

SUPERVISOR TRAINING

Introductory Supervisor Training Programme (ISW)

For Supervisors of Clinical Psychology Trainees

The Introductory Supervisor Programme is jointly delivered by the Sheffield, Leeds and Hull clinical psychology training programmes. The teaching is planned jointly, two of the four days of teaching are shared, and the assessment procedures are agreed across the three programme. These processes mean that the Programme is designed to meet the requirements for BPS Supervisor Training and Recognition (STAR) accreditation. Details of the latest event can be found on the Clinical Psychology website <http://www.sheffield.ac.uk/clinicalpsychology/supervisors/workshops>.

About BPS STAR:

Supervisor Training and Recognition (STAR) has been developing over a number of years. In 2009 it was adopted formally by the British Psychological Society (BPS) and implemented as an accreditation structure for all applied psychology supervision. Supervisors may apply for registration on the BPS Register of Applied Psychology Practice Supervisors (RAPPS) by providing evidence of training in an agreed set of supervision skills. The BPS will make a charge for each individual person achieving accreditation through an accredited programme. For further information see <http://www.bps.org.uk/what-we-do/developing-profession/register-applied-psychology-practice-supervisors-rapps/register-applied-psychology-practice-supervisors-rapps>.

A set of Learning Objectives have been developed and agreed, against which initial supervisor training is to be evaluated under the STAR process, and it is the basis on which the current supervisor training has been built, and is represented in the form of a Learning Objectives Self Evaluation Form which is attached at the end of this document.

WHO?

This programme is suitable for qualified clinical psychologists. It is also suitable for applied psychologists who offer placements to trainee clinical psychologists. Other healthcare professionals who are involved in supervising trainees may also be eligible. Participants need not have experience of supervising a trainee clinical psychologist, nor be working with a trainee currently; however, all will have had some experience of being a supervisor. Experienced supervisors are also welcome to attend.

WHAT?

This programme consists of a series of four study days. All four days must be attended to be eligible for accreditation by the BPS through STAR.

It is expected that, as an integral part of the programme, participants will meet in peer groups between some of the study days. Participation in the peer supervision groups is planned to facilitate learning consistent with a developmental model of adult learning.

The final aspect of the ISW training process is the submission of the Portfolio as described below.

EVALUATION?

This training programme has been designed for individual participants to achieve all of the objectives set by STAR as an integral part of the training. A full list of the learning objectives will be provided on Day 1 of the training.

The way in which each participant will be assessed against the learning objectives will be through a Portfolio. Most of the work for the Portfolio is an integral part of the four training days. The Portfolio is likely to contain the following elements:

- Before and after self-assessments of supervisory competence against STAR learning outcomes
- 3 individually designed goal attainment scales completed by workshop 2 and reviewed by workshop 4
- A reflective log containing 3 x 500 word personal accounts
- A copy of the contract agreed by the participant's peer supervision group with a brief evaluation using the good practice guidelines provided
- Structured feedback received from someone the participant has supervised during the course of the programme
- Structured feedback from supervisor of supervision
- The presentation from a Problem-Based Learning exercise that emerges out of the supervisory work done in the peer supervision groups

Participants will be asked to submit their Portfolio containing these assignments one month after the completion of Day 4.

WHEN and WHERE?

2017 dates for the training programme are due to be set. In the past, the first two days have been a joint residential event with the opportunity to meet with colleagues from across the Region. This is likely to be in February or March 2017. The following two days will be local events with smaller groups of local supervisors probably to be held at the University of Sheffield. These are likely to be held in May and November to allow for the time to transfer the training into practice and for course participants to attend their peer supervision groups.

The overall time commitment will be four study days, with a minimum of four additional peer group meetings in between days two, three and four.

HOW?

We have a central application system. Please contact Jacquie Howard j.a.howard@sheffield.ac.uk for the latest details.

ANY QUESTIONS?

If you have any queries or would like to register your interest in attending, please contact one of the clinical tutor team or Sue Walsh s.walsh@sheffield.ac.uk.

