, if you're planning to use hours towards accreditation. If you need to check your own course criteria, refer to the Ethics team.

GPIA054

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- BACP members have a contractual commitment to work in accordance with *the Ethical Framework for the Counselling Professions*.
- The Ethical Framework sets the expected ethical principles, values and good practice standards for BACP members. 
- There are 13 points from the Ethical framework regarding Supervision.

Ethical Framework for the Counselling Professions

states that:

Successful Supervision is more than case management.

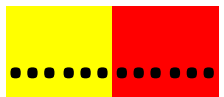
It is working in depth on the therapeutic relationship between practitioner and client, so we can work towards desired outcomes and positive client experience.

Therefore, ideally all of supervision needs to be independent of line management (Good Practice Point 51).

Supervision is not:

‘Policing’ or ‘checking up’ on practitioners However, there are aspects of monitoring the practitioner’s practice, “to ensure clients are safe and have the best possible service, particularly when in receipt of services from trainees and newly qualified practitioners.”

It may be appropriate for a supervisor to supply support to a supervisee who is experiencing a personal crisis, but this must not overshadow client concerns or lessen the supervisory process



How does supervision assist the helping professions?

The *Ethical Framework for the Counselling Professions* states that supervision:

It is imperative in how practitioners maintain good practice throughout their therapeutic work. 

It gives practitioners regular and ongoing opportunities to reflect in depth all aspects of their practice, so they can work as effectively, safely and ethically as possible.  

“Supervision also sustains the personal resourcefulness required to undertake the work (Good Practice Point 50).”  

At a professional level,

supervision develops understanding about clinical work:

- **Using a rich source of support, learning and understanding.**
- **enables therapists to work safely and effectively with clients.**
- **Supports the development of a reflective practitioner.**
- **Maintains the effectiveness of the therapeutic relationship.**
- **Supports practitioners to develop their abilities to self-supervise.**
- **Sets the professional values and behaviours expected of therapists.**
- **Involves accountability**

At a professional level,

supervision develops understanding about clinical work continued:

- **Risk management**
- **Is recognised as good professional practices.**
- **Can contribute continuing professional development.**
- **Provides a 'safe space' where therapists can share, and reflect upon their practice.**

At a personal level,

Supervision enhances and protects wellbeing:

- **Lower stress.**
- **Allow the recognition and defusing of strong or negative feelings.**
- **Sometimes the first place that non-work-related problems that may impact on work are acknowledged.**
- **Help to develop and maintain resilience.**
- **Increase job satisfaction.**

The needs of the supervisee can be divided into three categories.

Proctor (1987) suggests three primary functions of supervision.

1. Normative
2. Formative
3. Restorative

Specific supervisory needs are probable for trainees and those recently qualified.

Novice – a trainee who may feel anxious, easily deskilled and dependent on the supervisor but who is optimistic about what they can offer.

Novices usually lack experience that enables them to compare situations easily and there may be difficulty integrating theory with practice.

Some may bring an over-confident attitude to their work.

Apprentice – is moving towards more autonomy (independence). Realising more readily that clients differ and that what works with one client does not necessarily work with another, Apprentices may have lost some optimism, wondering whether they can work effectively.

Journeyperson – knows his/her levels of competence and is likely to be less dependent on their supervisor, moving more towards a colleague-type relationship. The journeyperson holds an overview of their work and is more knowledgeable.

Master craftsperson – has integrated much learning and clinical experience and may work as a supervisor. They are aware of their own strengths and challenges as well as limitations of the counselling approach.

How do I choose a supervisor?

BACP has published:

Good Practice in Action 008: Commonly Asked Questions: How to choose a supervisor.

**which is available to download for BACP members at:
www.bacp.co.uk/ethical_framework/newGPG.php**

How to choose a supervisor (counsellors) GPiA 008

As a trainee practitioner we may require much more guidance on skills development and theoretical learning (formative)

Your supervisory requirements may change as your experience develops.

In choosing a supervisor, therefore, it makes sense to assess your situation and needs carefully

You may also wish to consider your therapeutic modality and philosophy when choosing a supervisor.



