**CENTRE FOR SUPERVISION TRAINING**

**AND DEVELOPMENT**

# Student Handbook

# Autumn 2021

# Contents

## Pathway through the Course

**D I P L O M A**

**(Fees: £225 for the marking of three assignments, to be paid upon registering for the Diploma)**

**Module One**: Fundamentals of Supervision

> Choose a Tutor from the list (pages 5-7) and make brief contact with him/her

> Write first Assignment (or a developed draft for discussion)

**Tutorial:** Feedback on Draft or on final Assignment. Discuss setting up as a supervisor and choice of optional Modules

**Modules Two and Three**: choose TWO from the following

- Psychotherapeutic Supervision
- Working with supervisees within organisational settings
- Working with Groups

> Write second Assignment

**Tutorial**: Feedback on Assignment

**Module Four**: Supervision Integration

Ideally you will have completed at least half of the 50 hours of supervision before attending this module.

Self and Peer Assessment Process: gather feedback from sources as indicated. Write a reflective summary of the feedback together with some comment on your 'journey' through the CSTD training (see page 9 for assignment title in full)

**Final Qualifying Tutorial**: Feedback on Assignment. Completion of Tutor Report Form leading to Award of the Diploma

*Important Note for the Award to be gained - 50 hours of supervised practice should have been completed + 10 hours of supervision on supervision*

**Pathway through the Course**

**C E R T I F I C A T E**

**Module One**: Fundamentals of Supervision

Choose a Tutor from the list (see pages 5-7) and make brief contact with him/her

**Optional Tutorial**: if needed, meet with your Tutor to discuss setting up as a supervisor and choice of optional Modules

**Modules Two and Three**: choose TWO from the following

- Psychotherapeutic Supervision
- Working with supervisees in organisational settings
- Working with Groups

**Module Four**: Supervision Integration

Ideally you will have completed at least half of the 50 hours of supervision before attending this module.

Self and Peer Assessment Process: gather feedback from sources as indicated. Write a brief reflective summary of the feedback together with some comment on your 'journey' through the CSTD training. Send this to your Tutor and arrange a Tutorial.

**Final Qualifying Tutorial**: Completion of Tutor Report Form leading to Award of the Certificate

*Important Note for the Award to be gained – 50 hours of supervised practice should have been completed + 10 hours of supervision on supervision*

**Following completion of the Certificate, three Assignments can be written in order to convert to a Diploma Award**

**Conversion of CSTD Certificate to Diploma**

- select a Tutor and make email contact to inform him/her of your intentions (perhaps best to have the same Tutor as for the Certificate)
- get support in whatever way needed for the first assignment
- write first assignment
- have tutorial for feedback and discuss second assignment
- write second assignment
- have tutorial for feedback and discuss third assignment (ways of integrating what you have already written for the Certificate, ie the feedback process)
- have tutorial for feedback and completion of Tutor Report Form for the Diploma
- pay the £225 assignment marking fee – (in addition there will also be the cost of three tutorials to be paid to the tutor)

# Tutorials

Three tutorials are needed to be undertaken in order to obtain the Diploma, and one or two tutorial sessions for the Certificate each with one of the Centre staff, the tutor to be decided on as early as possible in the process. The fee for each tutorial is £75 (£85 for sponsored fees).

**For both Diploma and Certificate students the first tutorial** takes place after the Fundamentals Course to plan the participant's learning and development. For Certificate Students, the first tutorial is optional, depending on whether any discussion is needed.

**Diploma Students** have a **second tutorial** after completing their assignment for their two Optional Modules; and a **final qualifying tutorial** after completing their assignment for Supervision Integration. The fee for the marking of the three assignments is £225 and should be paid at the beginning of the process when registering for the Diploma.

