



## **Supervision/Consultation policy**

College of Family, Couple and Systemic Psychotherapy (CFCSP)

### **Introduction**

Supervision and consultation are key components of continuing professional development (CPD) and an essential requirement for registration with UKCP and membership of the UKCP College of Family, Couple and Systemic Psychotherapy (CFCSP).

Psychotherapy training courses must comply with supervision requirements, and supervision training must adhere to the training standards laid out in this document. It is recognised that supervision skills require additional training, both similar to and different from therapy skills.

Supervision and consultation are seen as formal processes of professional support and learning which enables individuals to develop knowledge and confidence, assume responsibility for their own practice and to enhance consumer protection and safety of care. They are at the core of a psychotherapist's continued professional development and help keep practice alive and up to date. Supervision can also help experienced psychotherapists to reflect on their practice, discuss challenging issues and dilemmas, develop their skills, and discuss any issues of concern in relation to their own ability to practice or other personal and personal issues.

This policy relates primarily to clinical supervision and consultation, although it is acknowledged that clinical supervision may sometimes be combined with management supervision. This brings challenges for the supervisor and supervisee that should be openly discussed and negotiated.

*This policy should be read in conjunction with the UKCP Supervision Policy, the CFCSP Continued Professional Development Policy, UKCP, CFCSP and AFT codes of ethics and the Standards of Education and Training of the College of Child and Adolescent Psychotherapies (CCAP).*

## Scope of the policy

This document covers:

- [1. Supervision requirements for students and trainees](#)
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## 1. Supervision requirements for students and trainees

Clinical supervision is a key component of psychotherapy training. All training courses are required to demonstrate that students and trainees are being provided with high standards of supervision, carried out by suitably qualified and preferably approved supervisors\*. Currently the Association for Family Therapy (AFT) accredits all training courses on behalf of CFCSP and consideration of the amount and quality of supervision is part of their accreditation process. AFT's processes are scrutinised by College during the quinquennial review.

## 2. Requirements for training courses

**The following standards must be met:**

1. Training courses must ensure that students understand the importance of regular supervision and provide support to ensure that supervision is used effectively.
2. Training courses must ensure that any clinical work required by the course is regularly supervised by an approved supervisor\*.
3. Trainees in the final two years of training should complete a minimum of 40 hours of intensively supervised practice. A minimum of 30 of these hours should be live -supervised. The remainder can be presented to the supervisor in a recorded form.
4. An additional 200 hours of practice should be regularly supervised by an approved supervisor\*.
5. Feedback from clinical supervisors must be part of the assessment process.

### 3. Supervision requirements for qualified psychotherapists (CFCSP)

For three years following registration, a minimum of one and a half hours per month consultation with an approved supervisor\*. At least one hour per month should be individual supervision.

After three years of registration, a minimum of 12 hours per year consultation. Over 50 per cent of this should be with an approved supervisor\* but some consultation may be with psychotherapists registered in another modality.

- Some individual supervision/consultation is recommended.
- Group supervision is acceptable as long as the group is small and allows at least half an hour per month direct discussion of the work of each psychotherapist.
- Peer groups are required to have at least an annual consultation from a systemic supervisor outside the group to ensure that the process is fulfilling the functions of supervision/consultation.

Psychotherapists who have been qualified for over three years can access some of their supervision from supervisors who are not registered as systemic psychotherapists. If this is the case then registrants should provide an explanatory letter together with the CV of the proposed supervisor which should be sent for approval to the Chair of the appropriate registration committee (AFT, IFT or CFCSP). There should be a clear rationale for the choice of supervisor.

### 4. Governance of supervision

At audit and re-accreditation members are required to give evidence of supervision hours and supply a letter of confirmation from their supervisor(s).

A clear contract should be discussed at the commencement of supervision and this should be regularly reviewed.

It is recommended that supervision records are kept securely until seven years after the end of the supervision.

Records should be stored securely and any identifying details kept confidential.

All documentation should demonstrate attention to ethical, inclusive and antidiscriminatory practice.

Signed consent forms must accompany any audio and video recordings. Attention should be paid to confidentiality and records should be stored securely.

All supervisors should have supervision of their supervision as required, but at least twice a year. This can be contained within their general supervision/consultation or be in addition to this. At 5 yearly renewal of approved status they must also provide evidence of ways in which they have continued their learning (e.g. workshops and/or reading).

All upheld complaints should be reported to college (CFCSP) and could result in sanctions.

Supervisor and supervisee should inform one another immediately of any complaint that has been made about them.

