‘Clinical Supervisor’ Training

Supervision Conversations That Inspire

1. General Course Information

1.1 Course Details

Course Title: ‘CLINICAL SUPERVISOR’ TRAINING - Supervision Conversations That Inspire

Coordinating Organisation: SKATTLE Limited

Level: Tertiary Level Coursework (meets PACFA requirements for coursework re supervisor training)

Contact Hours: 39 hours (including face to face training and assessment, practical experience and reflective journaling).

Course Description: The purpose of this course is to develop students understanding of how post-structuralist principles can be applied to the supervision context for both individuals and teams.

Assumed background: It is assumed that students who enter the course have a degree or considerable work experience in the human services/social sciences field. Participants are seeking to expand their skills into supervision, or already have experience in supervision of students and teams.

Some understanding of post-structuralist practice frameworks such as Client/Person-Centred, Strengths Based, Narrative and Solution Focused approaches would be an advantage for participation.

1.2 Course Fees

The course fee is $924 incl GST, payable two weeks prior to course commencement date. Payment must be accompanied by a completed registration form (see appendix). All enquiries relating to the course should be directed to SKATTLE admin on (07) 3847 9943, or by email: enquiries@skattle.org.au

1.3 Course Outline

This course focuses on post-structuralism and its application for individuals and teams seeking to reflect on their work practice and move beyond challenges that
may be interfering in their capacity to work effectively. It considers the intentions and assumptions underpinning post-structuralism and how supervisors can position the professionals they supervise as the experts in their own lives.

The course will pay particular attention to how supervisees characterise their own problem stories of work and life through the language and discourse they use. It will offer students conversational maps that can be used to assist supervisees to re-author their stories in ways that are more congruent with their hopes for working and living. In doing so, students will gain an understanding of:

- The principles and assumptions underpinning post structuralist approaches to supervision such as Narrative, Strengths Based and Solution Focused practice;
- The role of the supervisor/supervisee and important legal and ethical implications of supervision;
- How to position themselves as a supervisor;
- Skills and concepts such as: externalizing; scaffolding and conversational maps; acknowledging; outsider witness practices; letter writing to document change;
- How to engage in both team and individual supervision sessions;
- Cultural sensitivity when supervising workers from diverse backgrounds.

1.4 Course Staff

**Course Coordinator:**

Jane D'Arcy  
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**Training support staff:**

Peta Ward  
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Adrian Holmes  
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1.5 Timetable

Students are required to attend 3 full days of training and two half days of face to face assessment. Students are also required to engage in their own practical experience within the six months of the training program. During this time, students are to write a reflective journal and an essay on their training and practical supervision experiences.

*All travel costs for accessing training and fieldwork experience are in addition to the course fee and will be incurred by the student.*
2. Unit Objectives

2.1 Course Aims

The course aims to build on the knowledge and skills of workers in the human services sector who wish to provide supervision and practice reflection to workers and teams. This is done through an introduction of a paradigm shift where supervisees are viewed as experts in their own life. The course is intended to link theory to practice by combining theory, an experiential workshop, and field placement opportunities.

2.2 Learning Objectives

At the end of the six months training, supervisors will be competent in demonstrating their ability to:

1. Structure supervision sessions;
2. Facilitate the supervisee to present information about their clinical work;
3. Facilitate the supervisee to reflect on their work and on the process of supervision;
4. Help the supervisee practice specific clinical skills;
5. Use a range of methods to give accurate and constructive feedback;
6. Employ educational principles to enhance learning;
7. Conduct supervision across a variety of formats such as direct observation and web based technologies;
8. Conduct supervision across the variety of client presentations such as individuals, couples, family and group;
9. Supervise across a range of counselling and psychotherapy modalities;
10. Enhance ethical practice;
11. Foster competence in working with difference;
12. Adapt supervision to the Organisational and governance context;
13. Form and maintain a supervisory alliance;
14. Manage threats to the supervisory alliance;
15. Assess the supervisee’s level of competence;
16. Apply standards;
17. Support the supervisee’s ability to manage their caseload;
18. Detect and support personal and professional issues which could impact on the supervisee’s capacities;
19. Reflect and act on limitations in own knowledge and experience;
20. Be aware of and act on potential sources of evaluation bias.

* PACFA guidelines re Supervision Training Standards*
3. Learning Resources

3.1 Textbooks

The two textbooks for this unit are:


3.2 Additional Reading

What is Narrative Therapy? An easy to read introduction by Alice Morgan

The Strengths Approach by Wayne McCashen

Experience and Contradiction, Narratives and Imagination: Selected Papers of David Epston and Michael White

Narrative Practices and Exotic Lives: Resurrecting Diversity in Everyday Life by Michael White

‘Catching up’ with David Epston: A collection of Narrative Practice Based Papers

Narratives of Therapists Lives by Michael White

Narrative Therapy – Responses to your Questions compiled by Shona Russell and Maggie Carey

3.3 Readings

All readings will be supplied.

3.4 SKATTLE Limited Learning Resources

Access to a range of resources and mentors, through SKATTLE Limited’s Training and Development Services, to support students in their learning.
4. Teaching and Learning Activities and Assessment

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<th>Activity/Assessment</th>
<th>Learning Objective</th>
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<td><strong>3 day training (Training/Workshop) (21 hours).</strong>&lt;br&gt;Content includes:&lt;br&gt;Theory of post-structuralist approach to practice; Demonstrated understanding of key legal and ethical considerations in supervision; Worker positioning; Externalising; Scaffolding conversations; Use of a reflective conversational map; Letter writing; Acknowledging; Outsider witness practices.</td>
<td>2.2.1; 2.2.2; 2.2.3; 2.2.4; 2.2.5; 2.2.6; 2.2.8; 2.2.9; 2.2.10; 2.2.11; 2.2.12; 2.2.13; 2.2.14; 2.2.16; 2.2.17; 2.2.18</td>
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<td><strong>Reflective essay and letter</strong> Write a letter to a supervisee based on a post structuralist template (alternative to a case note) and write a 1,000 word analysis of the letter including the post structuralist intentions behind letter writing <strong>(11 hours)</strong>.</td>
<td>2.2.9; 2.2.13; 2.2.15; 2.2.19; 2.2.20</td>
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<td><strong>Two half day face to face assessment</strong> three and six months after first day of initial training (live supervision sessions incorporating individual assessments and feedback) <strong>(7 hours)</strong>.</td>
<td>2.2.7; 2.2.8; 2.2.9; 2.2.13; 2.2.15 2.2.18</td>
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*Note: This supervision training may not enable you to become registered as a clinical supervisor. Depending on your registered body there will be additional requirements to be met relating to years of experience and qualifications.*