**Certificate Students** have a **final qualifying** tutorial after completion of Supervision Integration.

**Please choose your tutor from one of the CSTD teaching staff:**

**Judy Ryde**, PhD is a psychotherapist, supervisor and trainer and is a founder of the Bath Centre for Psychotherapy and Counselling and the co-founder and past chair for Psychotherapists and Counsellors for Social Responsibility. In her book 'Being White in the Helping Professions: An Intersubjective Approach to Intercultural Working' (2009) she writes on supervision. She has written several other chapters and papers on supervision and is a contributor to the 3rd and 4th editions of 'Supervision in the Helping Professions'. She is director of the Trauma Foundation South West, a charity which provides psychotherapy and counselling for refugees and asylum seekers.
E-mail: judy.ryde@cstd.co.uk

**Jane Purkiss**, MA, PGCE, is a UKCP registered psychotherapist with 20 years' experience of training and supervision. She was Director of Studies at the Bath Centre for Psychotherapy and Counselling from 2007- 2011. She has extensive experience of supervising Graduate psychotherapists and students in training. One of her areas of interest is post modern approaches to loss and separation. She has run training days on this theme in various locations in the South West and published articles in *The British Journal of Psychotherapy Integration* (2010) and *Self and Society* (2009). Jane's background is in education and she is a fluent French speaker.
E-mail: jane.purkiss@cstd.co.uk

**Rae Howling** C of Ed, CQSW, Dip HIP, MA HIP, UKCP Reg. Rae is a psychotherapist, supervisor and trainer, and works on the final stages of the psychotherapy MA at the Bath Centre of Psychotherapy and Counselling. She has a private practice in Bristol. She is particularly interested in the integration of Intersubjective Systems Theory and Dialogical Theory in her work as a psychotherapist. Rae has worked as a supervisor of psychotherapists and students in training for many years.
E-mail: rae.howling@blueyonder.co.uk

**Martin Capps** MSc, SM GPTI, is a UKCP registered gestalt psychotherapist supervisor and trainer with over 20 years of experience in the private, NHS and third sectors working with individuals, couples and groups. He is currently a primary tutor on the Advanced Diploma in Gestalt Psychotherapy course of the Welsh Psychotherapy Partnership in Cardiff, and has taught at the Metanoia Institute. He is particularly interested in the relational aspects of shame and its impact on individuals and organisations, and in particular how it may present in the therapeutic and supervisory relationships. Martin works from his home near Ross-on-Wye, Herefordshire as well as in Chepstow, Monmouthshire.
E-mail: martin@martin-capps.co.uk

**Kate Bowman**, MA, Cert. Ed., Dip HIC, Dip HIP, UKCP reg. Kate is a psychotherapist, supervisor and trainer. She is Course Leader for the MA in Humanistic and Integrative Psychotherapy at Bath Centre for Psychotherapy and Counselling. One of her areas of interest is the nature of psychotherapeutic integration - the intersubjective with the dialogical, the embodied with the imaginal, the personal with the collective - and how this might help us to relate to others in a way that allows us to hold a paradox of not knowing whilst listening to what is already known. She has been in private practice in Bath for 15 years.
E-mail: katebowman.bcpc@gmail.com

**Maria Storey Walker**, MA, is a UKCP registered psychotherapist, supervisor and trainer working with adults, children and young people. She is Programme Director for the MA in Transpersonal Child, Adolescent and Family Therapy at the Centre for Counselling and Psychotherapy Education (CCPE) in London, on which she lectures and supervises trainee psychotherapists. She has a private practice in London and in Shaftesbury, Dorset. Maria's psychotherapeutic approach combines talking therapy with creative exploration using dreams, sandplay, art and visualisation to help 'make the unconscious conscious' and bring balance to life.
E-mail: info@mariastoreywalker.co.uk

**Lisa Nel** BA(Comb)Hons, PGCE, MBACP(Accred) has 33 years' experience in educational and therapeutic roles. She currently practises as a supervisor and integrative, humanistic counsellor with adults and under-18s in Warminster. Lisa teaches at the Bath Centre for Psychotherapy and Counselling, and also runs post-qualifying CPD courses in counselling children and young people.

Special interests include developing reflective supervision for pastoral staff in schools and learning new ways to support clients of all ages, impacted by trauma. Lisa has co-developed training about vicarious traumatisation with her colleague, Mark Stancombe, from a shared belief in the need for robust self-care in the helping professions.

