

Certificate/Diploma in Supervision – An Integrative Relational Approach

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Registered Charity 1050175

POST-QUALIFICATION
TRAINING

Certificate/Diploma in Supervision: An Integrative Relational Approach

This course is suitable for consultants and supervisors of consultants and supervisors of counsellors, psychotherapists, psychologists, psychiatrists, social workers, probation officers, coaches and others in the helping professions. The course is based upon an integrative relational approach to supervision and supervisory practice. It is therefore not linked to any particular orientation of counselling or psychotherapy, but rather presents a model of supervision as a discipline in its own right. The course is aimed at practitioners in all different fields of work and with different theoretical approaches to counselling, psychotherapy and other forms of clinical practice. It aims to bring together helping professionals of different orientations so that they can dialogue about both their commonalities and differences in the theory and practice of supervision.

Aims of the training programme

- To provide participants with the theoretical basis and practical skills in supervision so that they can practice independently or in professional association as supervisors for practitioners in the helping professions. This standard is equivalent to that required by other professional associations for the accreditation of supervisors.
- To create a structured learning experience that provides models or frameworks of working knowledge and skills, resulting in a coherent and cohesive approach to the supervision of trainees or practising professionals.
- To develop in participants the supervisory competences as outlined in the 'The competences framework for supervision', published by Centre for Outcomes, Research & Effectiveness (CORE) from which will be derived the 'National Occupational Standards' for the practice of supervision.
- In the light of the seniority of the practitioners generally participating in the course, a particular emphasis is placed on the sharing and exchange of accumulated knowledge and expertise. The diversity of professional backgrounds and theoretical orientations provides a richness of experience, challenge and opportunity to participants.

Objectives for participants

- To understand a range of the basic theoretical models of supervision and to be able to compare and contrast them.
- To build up the systematic skills required of a supervisor in individual, group and organisational settings (the course does not provide instruction about specific therapies).
- To set up, maintain and terminate a working alliance with supervisees that takes into consideration their learning needs and developmental stage.
- To develop the ability for evaluating supervisees and writing appropriate reports.

- To look at appropriate learning styles and to be able to negotiate individual learning needs with supervisees.
- To monitor the supervisee's work so that the client is getting the best service possible and the supervisee is developing as a professional person.
- To evaluate their own supervisory practice generally and in particular in relation to the CORE Competence Framework(s) for Supervision.

Entry requirements

Applicants must be qualified practitioners in a helping profession, for example psychotherapists, counsellors, psychologists, psychiatrists or social workers, who are firmly grounded in their own orientation to clinical practice. All applicants must attend an introductory workshop.

Introductory workshop

This introductory workshop is for counsellors, psychotherapists, social workers, psychologists and others in the helping professions. It will introduce major areas of the theory and practice of supervision including methods of supervision, choosing priorities in supervision, values and ethics, range and flexibility of interventions, transference, countertransference and parallel process, as well as practical skill-focused work. A central feature of the workshop is that it is designed to accommodate and expand individual learning styles. The Introductory Workshop serves as the first module of the Supervision Course.

Introductory workshop dates

2009: 3/4 October, 5/6 December

2010: 16/17 October, 18/19 December

Curriculum

The curriculum has been carefully chosen to fulfil the course aims and objectives as earlier described, particularly taking into account the recently published 'Competences Framework for Supervision'. The course content has also evolved from relevant texts and research in the field of supervision, as well as our considerable experience in the field. We have made adjustments to both the course content and the structure of the training modules in response to feedback and requests from the participants. We regard this dialogue as an essential part of our training process.

Training programme design

Certificate

The course has been structured on a 2-day modular basis, spaced approximately monthly to make it more easily possible for professionals, who are not London based, to attend the course. There is an introductory module followed by five further 2-day modules.

The Introductory module serves to provide participants with an overall experience of the teaching style and a brief coverage of the topics later expanded on the subsequent five modules. It is an opportunity for a mutual assessment of the suitability of the course for the candidate. Progression by mutual agreement onto the main body of the course requires a commitment to completion of the remaining five modules.

Teaching days start promptly at 9.30am and end at 5.30pm (5.00pm on Sundays).

Two pieces of written work (each 2000 words) are required, which can be submitted during the course or up to 2 months after the end of the formal course. These are:

- 'My Philosophy of Supervision';
- Experience gained in the course practicum group related to a model(s) of the supervisory process and to the Competences framework.

Course attendance, making a satisfactory short presentation and completion of the written work leads to achievement of the Certificate.



Theoretical focus of the six basic modules

Module 1

Historical overview and scope of supervision in the helping professions. An overview of the many different elements of the supervisory process. The module aims to a brief review of material that is covered in greater depth in the subsequent five modules. This module as stated earlier also allows a mutual evaluation of course suitability.