Chloe Simpson-Southward, Glenn Waller, Gillian Hardy (2017)

Article title: How do we know what makes for “best practice” in clinical supervision for psychological therapists? A content analysis of supervisory models and approaches.

Journal: Clinical psychology and psychotherapy 24(6) 1228-1247.

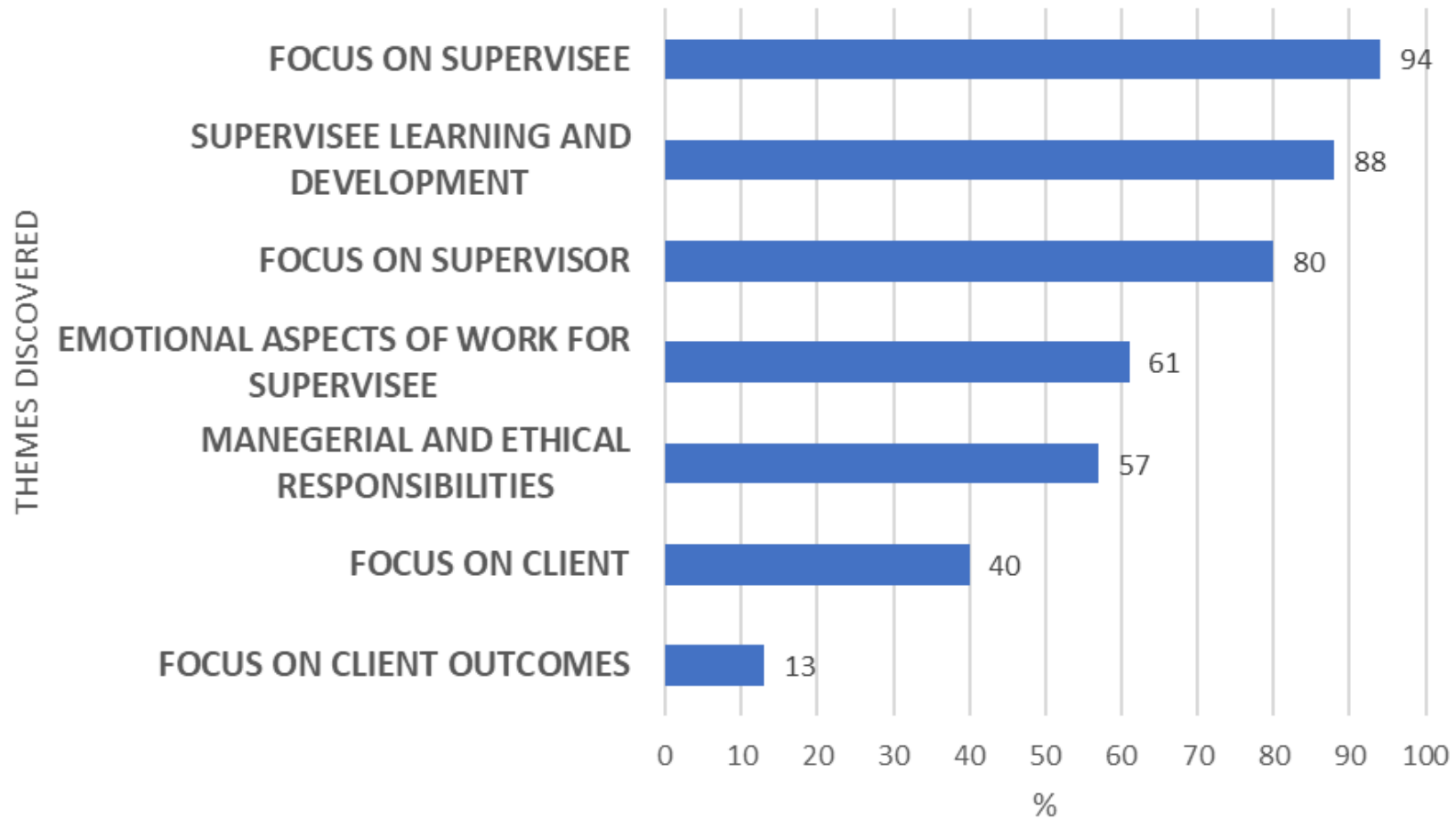
Aims: Identify main supervisory themes from a sample of 51 different approaches/models.