E-mail: lisa@imokyoureok.co.uk

**Dawn Grantham** MA, is a UKCP registered Psychotherapist, Supervisor working with Adults, Children and Young People. Dawn is also an EMDR Therapist a Tutor for The Association of Sandplay Therapists and The Centre for Psychotherapy Education, is the Lead Counsellor in 2 schools and has a private practice in central London. As an Integrative and Transpersonal practitioner, she is particularly keen to explore the creative and systemically influenced aspects of therapeutic and supervisory relationships.

E-mail: Dawn.grantham17@gmail.com

# Supervision on Supervision

**10 hours of supervision on supervision covering 50 hours of supervision practice**

Before being awarded the Certificate or Diploma, ten hours of supervision on supervision practice need to be completed with either one of the Centre staff or a senior supervisor.

**Please choose your Supervisor from the following CSTD list**

| | | |
|---|---|---|
| Judy Ryde | Bath | judy.ryde@cstd.co.uk |
| Jane Purkiss | Bristol | janepurkiss194@gmail.com |
| Rae Howling | Bristol | rae.howling@blueyonder.co.uk |
| Judy Malone | Bristol | jude_malone@orange.net |
| Chris Mills | Bath | cm@chrismills.uk.com |
| Kate Bowman | Bath | kate@flatwoods.co.uk |
| Becky Midwinter | Bristol | becky.midwinter@gmail.com |
| Mick Parsons | Bristol | mick.parsons2@btinternet.com |
| Rosie Hodgson | Bath | rosie-hodgson@lineone.net |
| Ailin Kelleher | Bath | ailin.k@talktalk.net |
| Sue Cook | Bath | suecook.therapy@btinternet.com |
| David Slattery | Nailsworth | david@relational-psychotherapy.co.uk |
| Sonja Potts | Worcestershire | sonjakpotts@gmail.com |
| Annie Shaw | Stroud | annie@plumtucker.co.uk |
| Sue Wright | Stroud | huma-kusu@tesco.net |
| Julie Brennan | Carmarthen | julie.brennan@wales.nhs.uk |
| Martin Capps | Ross on Wye | martin@martin-capps.co.uk |
| Lesley Spencer | Cardiff | lesleyspencer@talktherapycardiff.com |
| Ian Rees | Glastonbury | johnblaise@icloud.com |
| Elizabeth Dartnall | Bradford on Avon | elizabeth@talkmatters.com |
| Maria Storey Walker | Wiltshire | mariastoreywalker@gmail.com |
| Lisa Nel | Warminster | lisa@imokyoureok.co.uk |
| Debbie Wander | Devon | debbiewander@hotmail.com |
| Julie Jeffs | Devon | juliejeffs@blueyonder.co.uk |
| Stephanie Davies | Oxford | stephanie@sdaviesconsultancy.com |
| Briony Nicholls | Oxford | briony.nicholls@ntlworld.com |
| Helen Macallan | South West London | helen.macallan@virgin.net |
| Suhith Shivanath | London | suhithshivanath@gmail.com |
| Dawn Grantham | London | dawn.grantham17@gmail.com |
| Antonia Murphy | Nottingham | antonia.murphy@ntlworld.com |

## Finding Supervisees

Here are some ideas for getting going as a Supervisor

- **Work Setting**: Perhaps this offers opportunities for you to supervise colleagues. Pay attention to role and boundaries…. Ideally, you need to only be in the supervisor role and not a mixed role of manager and supervisor.
- **Private Practice**: You can advertise an offer of low-cost supervision on any available websites, indicating clearly that you are in training as a supervisor with CSTD Bath.
- **Specific arrangement with a colleague**: You can set this up as long as you adhere to clear boundaries (structure, timekeeping etc). And role – you are to be clearly in this position as Supervisor only.
- **Agency work**: Many people have offered their services as a volunteer supervisor within an Agency. This scenario has generally been productive for gaining experience as a supervisor, albeit working within any Agency guidelines. CSTD has a special arrangement with BCPC (Bath Centre for Psychotherapy and Counselling) and provides supervisors for their low-cost counselling and psychotherapy service (see below).

