# ACCREDITATION THROUGH PARTNERSHIP

**The British Psychological Society**
Partnership & Accreditation

## Additional guidance for clinical psychology training programmes: Introductory supervisor training

**Introduction**

The following are the key learning objectives for introductory supervisor training for clinical psychologists and related professions. It is recommended that clinical psychologists should attend this training 1-2 years post qualification. It is also recommended that the training should be for a minimum of 3 days (ideally spread over time to allow for the practical application of the training). The learning objectives include knowledge, understanding and the development of key skills, attitudes and the capability to generalise and synthesise these components.

It is envisaged that programmes will use the learning objectives to develop their individual training packages. This will include specified learning outcomes tailored to each programme.

Programmes delivering supervisor training that meets these expectations are able to apply for approval of their training by the Society's Learning Centre (www.bps.org.uk/learningcentre). This will enable psychologists who successfully complete the training programme to apply for entry to the Society's Register of Applied Psychology Practice Supervisors (see http://www.bps.org.uk/professional-development/directory-of-supervisors/directory-of-supervisors_home.cfm for more details).
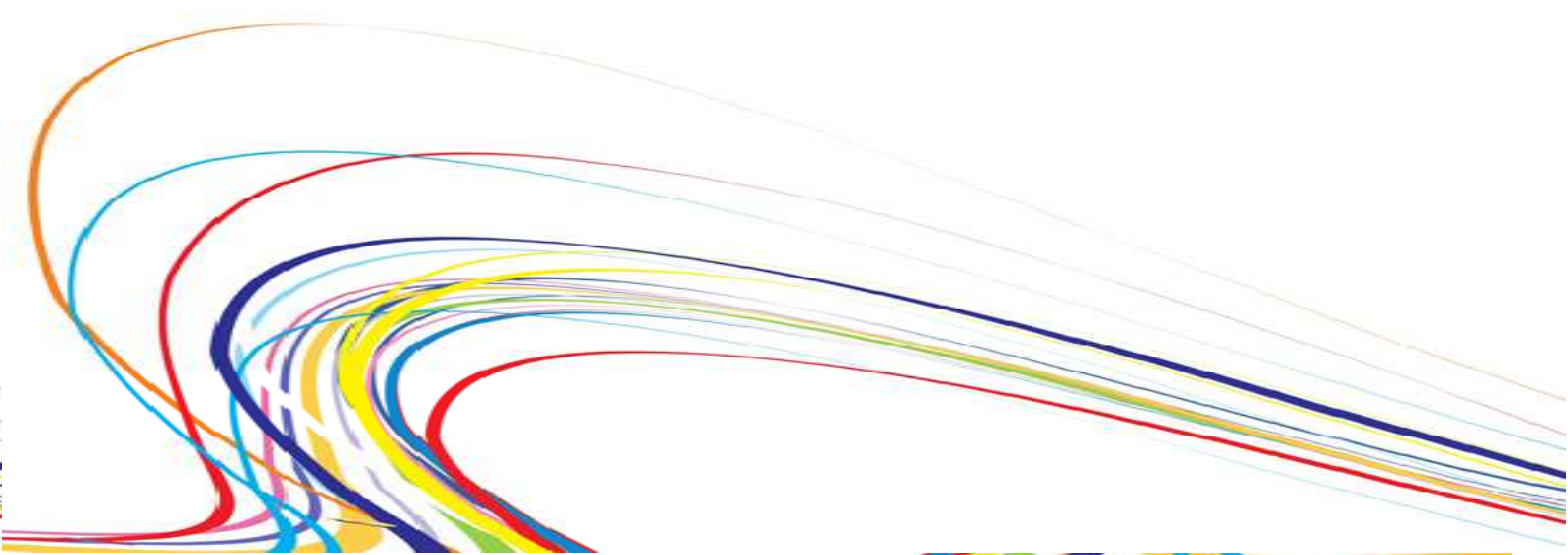
**Understanding and Application**

1.    Have knowledge of the context (including professional and legal) within which supervision is provided and an understanding of the inherent responsibility.

2.    Have an understanding of the importance of modelling the professional role, e.g. managing boundaries, confidentiality, accountability.

3.    Have knowledge of developmental models of learning which may have an impact on supervision.

4.    Have knowledge of a number of supervision frameworks that could be used for understanding and managing the supervisory process.

5.    Have an understanding of the importance of a safe environment in facilitating learning and of the factors that affect the development of a supervisory relationship.

6.    Have skills and experience in developing and maintaining a supervisory alliance.

7.    Have knowledge of the structure of placements including assessment procedures for disciplines at different levels of qualification up to doctorate level, and the expectations regarding the role of a supervisor.

8.    Have skills and experience in contracting and negotiating with supervisees.

9.    Have an understanding of the transferability of clinical skills into supervision and the similarities and differences.

10.    Have an understanding of the process of assessment and failure, and skills and experience in evaluating trainees.

11.    Have skills and experience in the art of constructive criticism, on-going positive feedback and negative feedback where necessary.

12.    Have knowledge of the various methods to gain information and give feedback (e.g. self report, audio and video tapes, colleague and client reports).

13.    Have skills and experience of using a range of supervisory approaches and methods.

14.    Have knowledge of ethical issues in supervision and an understanding of how this may affect the supervisory process, including power differentials.

15.    Have an understanding of the issues around difference and diversity in supervision.

16.    Have an awareness of the on-going development of supervisory skills and the need for further reflection/supervision training.

17.    Have knowledge of techniques and processes to evaluate supervision, including eliciting feedback.


**Attitudes (Value base)**

1.    Respects trainees

2.    Sensitive to diversity

3.    Committed to empowerment of supervisees

4.    Values the ethical base guiding practice

5.    Believes in balancing support and challenge

6.    Committed to a psychological knowledge based approach to supervision

7.    Recognises need to know own limitations

8.    Supports principle of life-long learning

**Capabilities**

1.  The capability to generalise and synthesise supervisory knowledge, skills and values in order to apply them in different settings and novel situations.

*Revised September 2010*