By post: Jacquie Howard, Clinical Psychology Unit, Department of Psychology, Cathedral Court, Floor F, 1 Vicar Lane, Sheffield, S1 1HD

**Introductory Supervisor Training
Universities of Sheffield, Leeds and Hull**

Learning Objectives Self Evaluation

In order to help us monitor to what extent the Programme has helped you to move towards achieving the learning outcomes for supervisors, please rate each statement as it applies to you before Day 1 and after Day 4 of the training.

Please remember to put your name on the paper, as this will allow us to compare scores before and after.

Name

.....

Before / End of course (Please circle)

1. I consider that I currently have knowledge of the context (including professional and legal) within which supervision is provided and an understanding of the inherent responsibility.

Not at all..... to a slight degree.....to a moderate degree..... to a good degree

2. I consider that I have an understanding of the importance of modelling the professional role, e.g. managing boundaries, confidentiality, accountability.

Not at all..... to a slight degree.....to a moderate degree..... to a good degree

3. I consider that I have knowledge of developmental models of learning which may have an impact on supervision.

Not at all..... to a slight degree.....to a moderate degree..... to a good degree

4. I consider that I have knowledge of a number of supervision models / frameworks that could be used for understanding and managing the supervisory process.

Not at all..... to a slight degree.....to a moderate degree..... to a good degree

5. I consider that I have an understanding of the importance of a safe environment in facilitating learning and of the factors that affect the development of a supervisory relationship.

Not at all..... to a slight degree.....to a moderate degree..... to a good degree

6. I consider that I have skills and experience in developing and maintaining a supervisory alliance.

Not at all..... to a slight degree.....to a moderate degree..... to a good degree

7. I consider that I have knowledge of the structure of placements including assessment procedures for disciplines at different levels of qualification up to doctorate level, and the expectations regarding the role of a supervisor.

Not at all..... to a slight degree.....to a moderate degree..... to a good degree

8. I consider that I have skills and experience in contracting and negotiating with supervisees.

Not at all..... to a slight degree.....to a moderate degree..... to a good degree

9. I consider that I have an understanding of the transferability of clinical skills into supervision and the similarities and differences.

Not at all..... to a slight degree.....to a moderate degree..... to a good degree

10. I consider that I have an understanding of the process of assessment and failure, and skills and experience in evaluating trainees.

Not at all..... to a slight degree.....to a moderate degree..... to a good degree

11. I consider that I have skills and experience in the art of constructive criticism, ongoing positive feedback and negative feedback where necessary.

Not at all..... to a slight degree.....to a moderate degree..... to a good degree

12. I consider that I have knowledge of the various methods to gain information and give feedback (e.g. self report, audio and video tapes, colleague and client reports).

Not at all..... to a slight degree.....to a moderate degree..... to a good degree

13. I consider that I have skills and experience of using a range of supervisory approaches and methods.

Not at all..... to a slight degree.....to a moderate degree..... to a good degree

14. I consider that I have knowledge of ethical issues in supervision and an understanding of how this may affect the supervisory process, including power differentials.

Not at all..... to a slight degree.....to a moderate degree..... to a good degree

15. I consider that I have an understanding of the issues around difference and diversity in supervision.

Not at all..... to a slight degree.....to a moderate degree..... to a good degree

16. I consider that I have an awareness of the ongoing development of supervisory skills and the need for further reflection/supervision training.

Not at all..... to a slight degree.....to a moderate degree..... to a good degree

17. I consider that I have knowledge of techniques and processes to evaluate supervision, including eliciting feedback.

Not at all..... to a slight degree.....to a moderate degree..... to a good degree

18. I consider that I have the knowledge and ability to conduct supervision in group formats.

Not at all..... to a slight degree.....to a moderate degree..... to a good degree

Please give the numbers of the three learning objectives (out of those given above) that you would like to prioritise over the duration of the Course:

1.

2.

3.