Method: Qualitative content analysis.

Sample: Fifty-two supervisory models and approaches

CONTENT ANALYSIS OF 52 SUPERVISORY MODELS

raw data from Simpson-Southward et al (2017)



Simpson-Southward, Waller, Hardy (2017)

Key conclusions:

- **“Lack of consistency in the models and approaches.”**
- **“Don’t recommend practitioners assume consistent clinical practice or positive client outcomes”.**

What can we gain from this?

- **That many models and approaches are available.**
- **Consideration needs to be placed on compatibility.**

Comments on the research:

- **A list of models and approaches included in the content analysis.**
- **The group ‘managerial and ethical’, may have been useful if split.**

Ali Eryilmaz, Tansu, Mutlu (2017)

**Article title: Developing the Four-Stage Supervision Model for
Counsellor Trainees.**

Journal: EDUCATIONAL SCIENCES: THEORY & PRACTICE.

**Aims: To introduce the four-stage supervision model and report
preliminary results related to the model's effectiveness.**

**Method: Mixed (with both qualitative and quantitative phases in pre
and post test scores).**

Sample: N=17

Ali Eryilmaz, Tansu, Mutlu (2017)

Key conclusions:

- **The results show that the supervised session conducted based on the four-stage supervision model reduced the counsellor trainees' mistakes by 85.43%.**
- **A statistically meaningful difference between counsellor trainees' pre-test and post-test scores for counsellor competencies.**
- **counsellor trainees remarked that the supervised sessions were beneficial for improving their counsellor competencies**

What can we gain from this?

- **That the FSSM is successful model for trainee therapists..**

Comments on the research:

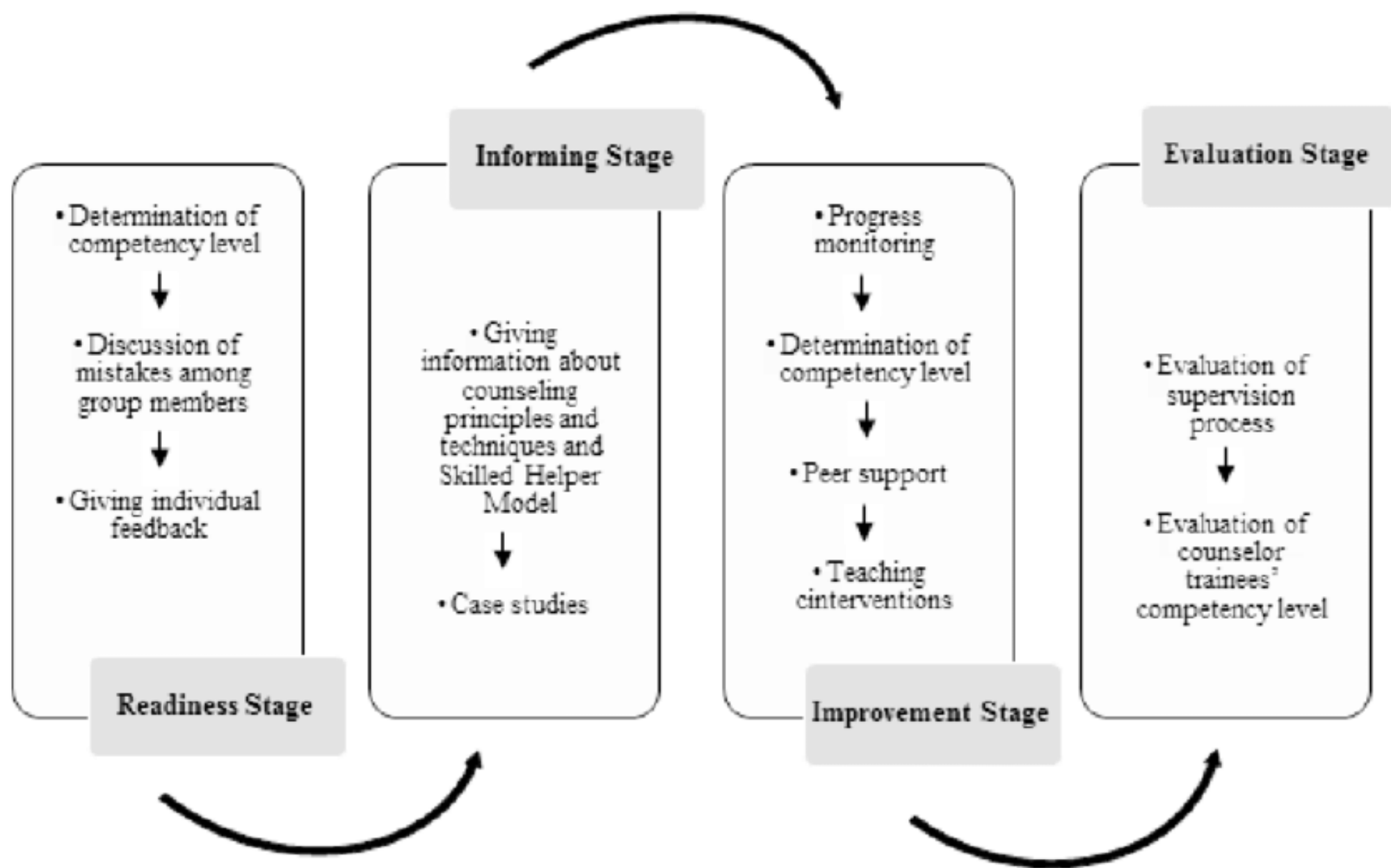
- **Any supervision is better than non.**
- **Ethical considerations of same study if groups allocated different models to assess the models efficiency by comparison to others.**
- **Sample size small.**

