

The Minster Centre

Diploma in Integrative Supervision - 2010

Course Content

Introduction

This training will use the Hawkins and Shohet process model (*Supervision in the Helping Professions*, 1989) as an outline curriculum framework, and also draws on Clarkson's integrative relationship model (*The Therapeutic Relationship* 1995). Together these provide the basis for an integrative model of supervision.

The framework of the training is subject to modification in the light of feedback and negotiation between trainers and between trainers and students.

Format

The general format of the training will be seven 14½ hour weekend workshops comprising 2½ hours on a Friday evening and 6 hours each on Saturday and Sunday, as follows:-

Friday: 6.30pm – 9pm

Student presentations **except** for the first Friday of the course which will cover:

- introductions – to each other and to the course requirements
- reflection on being a supervisee
- making the transition from therapist to supervisor
- facilitating a learning environment for supervisees.

Saturday:

10am – 1.00pm

Theory session encouraging discussion and questions.

Experiential exercises.

Work in small groups.

Work in the larger group in various forms - supervision, live supervision, etc.

Feedback on the session.

2pm – 5pm

Supervision of supervision in two groups, with a tutor facilitating each group.

Sunday:

10am – 1pm

Student presentation (or a theory session if the presentations have been completed)

2pm – 5pm

Theory session encouraging discussion and questions.

Experiential exercises.

Work in small groups.

Work in the larger group in various forms - supervision, live supervision, etc.

Feedback on the whole day.

Theoretical framework

In Hawkins and Shohet there are two foci which overlap, comprising three elements each:

- I. Focus of Supervision: the therapy system.
- II. Focus of Supervision: the supervision system.

We bear this model in mind throughout the course, whilst concentrating more on the supervision system. We assume students will have a thorough theoretical knowledge base (of their own orientation) and a good understanding of themselves as a therapist/counsellor.

Some time in the first module will be spent thinking about differences and similarities between the roles of therapist and supervisor. We will also consider factors which may facilitate and detract from supervisee learning.

We include consideration of ethics, working with difference (ethnic, cultural etc), and the context of psychotherapy (organisational issues). Additionally the course aims to:

- develop an awareness of the dynamics of the supervisory relationship and how this might influence, and be influenced by, the therapist/client relationship (drawing on Clarkson's five relationship modalities)
- develop an awareness of different possibilities of focus in a supervision session
- provide opportunities for students to consider what might influence the focus of a supervision session and assessing the effectiveness of interventions
- encourage reflection of Shohet and Hawkins' model of the different roles and tasks of the supervisor
- encourage learning and reflection on unconscious processes and communication which may affect and assist supervision (drawing on psychodynamic and other theories)

Module Content

The content covered on each module will be determined by the tutors prior to the beginning of the course. Information regarding the specific content of each module will be provided at the first workshop. Topics covered in the workshops are:

- An introduction to Shohet & Hawkins model including
The three roles of the supervisor: educative, supportive and managerial
The boundary between therapy and supervision
Contracts
- Ethics including discussion of the BACP framework, and practice at addressing ethical dilemmas in supervision
- Models of supervision including assessment and focusing which will draw on Shohet and Hawkins and other theorists
- A developmental model which draws on psychodynamic and integrative theories of human development
- Difference: an exploration of how to work with issues of difference in supervision
- Clarkson's five relationship modalities
- Working with groups – group dynamics and unconscious processes
- The internal supervisor drawing on the work of Patrick Casement
- Parallel process - focus is on the actual behaviour of the supervision system as an indicator. Group process may be explored and the way in which supervision reflects wider systems as well.

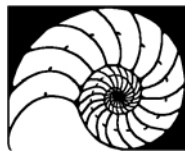
- -Working in institutions – the setting and context of supervision including consideration of the impact of institutional dynamics on the supervisory system
- Transference – from supervisee to supervisor
- Countertransference
- from supervisee to client
- from supervisor to supervisee and client (includes exploration of triangular dynamics drawing on various theoretical orientations)
- Working with groups of mixed theoretical orientations

The weekends will in an ongoing way also address the issues of the ‘authority of the supervisor’ and ‘endings’.

There may be room for students to suggest a topic on which they would like a workshop, and during the course it is possible that such a topic will emerge.

During the fourth weekend of the course there will be tutorials.

The Sunday afternoon session of the final weekend will also include tutorials and a closing circle. There will be opportunity to give written and/or verbal feedback on the course content and teaching.



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