## CSTD student supervisors working within BCPC's low-cost counselling and psychotherapy service

- The BCPC placement is on offer to CSTD supervisors who are UKCP registered. This is because BCPC students (of either psychotherapy or counselling) need to be supervised by someone who is UKCP registered in order to be able to count the hours towards their qualification
- The ultimate line of authority/responsibility lies with BCPC who obviously have ownership of the placement. If CSTD supervisors have any issues they can of course discuss them with their supervisor-on-supervision. But any pressing concerns should be addressed to BCPC via the Placement Coordinator. CSTD supervisors and supervisors-on-supervision should not expect to unduly influence the students working in the placement by suggesting courses of action which may run counter to BCPC's expectations and established procedures.

**READING LIST**

**Core Text**

Hawkins, P., & McMahon, A. (2020) *Supervision in the Helping Professions (5$^{th}$ edn)* McGraw - Hill: Open University Press

**Recommended Supplementary Reading**

Carroll, M. & Shaw, E. (2013) *Ethical Maturity in the Helping Professions: Making difficult life and work decisions.* London: Jessica Kingsley Publishing.

Gilbert, M. & Evans, K. (2000) *Psychotherapy Supervision: An integrative Relational Approach to Psychotherapy Supervision* Buckingham: Open University Press.

Hawkins, Peter & Smith, Nick (2013) *Coaching, Mentoring and Organizational Consultancy 2E: Supervision, Skills and Development*

Proctor, B. (2000) *Group Supervision: A Guide to Creative Practice* London: Sage Publications

Scaife, J. (2009) *Supervision in Clinical Practice: A Practitioner's Guide* (2$^{nd}$ edn) London: Routledge

Van Ooijen, E. (2013) *Clinical Supervision made easy: a creative and relational approach for the helping professions* (2$^{nd}$ edn) Monmouth: PCCS Books.

Wheeler, S., & Richards, K. (2007) The impact of clinical supervision on counsellors and therapists, their practice and their clients: A systematic review of the literature. *Counselling and Psychotherapy Research 7*(1), 54-65.

**Module Tutors may recommend further texts and articles for their particular Modules**

Hawkins, P. (2019). Resourcing – the neglected third leg of supervision. In E. Turner and J Passmore (Eds). *The Heart of Coaching Supervision – working with reflection and self-care.* Abingdon: Routledge.

Hawkins, P. and Ryde, J. (2019). *Integrative Psychotherapy: a relational, systemic and ecological approach.* London: Jessica Kingsley. [Chapter on supervision]

Davys, A. and Beddoe, L. (2010). *Best Practice in Professional Supervision: A Guide for the Helping Professions.* London: Jessica Kingsley.

Bond, M. and Holland, S. (2010). *Skills of clinical supervision for nurses: A practical guide for supervisors, clinical supervisors and managers*. Maidenhead: Open University Press.

Owen, D. and Shoet, R. (2012). *Clinical supervision in the medical profession*. Berkshire: Open University Press, McGraw-Hill Education.

Proctor, B. (2008). *Group Supervision: A Guide to Creative Practice (second edition)*. London, Sage.

Page, S. and Wosket, V. (2015*). Supervising the counsellor and psychotherapist: A cyclical model.* 3rd edn. London: Routledge.

Turner, E. and Palmer, S. (2019). *The heart of coaching supervision: Working with reflection and self-care.* Abingdon: Routledge.

Bachkirova, T., Jackson, P. and Clutterbuck, D. (Eds) (2011). *Supervision in Coaching and Mentoring: Theory and Practice*. Maidenhead: Open University Press/McGraw-Hill.

