

The Minster Centre

Diploma in Integrative Supervision - 2011

Course Content

Introduction

This training will use the Hawkins and Shohet process model (*Supervision in the Helping Professions* 2000) 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.

Format

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

| | | |
|-----------------|--------------|---|
| Friday | 6.30pm – 9pm | <ul style="list-style-type: none"> ▪ Check in ▪ Theory topic/discussion/exercises [The first Friday of the course will briefly cover introductions and course requirements.] |
| Saturday | 10am -1.00pm | <ul style="list-style-type: none"> ▪ Check in ▪ Theory session encouraging discussion and questions ▪ Role-play. Experiential exercises ▪ Work in small groups ▪ Work in the larger group in various forms - supervision, live supervision, etc ▪ Feedback on the session |
| | 2pm – 5pm | <ul style="list-style-type: none"> ▪ Supervision of supervision in two groups with a tutor facilitating each group ▪ Feedback |
| Sunday | 10am – 1pm | <ul style="list-style-type: none"> ▪ Check in ▪ Theory topic/discussion/exercises ▪ Role-play |
| | 2pm – 5pm | <ul style="list-style-type: none"> ▪ Theory session encouraging discussion and questions ▪ Experiential exercises ▪ Work in small groups ▪ Work in the larger group in various forms - supervision, live supervision, etc |

A group process session will be built into the timetable as needed.

Theoretical framework

The theory underpinning the course encourages reflection of the different roles and tasks of the supervisor, as outlined by Shohet and Hawkins. In this model there are two foci which overlap:

- i. *the therapy system*
- ii. *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. In the first module time 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.

Consideration of ethics, working with difference, and the context of psychotherapy underpin the theoretical framework.

The aims of the course are 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 the different possibilities of focus in a supervision session
- provide opportunities for students to consider what might influence the focus of a supervision session and to assess 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)

Content of Modules

The content covered in 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 include:

- Facilitating supervisee learning, including assessment of stages of development
- An introduction to Shohet & Hawkins' model including the three roles of the supervisor
- The boundary between therapy and supervision
- Contracts

- Ethics, including discussion of the BACP framework and 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
- Parallel process
- 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 and from supervisor to supervisee and client (includes exploration of triangular dynamics drawing on various theoretical orientations)
- Issues of power and the 'authority of the supervisor'
- Working with ruptures
- Working with 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 and last weekend of the course there will be tutorials.

A group process session will be built into the timetable as needed.

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