

Supervision Policy - College of Family Couple and Systemic Psychotherapy (CFCSP)

Introduction

Supervision is a key component 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 is seen as a formal process 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. It is at the core of a psycho-therapist's continued professional development and helps keep practice alive and up to date. Supervision can also help experienced psychotherapists to reflect on their practice, discuss challenging issues and dilemmas including power and diversity, develop their skills, and discuss any issues of concern in relation to their own ability to practice or other personal and professional issues.

This policy should be read in conjunction with all UKCP Supervision documents, the CFCSP Continuing Professional Development policy, UKCP and CFCSP Codes of Ethics and 'The new Family and Systemic Psychotherapy Standards of Education and Training (2020).

This document covers:

1. Supervision requirements for students and trainees
2. Requirements for training courses
3. Supervision requirements for qualified psychotherapists (CFCSP)
4. Governance of supervision
5. Routes to registration as a UKCP approved supervisor
6. Conditions for remaining on the list of approved supervisors
7. Standards of education and training for supervisors
8. Supervision training courses: requirements and structure
9. Accreditation of supervision courses
10. Responsibilities of supervisees
11. Additional ethical requirements for supervisors and training organisations

Appendix A: Note on approved supervisors

Appendix B: Live Clinical Supervision

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*.

From a systemic framework supervision is considered to be context dependent in relation to the supervisee, the supervisor, the agency and the client group. It includes the ability to undertake retrospective supervision, group supervision and live supervision. Live supervision is particular to systemic psychotherapy training and it enables the supervisor and colleagues to witness the process of the interviewing supervisee working with the family and for the supervisee to witness the reflections of the reflecting team and the supervisor. This helps the process of paying attention to the resonances that the clinical work can bring up for the therapist and the process of mutual influences and learning.

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 35 of these hours should be live supervised. The remainder can be presented to the supervisor in a recorded form over the 2 years.
4. An additional 200 hours of practice should be regularly supervised by an approved supervisor*. Feedback from clinical supervisors must be part of the assessment process.

3. Supervision requirements for qualified psychotherapists (CFCST)

For three years following registration, a minimum of one and a half hours per month supervision 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 supervision. The majority (at least 7 hours) of this should be with an approved supervisor* but some supervision may be with psychotherapists

registered in another modality (UKCP registered or equivalent).

- Some individual supervision is recommended.
- Group supervision, with a formal supervisor. is acceptable if 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 supervision from a systemic supervisor outside the group to ensure that the process is fulfilling the functions of supervision. Peer group supervision is distinct from group supervision in that it does not include a supervisor who is undertaking a formal supervision role within the group.

Psychotherapists who have been qualified for over three years can access some of their supervision from supervisors who are not UKCP 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. 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 anti-discriminatory 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 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 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 must be reported to UKCP and could result in sanctions.

Supervisor and supervisee must inform one another immediately of any complaint that has been made about

them.

5. Routes to the UKCP Supervision Directory

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 either by the Organisational Member (OM), which undertakes the function of accreditation on behalf of CFCSP, or accredited with CFCSP/UKCP.
- Previous grand-parenting by an OM, either current or former.
- Fulfilment of requirements for (Accreditation of Prior Experiential Learning) APEL or portfolio routes through the OM. 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.

7. Practice Standards 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 super-vision 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 CFCSP 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 the client(s) 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.
7. Draw upon knowledge of a wide range of clinical models, thus being able to think about how an issue might be informed by skills and theories developed in other disciplines.

8. Standards of Education and Training for Supervisors.

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. They must be 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, the OM's and the 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 OM (or CFCSP/UKCP) 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. Supervision takes into account safeguarding issues for children and adults.
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 re-viewed 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 Gender, Geography, Race, Religion, Age, Ability, Appearance, Accent, Culture, Class, Education, Ethnicity, Economics, Sexual orientation, Sexuality, Spiritual beliefs, (Social GRACES; Burnham 2012).
12. To ensure that the supervision process is as collaborative as possible and that the supervisee has space to voice feedback, including any concerns.

APPENDIX A:

Note on approved supervisors

* An approved supervisor will have gone through the 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. Ideally, the supervisor will be an approved supervisor (as above), otherwise the supervisor must have been registered with UKCP as a Family and Systemic Psychotherapist for a minimum of 3 years.

