NES Psychological Therapies Supervision Training- Looking to the Future

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Why think about supervision?

‘the Matrix ....stresses that services must provide adequate psychological therapies supervision for staff delivering psychological interventions, to ensure patient safety and the delivery of evidence-based care; the evidence also shows that supervision improves the quality of outcomes and the efficiency of service delivery’

*The Mental Health Strategy for Scotland 2012-2015*
What Exactly is Psychological Therapies Supervision?

The formal provision, by approved supervisors, of a relationship based educational and training which is work focused and which manages, supports, develops and evaluates the work of colleagues.

It differs from related activities such as mentoring and therapy by incorporating an evaluative component and by being obligatory. The main methods used are corrective feedback of a supervisees performance, teaching and collaborative goal setting.

The objectives of supervision are normative (e.g. case management and quality control), restorative (encouraging emotional experiencing and processing) and formative (e.g. maintaining and facilitating the supervisors competence, capability and general effectiveness).

Milne (2009)
Functions of supervision
Evidence of Efficacy of Supervision

In general, this has been the focus of insufficient research focus- Watkins (1997) ‘something does not compute’

However, some examples where evidence of reasonable quality

Callaghan (2009) Supervisor effect found to be significant in client outcomes. The best supervisors were associated with better outcomes in the clients seen by trainees

Wheeler and Richards (2007) Supervision has positive impact on therapist self awareness, skills, self-efficacy, theoretical orientation, support, to some extent outcomes for clients Cochrane Review
Roth and Pilling (2008) Generic Supervision Competencies

- Ability to employ educational principles which enhance learning
- Ability to enable ethical practice
- Ability to foster competence in working with difference
- Ability to adapt supervision to the organisational and governance context
- Ability to form and maintain a supervisory alliance
- Ability to structure supervision sessions
- Ability to help supervisee present information about clinical work
- Ability to help supervisee reflect on their work and the usefulness of supervision
- Ability to use a range of methods to give accurate and constructive feedback
- Ability to gauge supervisee's level of competence
- Ability for supervisor to reflect and act on limitations in own knowledge and experience

Quality Education for a Healthier Scotland
Why do we need Psychological Therapies Supervision training?

‘regular workshops on supervisory skills..must be organised...to ensure effective supervision’
(British Psychological Society 2007, pg 3)

‘The Board recognises that the knowledge and skills required to provide adequate supervision are advanced and complex..the Board will require supervisors to complete training in competency based supervision and update..every 5 years
(Psychology Board of Australia 2013)

‘The organisation and provision of quality supervision to IAPT therapists will be one of the factors, which will determine the success, or otherwise, of the IAPT programme.’
(IAPT supervision guidance revised 2011)
Proposed model

NES GSC elearning module including self assessed competencies + 2 days face to face + video simulated assessment

- Clinical psychologists supervision module for new supervisors
- Mindfulness supervision module
- CBT specialist supervision module
- Interpersonal therapy supervision module
- Clinical psychology refresher module for new supervisors
- New group supervision module to be added in 2014
Focus on Competence and Evaluation

As we move forward, we would like to focus not only on the teaching of the competencies but the extent to which these have been learned. The e-learning module will introduce quizzes of content, self assessment and assessment of videos of others delivering supervision.
Getting involved

Anyone with an interest in supervision of psychological therapies, we are really keen to develop a network of practitioners, trainers and researchers.

Please contact me at Sandra.ferguson@nes.scot.nhs.uk
Implementation Science and the workshop task

Key Drivers

Core Implementation Components

- Leadership
- Adaptive
- Technical
- Decision Support Data System
- Facilitative Administration
- Systems Intervention
- Coaching
- Training
- Selection

Performance Assessment

Source: Slides presented at Implementation Masterclass, Dublin, May 2011, Karen Bliss and Dean Fieson
Workshop format

In your groups, briefly introduce yourselves. There will be a host at the table who will lead the discussion. Discuss the issue which is allocated to you. As discussion emerges, feel free to record it on the paper provided. After 15 minutes we will ask you to move to another table and work on another issue, building on the comments of your colleagues. All the feedback will be incorporated into the future planning of supervision teaching in Scotland.
Workshop questions

Question 1
How do we support a culture that values supervision?

Question 2
What (if any) are the barriers to implementing the recommendations for supervision? How have these been tackled?

Question 3
What are the benefits and challenges of moving towards evaluation of competencies in delivering supervision?