**Assignment Titles and Writing Guidelines (for Diploma Students)**

## Assignment Titles

**Each assignment will be marked by your Tutor**

**First Assignment: Fundamentals of Supervision** 2000 words

*Write a document in two parts - to use directly with your current and prospective supervisees, and to prepare/develop your thinking about your supervision practice.*
*Part One: a short statement about the practical arrangements of your work (where, when, payment, cancellation etc)*
*Part Two: a more extended piece for yourself (to clarify your ideas for when you are meeting someone for the first time). This should outline why supervision is important, what it covers, how you work as a supervisor, and how your supervisee's clients will benefit from supervision.*

**Second Assignment (following your choice of Optional Modules**) 2000 words

*Write up a Supervision session (individual or group) showing the following: how you have applied what you have learnt on your two optional Modules, and how your learning has informed your reflection on the session.*

**Third Assignment: Supervision Integration** 2000 words

*Write a reflective piece on your journey through the supervision training. Include your reflections on the 360 degree feedback process on the Module. Discuss your understanding of your strengths as a supervisor as well as your learning needs in this role, and indicate how these will be attended to in your future development.*

## Writing Guidelines

These guidelines are designed to assist you with your assignments for the CSTD Modules. You write an assignment for the two required Modules (*Fundamentals of Supervision* and *Supervision Integration*). You choose TWO further Modules (from the following: *Psychotherapeutic Supervision, Working with supervisees in organisational settings, and Group Supervision)* and write an assignment showing how you have applied what you have learnt on these Modules.

### Assignment Presentation

Assignments should be typed on A4 paper using a clear font at point 11 or 12. Include a cover sheet with the following details: Name, Date, Module, Assignment Title, Word Count (this can be **+/-** 10% of the 2,000 word limit). All assignments should have page numbers indicated. Send your assignment to your tutor electronically and bring a hard copy to your tutorial to enable discussion and feedback.

## Style

It is important that you find your own way with writing. Within that, you need to combine your personal thoughts on the topic with academic authority (critical reflection and accurate referencing) and examples need to be given from your own supervision practice.

## Critical Reflection

This encourages an attitude of evaluating information both in the light of your own experience and with reference to the views of others. Characteristics of critical reflection include:

- A spirit of open inquiry

- Trust in one's own experiences and ideas

- Flexibility in considering and presenting alternative views

- Holding an awareness of not making judgements

- Remaining open in the face of difference

## Referencing

This is important as an academic convention that enables readers of your work to understand the development of your ideas and to follow up sources themselves if they wish to do so. Accurate referencing is also important in relation to copyright law and avoidance of plagiarism.

### *Referencing in the text of your assignment*

Quotations should be in italics. Use single inverted commas. Put the reference detail in brackets as indicated below:

Hawkins and Shohet (2012) discuss how supervision is linked to reflective practice – '*Supervision develops out of the rich soil of reflective practice and in turn is a key element of supporting and developing the reflective practice of all who work in the helping professions'* (Hawkins and Shohet 2012:16)

### *Your Bibliography for this quotation would be put at the end of the essay and be written as follows:*

Hawkins P & Shohet R (2012) (4th edition) *Supervision in the Helping Professions* McGraw-Hill Berkshire UK: Open University Press (first published 1989)

**Ideally you can now use the 5th edition for your referencing (Hawkins & McMahon 2020)**

*Further points*

- Brief quotations can be included in the *text* of your work

- Longer quotations are given as separate paragraphs, usually indented from the text margin

- Quotations may also come from Journals, Newspaper articles, Conferences. Provide as much detail as possible regarding the source/publisher/date

- Internet Referencing – specify the date on which you accessed the item and include the full internet linkage eg:  www.cstdbath.co.uk/supervisoncourses (accessed 12/02/2014)

- Personal Communication: this is when you may have had a conversation/letter/email exchange with someone and you wish to refer to it. After the quotation provide the person's name or initials and the date in brackets – for example: (Personal Conversation Judy Ryde 2013)


## Marking


**Students will be given 1, Distinction; 2, Good Pass; 3, Satisfactory Pass; 4, Referral for further work; 5, Fail**    The majority should be given a 2 or 3 but if 4 or 5 is given then the Tutor may collaborate further with the Module tutor.


**1. Distinction** will be given when the tutor feels that the student has greatly excelled in all areas.


**2. Good Pass**: This will be given when the tutor thinks that the student has very adequately met all requirements.


**3. Satisfactory Pass**: This will be given when the tutor thinks that the student has adequately met most requirements.