## 5. Routes to registration as a UKCP approved supervisor

In order to be recognised as a supervisor by the CFCSP and be put forward for the UKCP Approved list of Supervisors, Psychotherapists will have to fulfil one of the following requirements:

- Completion of a course accredited by the AFT on behalf of CFCSP;
- Previous grand-parenting by the AFT, or other organisational member, or former organisational member of CFCSP; or
- Fulfilment of requirements for (Accreditation of Prior Experiential Learning) APEL or portfolio routes through the AFT. This must include evidence of meeting the learning outcomes and competencies laid out by CFCSP in the SETS (Standards of Education and Training) for supervision training (see below).

## 6. Conditions for remaining on the list of approved supervisors

1. Every five years supervisors will be required to renew their approved status.
2. The requirement for the supervision of supervision must be met.

3. The requirement of CPD must be met in writing with a development statement outlining how supervision knowledge and skills have been kept up to date. This should include some evidence of relevant workshops and/or reading.
4. Any complaint that is upheld may (at the discretion of CFCSP) result in removal of approved status. This will be considered by a group of three council members.

## 7. Standards of Education and Training for Supervisors

Below outlines the competencies required for approved supervisor status.

### **Practice Skills**

Supervisors are required to demonstrate the ability to:

1. form and maintain a safe, attuned and effective supervisory alliance, which is both supportive and challenging, and helps the supervisees develop their practice
2. to move into the position of supervisor rather than therapist
3. collaboratively set up a supervision agreement or contract and formally review this as appropriate
4. structure a supervision session and collaboratively set an agenda and goals.
5. Work effectively in a live supervision context, use tape review and retrospective supervision methods
6. effectively carry out both individual and group supervision
7. take into account the organisational context
8. clarify and manage clinical responsibility
9. identify and ensure that supervisee takes into account safeguarding issues, the need for risk assessment and safety plans
10. help supervisee identify the relevant ethical issues and dilemmas and explore ways forward
11. help supervisees to present and reflect on their work
12. use a range of methods to give, receive and utilise feedback

13. use questioning to help supervisees to develop their ideas and address challenges and dilemmas
14. appropriately model a systemic approach and particular interventions, including the use of role-play
15. take account of power and difference in the supervisory relationship and client material, and create an atmosphere in supervision that allows these issues to be explored and discussed
16. encourage supervisees to make appropriate connections between their personal and professional selves, the clinical work and the supervision process whilst maintaining the boundary between supervision and therapy
17. identify difficulties in the supervisory relationship and take appropriate action to address them
18. support and help supervisees in using feedback and outcome measures in their clinical work
19. recognise the limits of their own expertise and the limits of their supervisee and seek further help for themselves or clients where appropriate
20. show courtesy, respect and compassion to supervisees
21. maintain appropriate supervision records.

### **Theory into practice**

Supervisors are required to demonstrate the ability to:

1. use research findings in supervision and in thinking about the clinical work
2. apply systemic theories to understanding client work, the supervision context, the relationship and process and articulate these in different ways to the supervisee
3. understand and employ education principles and theories relating to adult learning in the supervision process
4. understand the different ways that context, client group, supervisee experience and culture can affect supervision and the supervisory experience, including the constructions around power and difference.

**Ethics** Supervisors are required to demonstrate the ability to:

1. understand, reflect on and apply the AFT and UKCP code of ethics with special reference to the areas relating to supervision
2. continually reflect on personal and professional issues and their impact, both positive and negative, on the supervision process
3. keep the needs of client paramount.

(See section 11 for requirements where additional ethical issues are identified)

**Training** Supervisors are required to demonstrate the ability to:

1. supervise someone in the process of training
2. articulate and discuss systemic theories and concepts to fit with supervisee's level of knowledge and practice
3. support positive developments in supervisee's practice through appropriate feedback and coaching
4. describe and assess level of practice against professionally recognised benchmarks
5. model appropriate behaviour including supporting and upholding ethical and respectful practice
6. identify areas of practice requiring development.

## 8. Supervision training courses: requirements and structure

### **Entry requirements**

It is expected that systemic psychotherapists embarking on supervision training will have at least three years clinical experience post-qualification before commencing a course, and show evidence of meeting the CPD requirements set by CFCSP. They should have the ability to meet the requirements of the course including the requirements for



supervision hours. It is preferable that they are UKCP registered and will need to be registered in order to be on the UKCP list of approved supervisors.

### **Course Structure**

Some courses may train systemic supervisors alongside trainee supervisors from another modality or profession. It is acknowledged that there are areas of commonality in training to be a supervisor and that it can be enriching to have a learning exchange with students from different modalities. However, it is important that there is sufficient time on the course devoted to modality specific learning and modality specific supervision of supervision. The supervision practice should be modality specific.