After 3 years post qualification, at least 7 hours of the required 12 must be with a UKCP Registered Family and Systemic Psychotherapist. The other 5 hours may be with a supervisor from a different Psychotherapy modality, registered with UKCP or equivalent, OR a Family and Systemic Psychotherapist who is not UKCP registered.

Note on consultation

Some family therapists offer consultation instead of supervision. Consultation is a collaborative process of reflecting on a particular dilemma of clinical or organisational work to develop further perspectives and understanding. As part of this contractual relationship, the consultant and the consultee negotiate issues of responsibility, accountability, safeguarding, risk and confidentiality. The context of the consultation and of the supervisory relationship in addition to how the work is commissioned influences this practice.

APPENDIX B:

Live Clinical Supervision

(This is taken from Appendix B in the Family and Systemic Psychotherapy SETS)

Live clinical supervision is a form of supervision, which is at the heart of Family and Systemic Psychotherapy training. This form of supervision is required, in addition to other forms of supervision such as retrospective and the review of recorded sessions. It provides an experience for the student that is isomorphic with the approach. Many well qualified family and systemic psychotherapists value the opportunity to be live supervised on occasions because of the unique learning experience that is provided by this method.

This form of live clinical supervision is carried out as part of a live session with family, couple or individual. The supervisor will observe the session, sometimes from behind a screen, with the aid of a video link or sitting in on the session (taking an observer perspective). This is, of course, described and discussed with clients who can refuse this way of working or opt out at any time. Most clients really value the opportunity to receive different perspectives. In this way the method models the importance of collaboration, consideration of different perspectives, dialogue and attunement.

Sometimes live clinical supervision is done with just one therapist and supervisor, but it is a requirement for training that all trainees have a minimum of 300 hours experience of working in a live supervision group of (usually) 4/5 trainees and a supervisor. This provides a multi-level and intense working experience in which trainees learn from the observation of and contribution to colleagues' therapy, the supervisor's interventions

and discussion, and are expected to reflect on and share their own perspectives. Each trainee will bring a unique set of life experience, family positioning and culture which can inform the discussion and therapy. The supervisor manages the group with the following aims:

1. To ensure high quality therapy for the clients.
2. To help therapist and other group members to develop their knowledge, skills and self-reflexivity.
3. To link theory and practice.
4. To model and encourage collaborative learning.
5. To explore diversity and power issues (whose voice is heard and how is it heard) both in the therapy system and in the supervision group.
6. To identify moments of “stuckness” or “unease” in the therapy and explore these with the trainee and group.
7. To identify strengths in the therapy and use these as learning experiences for everyone.
8. To identify personal and professional issues which provide opportunities and constraints for group members in their thinking and interventions.

Typically, there will be a discussion before the therapy session begins in which the last session is reviewed and ideas for the coming session are explored. Personal hypotheses and assumptions will be questioned and talked about, and there will be some planning for the session.

The therapist will then begin the sessions and at one or more points the supervisor may make interventions by phone or in person. These are always done in a respectful way both to the therapist and clients and tend to be tentative and curious rather than instructional (more modelling). The aim will be to add another perspective to the discussion or thinking, or perhaps to reflect voices that have not been heard (in the instance of multiple clients in the room). The therapist listens and then picks up the therapy, having taken on board the intervention. Clients will be asked for their reaction to the new ideas. Often the supervision group will come into the therapy room towards the end of the session and have a reflective discussion in front of clients and therapists. This discussion will be taken up by the therapist in the final part of the session. There are many models of “reflective team” which fit with different systemic approaches to therapy.

The experience for the trainees is rich with experience of many layers of thinking and observation. The post session discussion allows for further exploration of thoughts, behaviours, emotions and relationships. The process of trainees having the opportunity to observe and comment on the therapy in real time provides an extremely useful learning experience. Openness and curiosity are encouraged with value placed on the discussion of alternative paths. Particular points in the therapy can be discussed whilst still fresh in everyone’s experience.

Over the 2 years of training this supervision group develops into a close working group. The members follow each other’s learning journey very closely. Because the culture is one of curiosity, respect for difference and a value placed on uncertainty they can become safe places to explore therapy and the trainees own personal and professional development. They are not therapy groups and the supervisor would advise individuals if they think they would be helped by a therapy setting. Courses provide support for the groups and consultation if issues occur or they do not seem to be working in the expected way.

Kate Waters, Chair of CFCSP, December 2024