



# **Suparna**

**Counselling and Psychotherapy Supervision Training**

**The Certificate / Diploma in Counselling &  
Psychotherapy Supervision**

**Course Document**

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## **Course Aims:**

The overall aim of the Suparna Certificate / Diploma in Counselling & Psychotherapy Supervision is to enable experienced and qualified therapists to attain the knowledge and skills that are necessary to practise as ethical and competent supervisors. Within this overarching aim, the course seeks to achieve the following:

1. To support students' to develop a range of evidence-based supervision skills and competences.
2. To enhance students' knowledge and understanding of a range of supervision theories and approaches and their application in practice.
3. To facilitate the development of reflexive, ethical and professional supervisors who have acquired the competences needed to effectively supervise the work of other professionals in their counselling/psychotherapy practice.
4. To enable students' to develop their own integrative approach to supervision.

## **Who is this course for?**

The Suparna Certificate / Diploma in Counselling & Psychotherapy Supervision is for experienced counsellors and psychotherapists who are currently in practice and who wish to enhance their skills by supervising other practitioners. Applicants for the course will need to have been qualified for at least three years and will have completed at least 450 hours of counselling/psychotherapy practice. The course is well suited to therapists who are either new to supervision or who have already been providing supervision but who wish to further develop their practice. Please see page 7 of this document for more specific entry criteria.

## **Course Rationale**

Counselling and psychotherapy supervision is seen in the UK as an essential element in supporting and developing counsellor/psychotherapist competence and monitoring client welfare and as such, supervision is a professional requirement for all counsellors and psychotherapists. Supervision is increasingly in the spotlight, with ongoing debate about its purpose and function, the skills required and the conditions needed for its efficacy (Roth & Pilling, 2007; BACP, 2014 & 2016).

The BACP Ethical Framework for the Counselling Professions states:

*'Supervision is essential to how practitioners sustain good practice throughout their working life. Supervision provides practitioners with regular and ongoing opportunities to reflect in depth about all aspects of their practice in order to work as effectively, safely and ethically as possible. Supervision also sustains the personal resourcefulness required to undertake the work.'* (BACP, 2016 pp.11)

.....and in the UK Council of Psychotherapy's Supervision Policy, supervision is defined as:

*'... a reflective and evaluative process conducted within an articulated working relationship between a qualified or trainee psychotherapeutic practitioner and an appropriately knowledgeable supervisor'* (UKCP, 2012)

Although there is currently no requirement for supervisors to have undergone formal training in supervision, it is becoming widely accepted that good practice in supervision is not only underpinned by the supervisors experience and knowledge of counselling and psychotherapy, but also by a sound understanding of supervision theory that will inform effective and ethical supervision skills, competencies and practice. As such, the BACP Ethical Framework (2016, pp. 11) now acknowledges this by stating that *'Supervision requires additional skills and knowledge to those used for providing services directly to clients. Therefore supervisors require adequate levels of expertise acquired through training and/or experience'*.

In 2007, University College London (UCL) was commissioned to develop *'A competence framework for the supervision of psychological therapies'* which identifies the elements of *'...supervision practice that can be described as evidence based'* (BACP, 2014, pp.1). Following on from this, the BACP incorporated UCL's competence framework into a *'Counselling Supervision Training Curriculum'* (BACP, 2014). The Suparna Certificate / Diploma in Counselling & Psychotherapy Supervision has been developed to incorporate these evidence based competences, and the BACP Supervision Training Curriculum provides the framework for the course content and structure. As such, the course offers a comprehensive initial supervisor training that balances both theoretical and practical elements.

## **Course Structure**

The course is comprised of 14 taught sessions which take place on consecutive Saturdays and Sundays between January and June, with 84 hours of tutor contact time in total. The first two weekends take place at a fortnightly intervals, whilst the remaining sessions are held once a month. Students are required to engage in regular independent learning and study activities in-between the course sessions. There is an expectation that students will complete a minimum of 100 independent study hours. The hand-in date for the final assessments will be at the end of September of the same year to allow students sufficient time to complete the required number of supervision practice hours (20 hours of practice for the Certificate and 40 hours of practice for the Diploma).