**4. A referral** is made under these circumstances and when 3 of the 5 areas are not adequately covered:


1. Theory is inadequately covered and with insufficient understanding but with further work could be reach a pass

2. Further work needs to be done to show adequate critical reflection

3. Further work needs to be done to show how theory relates to practice

4. Further work needs to be done to show adequate self-reflection

5. Some inaccuracies in the spelling, referencing and grammar need attention

**5. A fail** is given under these circumstances and when 4 of the 6 areas are present

1. There are a number of serious inaccuracies in the description of the theories drawn upon in the submission and very little or no evidence that the student understands these theories or their underlying assumptions.

2. There is inadequate evidence of the student's ability to critically reflect upon the theories drawn upon

3. No attempt has been made to relate theory to practice

4. There is no satisfactory evidence of the student's ability to be self-reflective.

5. The submission is very poorly presented with little care taken to ensure grammatical, spelling and typographical errors are corrected. Referencing is inaccurate and / or there are a number of omissions.

6. Overall, you have serious concerns about the professionalism and integrity of the student and / or their readiness to be a supervisor

# CSTD Bath Diploma in Supervision
## Marking Sheet for assignments

| Student Name | |
|---|---|
| Date Submitted | |
| Module title | |
| Assignment title | |

| | Poor | Unsatisfactory | Satisfactory | Comprehensive | Outstanding |
|---|---|---|---|---|---|
| Clarity and accuracy of written English. Accurate Referencing. | | | | | |
| Understanding of the question being asked in the essay title | | | | | |
| Ability to draw on multiple sources of learning (modules, practice, supervision of supervision, reading) and integrate them. | | | | | |
| Understanding of theory and its relevance to the assignment | | | | | |
| A capacity to reflect on practice and issues discussed | | | | | |
| Critical analysis and evaluation (if appropriate) | | | | | |
| Reflection on personal experience and development | | | | | |

| Mark Awarded | |
|---|---|
| Date | |
| Signature 1st Marker | |
| Signature 2nd Marker If needed | |

# CSTD: Tutor Report Form

**This form should be filled in by the student's tutor at, or just after, the final qualifying tutorial and sent to all other tutors and the office administrator. Any comments from others need to be received within a week (sent to the student's tutor). Concerns will be taken up by the tutor directly with the student. If all is fine, then the tutor will liaise with the administrator for the Award (Diploma or Certificate) to be made.**

| | |
|---|---|
| Name of student | |
| Name of Tutor: | |
| Courses completed (with dates): | |
| Supervisor of supervision:<br><br>Please include a comment from the Supervisor regarding the supervisee's work and progress over time | |
| Number of supervisees and hours of supervision; where the supervision has been supervised (eg private practice) | |
| Key issues that emerged from the 360 degree feedback and how the student is going to address them as they go forward | |
| Has the student a clear set of ethical principles they are committed to? If they are a member of a professional body with its own supervision ethical standards – please state which body this is | |
| Are there any agreements about what the student is doing going forward?  If so what? | |
| Comment from Tutor regarding Assignment(s) including Grade(s) awarded<br><br>Do you recommend we endorse them as a professional supervisor? | CERTIFICATE      DIPLOMA<br>*(Delete as appropriate)* |
| Signature of tutor | |
| Date: | |

# Self and other Assessment Questionnaire for Supervisors

This self-assessment questionnaire affords you the opportunity of getting some 360° feedback from yourself, your supervisees, peers and supervisor.  Each person is asked to rate each area of skill on a one to five scale. If there are things that do not apply or are not particularly well understood it is fine for them to be left blank.  **See detail regarding who to send it to at the end of the form.** To create some common understanding of how to use this rating scale the following definitions are offered:

1. Professional learning need – don't know how to do this
2. Second Stage learning need – know how to but unable to make it happen
3. Sporadically competent – occasionally do it fine
4. Consistently competent – this has become part of natural way of doing things
5. Mastery – can role model for this – can teach it to others

| See above for full definition of headings | 1 Professional learning need | 2 Second Stage learning need | 3 Sporadically competent | 4 Consistently competent | 5 Mastery |
|---|---|---|---|---|---|
| **Knowledge** | | | | | |
| 1) Understand the purpose of Supervision | | | | | |
| 2) Clear about the boundaries of Supervision | | | | | |
| 3) Understand the following elements: | | | | | |
| Managerial / professional | | | | | |
| Educative / developmental | | | | | |
| Supportive / restorative | | | | | |
| **C.L.E.A.R Supervision Skills** **C**(contract) **L**(listen) **E**(explore) **A**(action) **R**(review) | | | | | |
| **C. 1**. Can explain to supervisees the purpose of supervision and can describe one's own way of working | | | | | |
| **C. 2.** Can negotiate a mutually agreed and clear contract (practicalities; roles and responsibilities; boundaries; joint-success criteria) | | | | | |
| **C. 3.** Can maintain appropriate boundaries | | | | | |
| **C. 4.** Can set a supervision climate that is: | | | | | |
| Empathic | | | | | |
| Genuine | | | | | |
| Congruent | | | | | |
| Trustworthy | | | | | |
| Immediate | | | | | |
| **C. 5.** Can maintain a balance between the managerial, educative and supportive functions | | | | | |

| See above for full definition of headings | 1 Professional learning need | 2 Second Stage learning need | 3 Sporadically competent | 4 Consistently competent | 5 Mastery |
|---|---|---|---|---|---|
| **C. 6.** Can end a session on time and appropriately | | | | | |
| **L. 1.** Can listen well at multiple levels | | | | | |
| **L. 2.** Can appropriately match different people and build rapport quickly | | | | | |
| **L. 3.** Can use a range of appropriate questions | | | | | |
| **E.1.** Can flag clearly the intent of an intervention | | | | | |
| **E.2**. Can use the following types of intervention: | | | | | |
| Prescriptive | | | | | |
| Informative | | | | | |
| Confrontative | | | | | |
| Catalytic | | | | | |
| Cathartic | | | | | |
| Supportive | | | | | |
| **E.3.** Can appropriately express a wide range of emotions | | | | | |
| **E.4**. Can enable transformational moments in the here and now. | | | | | |
| **A.1.** Can move supervisee into action phase | | | | | |
| **A.2.** Can clarify the who, what, when, where and how of the action | | | | | |
| **A.3.** Can help supervisees to rehearse appropriate interventions. | | | | | |
| **R.1.** Can give feedback in a way that is: | | | | | |
| Clear | | | | | |
| Owned | | | | | |
| Regular | | | | | |
| Balanced | | | | | |
| Specific | | | | | |
| See above for full definition of headings | 1 Professional learning need | 2 Second Stage learning need | 3 Sporadically competent | 4 Consistently competent | 5 Mastery |
| **Process Skills** | | | | | |
| Can skilfully focus on: | | | | | |

| See above for full definition of headings | 1 Professional learning need | 2 Second Stage learning need | 3 Sporadically competent | 4 Consistently competent | 5 Mastery |
|---|---|---|---|---|---|
| Client content / phenomena (Mode 1) | | | | | |
| Supervisee's interventions (Mode 2) | | | | | |
| Supervisee/Client relationship (Mode 3) | | | | | |
| Supervisee's reactions and assumptions (Mode 4) | | | | | |
| Supervision relationship and parallel process (Mode 5) | | | | | |
| Own reactions and assumptions (Mode 6) | | | | | |
| The wider context (Mode 7) | | | | | |
| **Capacities or Qualities** | | | | | |
| 1) Takes Appropriate Leadership | | | | | |
| 2) Has the appropriate authority, presence and Impact for the role of supervisor | | | | | |
| 3) Able to build relationship and comment on it. | | | | | |
| 4) Able to encourage, motivate and carry appropriate optimism and develop self-supervision skills in supervisee | | | | | |
| 5) Has awareness of when they find themselves deferring to others. | | | | | |
| 6) Can work across difference, trans-culturally sensitive to individual differences | | | | | |
| 7) Has developed and practices ethical maturity | | | | | |
| 8) Has a sense of humour | | | | | |
| 9) Has a sense of humility | | | | | |