Module 2

A review of different conceptual models of supervision in the literature, models of the Developmental Stages through which beginning supervisees progress, and differences in learning styles. The centrality of contracting and the supervisory alliance in supervision.

Module 3

Methods, goals and interventions in group and individual supervision. Supervising time-limited and brief-term therapy. Creative interventions in supervision.

Module 4

Transference, countertransference and parallel process in supervision.

Module 5

Contextual factors and issues of difference (race, culture, disability, etc.) in supervision. Ethical and professional issues. Evaluation of process and outcome in supervision.

Module 6

Student presentations. This consists of a short (20 minute) presentation to the group of a topic area within supervision with which the participant has particular expertise, knowledge or interest.

On each of the five modules (module 2 – 6) there is a considerable emphasis on the live practice of supervision which occupies 25% of the time of each teaching day. On each day of each module 50% of the participants take part in a tutor supervised supervision group, whilst the other 50% participate in small peer supervised groups. In this way each participant gets considerable feedback from the tutor and learning from the style of others, to support their development. Material from the tutor led group experiences and the peer supervision experiences supports the teaching of the theory.

Participants are supplied with a general reading list, hand-outs on material of interest and specific reading assignments related to the topics under discussion in a particular module.

Course dates

2011: 22/23 January, 19/20 February, 19/20 March, 21/22 May, 18/19 June

2012: 21/22 January, 18/19 February, 17/18 March, 19/20 May, 16/17 June



Name: Helen West

Current Training Year: Graduate, Certificate in Supervision, 2008

Occupation: Counsellor and Supervisor

Location: Flackwell Heath, Buckinghamshire

It's hard to put into words what exactly makes training at Metanoia so different, but it is without doubt a very rare and special place. It meets both my professional and personal needs with courses that are stimulating and rich in content, while the learning environment is always warm and supportive.

Although financially and time-wise the supervision course was a big commitment, the boost to my private practice has more than justified the cost. There is a definite kudos to the Metanoia name and it is notable how many supervisees have picked up on it.

I am now back at Metanoia studying for the Certificate in Couples Counselling and I love every minute of it!

Diploma

Achievement of the Diploma requires further training and practice which involves:

- Achievement of the Certificate requirements;
- Achievement of 40 hours practice of supervision – logged;
- Achievement of 15 hours Supervision of your supervision (individually or in small groups);
- Attendance at two (1 day) Advanced Supervision workshops chosen from the Metanoia CPD workshop programme;
- One 2000 word essay relating one or both Advanced workshops to your practice of supervision;
- One 2000 word process report i.e. a commented/reflective account of a transcript of your supervision work that represents a 20 minute excerpt with accompanying audio recording;
- A satisfactory report from the supervising supervisor;
- Submission of a log – to include brief notes on the 40 hours of supervision given.

Participants usually gain supervisory experience in their own work contexts and engage their own supervisor for their supervisory work externally to Metanoia Institute. Supervision may be practiced and/or achieved either individually or in small groups.

Breakdown of hours over the two years

Certificate year

Tutor course hours (including Introductory Workshop)	72 hours
Reading time	80 hours
Written work	18 hours
	Total 170 hours

Certificate awarded by Metanoia Institute

Diploma year

Attendance at two 1-day Advanced Modules	14 hours
Supervised supervision	15 hours
Supervision practice	40 hours
Reading time	80 hours
Written work	16 hours
	Total 165 hours

Diploma awarded by Metanoia Institute

Assessment for the Certificate in Supervision

- Attendance of at least 80% of course hours.
- Missed attendance made up in a manner agreed with course tutor e.g. a presentation to group, attendance at tutorial.
- Pass grading of written work.
- Presentation to group.
- Written work completed within 2 months of the end of the taught course.

Assessment for the Diploma in Supervision

- Achievement of the Certificate.
- Pass grading of written work.
- Log of supervision given.
- Log of Supervision of Supervision.
- Satisfactory report from Supervisor of Supervision.



Course staff

Joint Heads of the Integrative Department

Professor Maria Gilbert

MA (Clin Psych), BA (Hons) (English), Chartered Clinical Psychologist, TSM (GPTI), TSTA (ITAA), UKCP Registered Psychotherapist, BACP Registered Supervisor, Visiting Professor at Middlesex University.

Professor Vanja Orlans

MA, MSc, MSc, MSc, PhD, Dip. GPTI, ATSM (GPTI), AFBPsS, UKCP Registered Psychotherapist, Chartered Occupational Psychologist, Chartered Counselling Psychologist, Foundation Member with Senior Practitioner Status, BPS Register of Psychologists Specialising in Psychotherapy, Visiting Professor at Middlesex University.

Programme Leader

Paul Hitchings

PGCE, BSc, MSc, Chartered Counselling Psychologist, UKCP Registered Integrative Psychotherapist.

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