The course is made up of four units:

Unit 1: Supervision Skills & Competences

Unit 2: The Theory of Supervision

Unit 3: Personal and Professional Development

#### Unit 4: Ethical and Professional Practice

The following provides a sample timetable for each weekend of taught sessions:

	Saturday	Sunday
9.30 – 12.00 (with tea/coffee break)	Theory Session	Theory Session
12.00 -13.00	Lunch	Lunch
13.00 – 16.30 (with tea/coffee break)	Supervision Skills Practice and IPR sessions	Experiential Session / Supervision Practice Group Discussions

Successful completion of all four units are a requirement for both the Certificate and the Diploma pathways. The differences between these two levels of awards are outlined within the Course Requirements section on page's 6-7 of this document.

#### **An Overview of the Course Content**

The course is designed to include:

- Taught theory sessions
- Development of supervision skills and competencies during the course sessions and in supervision practice outside of the course
- Exploration of ethical and professional issues
- Experiential and reflective activities
- Opportunities for reflection on practice in supervision consultancy both on the course and outside of the course sessions

The Suparna Certificate / Diploma in Counselling & Psychotherapy Supervision provides taught and facilitated theoretical and practical elements in the following key areas:

- Making the Transition from Counsellor/Psychotherapist to Supervisor
- The Purposes, Roles, Tasks and Functions of Supervision
- Building and Maintaining the Supervisory Relationship
- Contracting in Supervision
- Theoretical Models of Supervision
- Developing an Integrative Approach
- Working with Different Developmental Stages and Learning Styles
- Working with Different Theoretical Orientations
- Ethical, Professional and Legal Issues in Supervision
- Enabling the Supervisee to use Supervision Effectively
- Transcultural Supervision
- Working with the Supervisory Relationship (Relational Dynamics)
- Creative Supervision

- Group Supervision
- Power and Authority in Supervision
- Supervision and Organisations

The theory elements of the course include a range of theoretical perspectives including the work of Hawkins & Shohet, Gilbert & Evans, Michael Carroll, Inskipp and Proctor, Penny Henderson, Tudor and Worrall and Page & Wosket.

### **Teaching and Learning Strategies**

At Suparna we believe that supervisor training requires a balance between experiential and reflective learning along with the development of theoretical knowledge and understanding and so the course utilises a variety of teaching and learning strategies. Individual differences in learning styles have also been considered in the course design in order to best meet the needs of all those in the learning group. Theories such as Kolb's 'Experiential Learning Cycle' (1984) 'Transformative Reflection' (Biggs & Tang, 2007) and 'Reflection in action' and 'Reflection on action' (Brockbank & McGill, 2007) underpin the teaching and learning strategies and the overall course delivery. This is because the professional practice of supervision requires ongoing reflection and review which is mirrored throughout the teaching and learning process via reflective, experiential and experimental practice activities. The teaching and learning strategies include facilitated small and large group discussions, a range of experiential activities, taught theory sessions using a range of resources, skills practice with peer and tutor observation and feedback, Interpersonal Process Recall (IPR), peer support, face-face and online tutorial support, small group presentations, facilitated supervision groups and external one-one consultancy sessions.

The course requires students to be actively involved in the learning process by participating in the taught sessions and sharing knowledge and experience with their tutors and peers on the course. Responsibility for learning lies with the individual and so students are encouraged to reflect upon their experience and learning so as to develop their skills in peer and self-assessment. Relationships are at the heart of supervision and so the course philosophy is informed by Humanistic values. At Suparna we endeavour to create the conditions for reflective learning through the development of respectful, supportive and collegial relationships between trainers and students, and within the learning group as a whole. We genuinely want our students to have the *'freedom and life and the opportunity to learn'* and so a congruent, empathic and accepting way of being is modelled by tutors (Rogers, 1983: 133). Abraham Maslow's (1970) philosophy of creating a safe learning environment for experimentation, open reflection and making 'mistakes' are particularly relevant to enable students to engage fully with the reflective and experiential elements of the course.

***\*\*To reflect the above philosophy of teaching and learning, places on the course are limited to a maximum of 12 and are offered on a first come first served basis\*\****

## **Course Assessment**

Assessment on the course comprises of on-going formative feedback over the duration of the course and summative assessment at the end of each unit.

Formative feedback is provided by tutors verbally and/or in written form during skills practice sessions, in supervision case discussion groups, after the group presentations and in individual tutorials. In skills practice sessions and in experiential and supervision case discussion groups there are also observation and feedback systems in place that give students the opportunity to receive peer feedback, develop reflexivity and self-assessment skills. Students also receive regular, on-going formative feedback on their practice skills from their Suparna approved external consultant.