| See above for full definition of headings | 1<br>Professional learning need | 2<br>Second Stage learning need | 3<br>Sporadically competent | 4<br>Consistently competent | 5<br>Mastery |
|---|---|---|---|---|---|
| **Commitment to one's own ongoing development** | | | | | |
| 1) Can ensure own appropriate supervision | | | | | |
| 2) Committed to updating own practitioner and supervisory skills and knowledge | | | | | |
| 3) Can recognise own limits and identify own strengths and weaknesses as a Supervisor | | | | | |
| 4) Receives regular feedback from | | | | | |
|     Supervisees | | | | | |
|     Peers | | | | | |
|     Own supervisor/seniors | | | | | |
| | | | | | |
| **Optional:** | | | | | |
| **For Group Supervisors** | | | | | |
| 1) Can ensure knowledge of group dynamics | | | | | |
| 2) Can use the process of the group to aid the supervision process | | | | | |
| 3) Can handle competitiveness in groups | | | | | |
| | | | | | |
| **For Senior Organisational Supervisors** | | | | | |
| 1) Can supervise inter-professional issues | | | | | |
| 2) Can supervise inter-organisational issues | | | | | |
| 3) Has knowledge of stages in team and organisational development and systems theory | | | | | |
| 4) Can surface the underlying team or organisational culture | | | | | |
| 5) Can facilitate organisation change | | | | | |
| 6) Can create a learning culture in which supervision flourishes | | | | | |

Please try and use an appropriately wide range of scoring, do not reduce everything to a median score. **After scoring this yourself, please send blank copies of this self-assessment questionnaire to two supervisees, one colleague/peer and your supervisor**. Arrange for feedback from each person who fills in one of these forms. The objective is not so much to arrive at a score, but to start a series of 360° conversations that will hopefully stimulate further learning and new areas of focus for the development of your practice.

# CSTD Certificate and Diploma – UKCP recognition

Both the Diploma and Certificate are recognised by The United Kingdom Council for Psychotherapy (UKCP) as 'Recognised Supervisor Training' (RST)

**Whatever your profession** you can use this in your advertising – for example
*'I have completed Supervision Training with CSTD Bath (Centre for Supervision, Training and Development) and have obtained a Certificate/Diploma\* Award. CSTD Bath is endorsed by The United Kingdom Council for Psychotherapy as a 'Recognised Supervisor Training' and meets all UKCP's requirements for Supervision Training'*
*(\* delete as appropriate)*

**If you are a UKCP registered Psychotherapist** and wish to be listed by UKCP in their DIRECTORY of Supervisors (they do not yet have a Register of Supervisors) you need to do the following once you have the CSTD Award:

- Write to the CSTD Administrator (info@cstdbath.co.uk) and give her the name of your original Training Institution (eg BCPC, Metanoia, The Minster Centre, Sherwood Institute etc etc etc – the Organisation that has accredited you)
- Ask the Administrator to forward your name and the name of your accrediting organisation to the secretary of the HIPC section of UKCP – this is currently Pauline Powlesland .(Pauline will add you to the HIPC Directory of UKCP and she will also forward your name for the overall UKCP Directory)

     **PLEASE NOTE: For UKCP registered Psychotherapists**
     **When the UKCP Register is drawn up there will be criteria for entry connected to Training Standards. These are *likely* to include having completed written work. So taking our Diploma route is probably the best option in terms of ease of inclusion onto the Register (or having a plan to ultimately convert your Certificate to a Diploma)**

**Events for People who have undertaken the Diploma or Certificate with CSTD Bath**

We hope that people who have qualified with CSTD and gained our Diploma or Certificate will keep in touch with us through supervision groups and workshops. We value the community of supervisors who are trained with us in terms of shared on-going learning and exchange.

To that end we have an on-going monthly evening supervision group for supervision of supervision run by Judy Ryde in Bath at Barrow Castle. You can find details of this on the website and by ringing Judy on 01225 444911. We ask for a commitment of 5 sessions for the group and the current price can be found on the website or by phoning. In this way, we hope to have some continuity but allow new people to join each half year.

We will also put on workshops (mostly one-days) from time to time and you will be informed about them by email. Details can also be found on the website. If you would like a particular supervision issue to be discussed, then you could let us know and we may be able to run a one day on the subject.