### **Courses must meet the following requirements:**

1. Courses should be adequately resourced, able to demonstrate financial viability, have an appropriate staff structure and have a crisis plan in place, enabling students to complete their training.
2. Courses should be clear honest and transparent in all documentation, verbal information and advertisements.
3. No client testimonials should be used.
4. Courses should provide adequate facilities, resources and clear signposts to obtaining required reading.
5. Where placements are used there should be a written contract between course, agency, supervision student and supervisee.
6. Information for students should be clear and transparent and contained in Course handbooks.
7. Handbooks should contain UKCP, AFT and the relevant college's codes of ethics or provide signposts to obtaining them.
8. Courses should have a written admission policy which outlines any APEL procedures and other measures for increasing access to training.
9. Courses should have a written policy setting out the ways in which they can meet the needs of students with disability, including accessibility to premises and learning.
10. Courses should have an anti-discriminatory policy.

11. Courses should have a clear policy to protect the confidentiality of clients when work is written or presented.
12. Relationships with other organisations, such as universities, should be described in course information.
13. Courses should have a complaints policy and clear signposting for students to take up issues of concern.
14. Courses should have policies to support students who may have difficulties or require a break in study
15. Course assessments should measure published learning outcomes and the handbook should contain clear frameworks for marking and feedback
16. A sample of assignments should be double marked.

## 9. Accreditation of supervision courses

The AFT carries out the accreditation of systemic supervision courses. CFCSP oversees the process through the quinquennial review.

College requires that any accrediting organisation adheres to UKCP and college processes and administers a system that is accessible, transparent and fair.

## 10. Responsibilities of supervisees

Supervisees are expected to take the supervision process seriously and to prepare for supervision sessions and reflect on the discussions that take place. This is a key part of training and continued professional development. All required paperwork should be completed. Supervisees also have a responsibility to make the supervision sessions as useful as possible and should discuss with their supervisor if there is anything in the supervision that they would like to discuss.

## 11. Additional ethical requirements for supervisors and training organisations

Supervisors are expected, along with all registrants and students on training courses, to abide by the codes of ethics of UKCP, CFCSP and relevant training and accrediting bodies.

Please see below for some points that are specifically relevant to supervision.

All supervisors are required:

1. to address ethical issues in training and supervision and ensure that all students, trainees and junior staff for whom they have responsibility maintain an appropriate ethical standard in their practice
2. to attend urgently to issues of safeguarding and risk, make appropriate assessments and take appropriate action
3. to declare any conflict of interests which may affect, or be seen by others to affect, the supervision process
4. not to have any sexual relationships with trainees and supervisees. Any personal relationships should be discussed and care must be taken that these relationships do not significantly affect the supervision process. Where supervision groups contain members who are in an intimate personal relationship this should be openly acknowledged in the group
5. not to supervise beyond their training and experience and be open and honest about their qualifications, knowledge and experience
6. to take responsibility for maintaining their skills through appropriate CPD
7. to take responsibility for monitoring and maintaining their physical, mental and emotional health and to be aware when this is affecting their supervision practice
8. to maintain a safe and consistent working environment for their supervisees: there should be clear boundaries on time and space, clarity about any charges and payments for supervision or references and notice given of planned breaks

9. to make clear collaborative contracts should be made at the start of supervision and reviewed appropriately. This should include attention to different aspects of the supervision process and address confidentiality and any limitations to this, together with any requirements for reporting on the work of the supervisee
10. to take appropriate action if they have serious concerns about the practice of a supervisee. This would usually be done collaboratively with the supervisee
11. to facilitate discussions, as appropriate in relation to difference within the supervision setting and process. This should include class, culture, race, spiritual beliefs, professional background, personal history and disability.

To ensure that the supervision process is as collaborative as possible and that the supervisee has space to voice feedback, including any concerns.



## APPENDIX ONE

### NOTE ON APPROVED SUPERVISORS

\* An approved supervisor will have gone through the AFT approved supervisor process and is included on the UKCP list of approved supervisors.

We are aware that sometimes it may be difficult to find someone who fits these requirements. Someone may be suitably qualified in having the equivalent knowledge and skills to supervise someone in their particular area of work.

If a supervisor is to be used who is systemically qualified and UKCP registered but without supervisory experience or training or is not UKCP registered a case must be made to the relevant registration committee. It is at the discretion of that committee to agree the supervisor and they will take into account the candidate's experience as a therapist, geography, client groups and any special supervisory requirements.

**Rory Worthington**  
**Chair of CFCSP**  
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