Summative assessment will occur at the end of each unit. Assessment strategies include a theory essay, a reflective assignment on individual personal and professional development, a supervision practice evidence file and a final assessment of supervision skills and competences. The assessment strategies reflect the requirements of the learning outcomes which relate to knowledge, skills and personal and professional awareness and development.

## **External Validation**

Suparna appoints the services of an External Examiner to scrutinise the quality of the course to ensure that high standards of teaching and assessment are being delivered, and to validate the overall assessment outcomes. The External Examiner is also a therapist, supervisor and trainer who is highly experienced and knowledgeable in the delivery of counselling/psychotherapy and supervision training.

## **Course Requirements**

The Certificate and Diploma pathways both require successful completion of all four units. The entry requirements for both awards is the same and these can be found on page 7.

The differences between the two awards are outlined below and specifically concern the content and weighting of each assignment and the number of supervision practice hours needed for completion.

### **The Certificate in Counselling & Psychotherapy Supervision:**

- A minimum of 80% attendance
- A commitment to engaging with the learning activities including offering feedback to others and self-assessment, sharing ideas, knowledge and personal and professional experiences
- To maintain a reflective supervision practice evidence file over the duration of the course which will include completed self, peer and tutor assessment sheets which focus on the on-going development of supervision skills and competences.

- To complete a minimum of 20 hours of counselling supervision practice and a minimum of 12 hours of consultative supervision undertaken with a Suparna approved consultant.
- One 2,500 word essay showing the student's understanding of the theory and practice of supervision.
- One reflective assignment of 1,500 words on the student's personal and professional development.
- A recording of counselling supervision practice (20 minutes) transcribed with process comments.

### **The Diploma in Counselling & Psychotherapy Supervision**

- A minimum of 80% attendance.
- A commitment to engaging with the learning activities including offering feedback to others and self-assessment, sharing ideas, knowledge and personal and professional experiences
- To maintain a reflective supervision practice evidence file over the duration of the course which will include completed self, peer and tutor assessment sheets which focus on the on-going development of supervision skills and competences.
- To complete a minimum of 40 hours of counselling supervision practice and a minimum of 12 hours of consultative supervision undertaken with a Suparna approved consultant.
- One 4,000 word essay demonstrating the student's in-depth understanding of the theory and practice of supervision.
- One reflective assignment of 2,000 words on the student's personal and professional awareness and development.
- A recording of counselling supervision practice (30 minutes) transcribed with process comments.

***\*\*Students are required to confirm by session 5 at the latest, whether they are working towards the Certificate or the Diploma route\*\****

### **Course Entry Requirements:**

- **A Diploma level qualification (or above) in counselling/psychotherapy which was awarded at least 3 years prior to the start date of the course**  
(Your professional training award must meet the minimum requirements needed for BACP Registration i.e. conducted over at least two years, with a minimum of 450 tutor contact hours and at least 100 hours of supervised client practice over the duration of the course).
- **In current practice as a counsellor/psychotherapist receiving at least 1.5hrs of supervision per month**
- **Is a registered member of an appropriate professional body e.g. BACP, UKCP**

- **Has completed a minimum of 450 hours of supervised counselling / psychotherapy practice.**
- **Has the readiness to undertake the role of the supervisor and the demands of the course** (demonstrated through written application and interview)

## **Course Staffing**

The course is run by two experienced therapists, supervisors and trainers within the counselling, psychotherapy and supervision field:

### **Caroline Jesper**

Caroline is the founder of Suparna and is a BACP registered and accredited counsellor and psychotherapist and an experienced supervisor and trainer. She has over 16 years' experience as a counsellor of young people and adults within a variety of settings including primary, secondary, further and higher education, the NHS, Occupational Health, voluntary services and in private practice. She has been practising as a supervisor for over 11 years with individuals and groups of trainees and experienced counsellors. Caroline has over 20 years of teaching experience in further and higher education and is a Fellow of the Higher Education Academy. For over 13 years she taught at York St John University where she was the course director for the Postgraduate Certificate in Counsellor Supervision. She has been working part-time for the BACP in Accreditation and Professional Standards Development since 2014. She has undertaken research in supervision and co-authored *'Getting the Most from Supervision: a guide for counsellors and psychotherapists'* (2013).