FOUR-STAGE SUPERVISION MODEL

The model was developed based on Egan's (1975) skilled helper model.

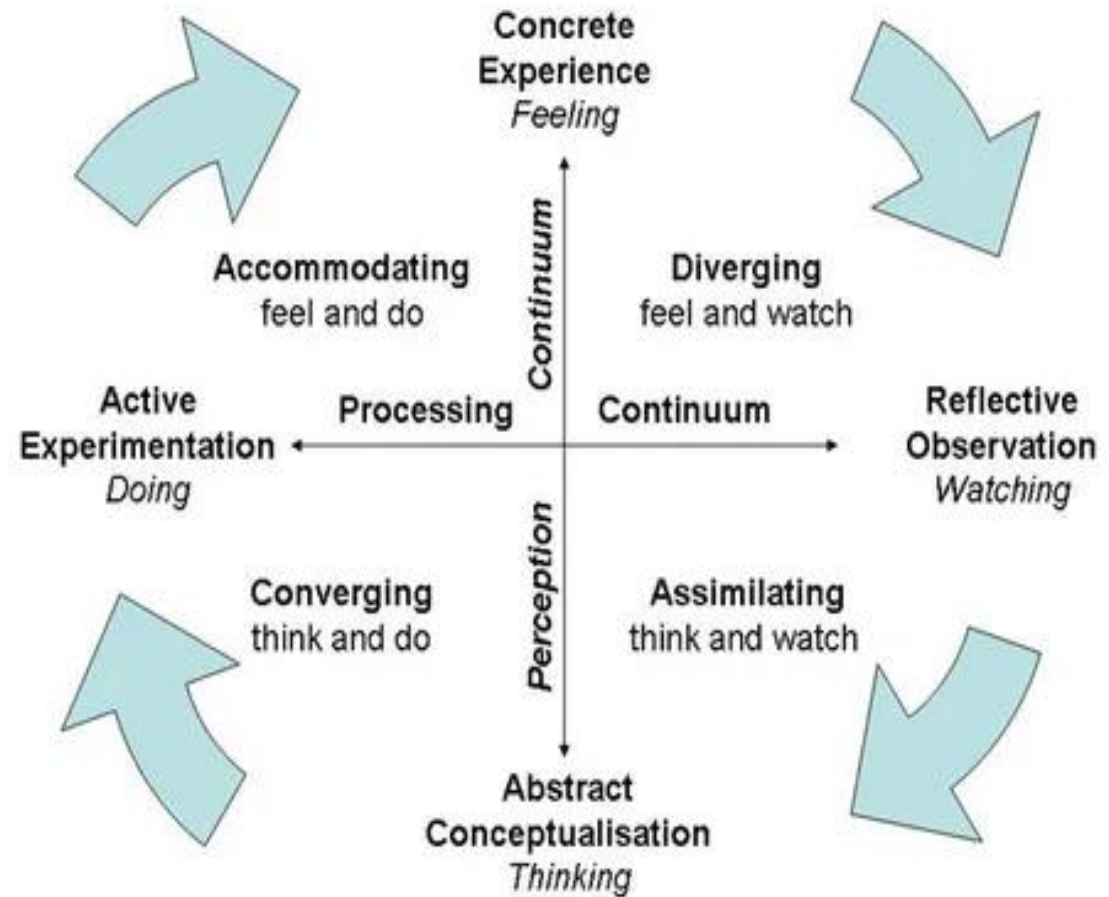
Skilled Helper approach draws on:

- **Robert Carkhuff (a student of Carl Rogers) theory of high-level functioning helpers.**
- **Strong's Social influence theory.**
- **Albert Bandura's Learning theory.**



Kolb's learning theory (1974) sets out four distinct learning styles, which are based on a four-stage learning cycle

Kolb explains that different people naturally prefer a certain single different learning style.



Saakvitne, K. (2002)

**Shared trauma: The therapists increased vulnerability.
*Psychoanalytic dialogues.***

When client shares trauma.

Primary Traumatisation.

Secondary Traumatisation

Vicarious Traumatisation (VT)

Burnout

Transference

Counter-Transference

Figley, C. (1995)

Compassion Fatigue as a Secondary Traumatic Stress Disorder.

“ The way out of trauma is by going through it.” (Epstein, 1994)

PTSD symptoms can follow “ Learning about unexpected or violent death, serious harm, or threat of death or injury experienced by a family member or other close associates.” (Figley (1995)

“Analysis is, in essence, a cure through love.” Sigmund Freud.

Sean Grover (2016) When therapists and patients fall in love.

“Experienced therapists spend years in their own therapy, two or three times a week, in addition to group therapy, supervision, and post-Masters training programs.”

Therapists are “taught to scrutinize their personal history, analyse and dissect life events, and pour over the intricacies of their own relationships. In the process, they become skilled at experiencing, investigating, and analysing their feelings, and enhancing their sensitivity.” Grover (2016)

ANTICIPATION OF SUPERVISION:

- **A COMMITMENT BACP MEMBERS ARE BOUND TO.**
- **A COMMITMENT THAT THERAPY ORGANISATIONS MAY REQUIRE.**
- **A PROCESS THAT DOES ENHANCE CLINICAL WORK AND WELLBEING, AND POSITIVE CLIENT OUTCOMES.**
- **SEEN AS BENEFICIAL AND OF VALUE.**
- **MODELS ARE, NORMATIVE, FORMATIVE AND RESTORATIVE.**
- **SUPERVISEE NEEDS MUST BE CONSIDERED**

ANTICIPATION OF SUPERVISION

- **A WIDE RANGE OF SUPERVISORY MODELS ARE AVAILABLE.**
- **COMPATABILITY FACTORS TO CONSIDER.**
- **OUR OWN COMPETANCY LEVELS.**
- **PROGRESS THROUGH PERSONAL THERAPY**
- **CONTINUOUS PERSONAL DEVELOPMENT (CPD)**
- **EXPERIENCE WITH CLIENTS**

ANTICIPATION OF SUPERVISION

- **ETHICAL DILEMMAS.**

[Ethical mindfulness in supervision and training GPiA 084 \(pdf\)](#)



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