### **Jill Burns**

Jill is a BACP registered and senior accredited counsellor, a UKCP registered psychotherapist and supervisor and a BPA registered supervisor. She has been a practising counsellor and psychotherapist since 1991, working mainly in primary care, further and higher education and private practice. She has over 20 years' experience as a supervisor, working with trainee and more experienced therapists both 1-1 and in groups in a wide variety of practice settings. She worked as a part-time senior lecturer at York St John University from 1993 - 2016 and is a Fellow of the Higher Education Academy. She runs regular CPD workshops for practising counsellors, psychotherapists and supervisors. She has a particular interest in working creatively in therapy and supervision, having also trained as a psychodramatist and completed a foundation course in art therapy, and currently runs a monthly supervision group using creative action methods.

## **Dates for 2018**

Saturday 13th & Sunday 14th January

Saturday 27th & Sunday 28th January

Saturday 24th & Sunday 25th February

Saturday 24th & Sunday 25th March

Saturday 21st & Sunday 22nd April

Saturday 19th & Sunday 20th May

Saturday 16th & Sunday 17th June

## **Assignment Submission Dates**

Theory Essay: Saturday 16<sup>th</sup> June 2018

Audio Recording with Transcript Notes and Process Commentary: Saturday 22nd September 2018

Supervision Practice Evidence File: Saturday 22nd September 2018

Individual Learning and Development Statement: Saturday 22nd September 2018

## **How to Apply**

Please send us a copy of your CV and a personal statement of no more than 1000 words to:  
[suparna\\_cpst@outlook.com](mailto:suparna_cpst@outlook.com)

Your personal statement will need to include:

- Your understanding of the purpose of supervision
- Your views on the qualities that are required to be an effective supervisor
- An indication of why you wish to be a supervisor and undertake the course
- An overview of your counselling/psychotherapy approach and your practice experience to date (to also include any experience of supervising others).
- An indication of the supervision practice arrangements they are likely to have in place for the duration of the course and which pathway they are most interested in undertaking i.e. The Certificate or the Diploma route.

***\*\*Please note that places are limited and are offered on a first come first serve basis. In the event of numbers being low, Suparna reserves the right to defer the start date of the course until there are sufficient students for the course to run\*\****

Once we have received and reviewed your application we will contact you to let you know if you are being invited for interview. Interviews will be conducted via Skype or by telephone at

a mutually agreed time. Successful applicants will need to pay a deposit of £100 to secure their place on the course. In the event of having to withdraw from the course before the start date, £50 of the deposit will be refunded and £50 retained to cover administrative costs.

## **Course Fees**

In 2018 the course fees will be £1500 plus a £200 assessment fee, totalling £1700.

A deposit of £100 is payable to secure a place on the course once an offer has been made.

The £100 deposit will be deducted from the total remaining course and assessment fees.

The remaining fees of £1600 can then be paid in full by the start date of the course or you can set up a payment plan to pay your fees in either 2 or 7 instalments.

There are additional costs for external consultancy sessions, the fee for which you will negotiate with your chosen supervision practice consultant.

## **The Origins of 'Suparna'**

Aside from the obvious play on the word 'supervision' within the name Suparna, there are a number of reasons why the name feels appropriate for a supervision training organisation. Suparna is often used as a boys and a girl's name and so it is not associated with any specific gender. Suparna has several meanings in Sanskrit, Hindi and Bengali which hold relevance to the tasks of supervision and to the supervisor's role. Some of its multiple meanings include leafy, golden wings, ray of light, lotus flower, tree, wisdom and intelligence, all of which can be viewed as being representative of the insight, awareness, growth and the depth of knowledge and understanding that supervision seeks to engender, not just between supervisor and supervisee, but that we hope will ripple out into the therapeutic work, into the clients' world and beyond. Suparna is another name for the Hindu deity Parvati who symbolises skill, expertise, dynamism, creativity, affirmation and who provides nourishment to others and to relationships. These are some of the qualities that we at Suparna believe are invaluable for the effectiveness of supervision.

## **References**

BACP (2016) Ethical Framework for the Counselling Professions

BACP (2014) Counselling Supervision Training Curriculum

Roth, A. & Pilling, S. (2007) *'A competence framework for the supervision of psychological therapies'*

UKCP (2012) Supervision Policy