



Diploma in Advanced Reflexive Supervision

the philosophy and practice of cross-professional supervision

We live in increasingly challenging times for practitioners in all professions. This 100-hr programme offers a learning environment in which participants can develop their skills of helping supervisees:

- readily identify and creatively manage the impact of their work on themselves
- enhance their capability as critical reflexive learners (i.e. increased depth of self-awareness and breadth of theoretical understanding)
- better contain the anxieties of their clients and offer increasingly helpful interventions consistent with their profession

The programme is designed for: supervisors in a wide range of helping professions including complementary therapies, counselling, emergency services, physiotherapy, occupational therapy, clinical, counselling and educational psychology, social work, medicine, prison service, education, cognitive therapies, psychotherapy, line-management etc

Accredited by the Institute of Work Based Learning at Middlesex University



Why Reflexive Supervision?

Traditionally supervisors have been more senior or experienced practitioners in the profession of their supervisees. As such the work of supervisors was seen through the lens of their profession. Gradually, however, supervision is emerging as a discrete profession based on philosophies of transformational learning rather than any particular profession. Additionally, many of the supervisors and managers of today find themselves with supervisory responsibility for multi-disciplinary teams and need a framework for supervision that transcends any of the particular professional perspectives of their supervisees. The term supervision is no longer sufficient to capture the complex task of facilitating learning for practitioners that makes up the work that supervisors do and so on this programme we adopt the phrase reflexive supervision. The programme equips participants to offer creative supervision within their own profession and across professions.

Critical Reflexivity describes the capacity of practitioners to reflect on their work in increasingly deeper perspectives critically evaluating the assumptions that inform their interventions with clients. It is well captured In Bolton:

Reflexivity is making aspects of the self strange: focusing close attention upon one's own actions, thoughts, values, identity and their effect upon others, situations, and professional and social structures. The reflexive thinker has to stand back from belief and value systems, habitual ways of thinking and relating to others, structures of understanding themselves and their relationship to the world and their assumptions about the way that the world impinges upon them. (Bolton 2010)

Transformational Learning can arise from critical reflexivity and describes learning that impacts profoundly on practice. It produces new knowledge that makes the previous conversations redundant and leads to new ways of practicing

A New Process-Framework for Reflexive Supervision.

This programme presents a new Process-Framework (Moore 2010) for reflexive supervision that increases the capacity of supervisors to facilitate non-shame based learning environments for their supervisees. Recognising that empathy is our primary way of knowing others the three-stage process brings supervisees' theoretical knowledge to bear on their emotional experience to provide understanding of practical use to their clients.

Bolton, G. (2010). *Reflective Practice*. London: Sage.

Moore, R.M. (2010) A 'Process Framework' for Learning in a New Era of Supervision. *The Soul of Supervision*. M. Benefiel & G. Holton., New Your: Morehouse.

Course structure

The programme is designed by **Bobby Moore Consultancy** (Belfast) and is delivered in partnership with the **International College for Personal and Professional Development (ICPPD)** in Athlone. It is accredited at post-graduate level through the **Institute of Work Based Learning at Middlesex University** (London).

Designed to address the current supervision training requirements of professional bodies including IACP / BACP participants complete the 100-hour course over 15 days by way of six week ends (Sat-Sun) and a final three day session (Fri-Sun).

Details of dates, venues and costs will regularly be posted on the following websites: www.icppd.com and www.bobbymooreconsultancy.com

The three modules of the programme explore reflexive supervision from the perspectives of a) theory and skills, b) groups and organisations and c) ethics and practice.

On successful completion of the programme participants will receive:

- A Diploma in Advanced Reflexive Supervision (Dip.Ad.Ref.Sup.) from ICPPD and
- A Middlesex University parchment of 60 transferable post-graduate credits. These credits are valid in universities across Europe and can be used towards other post-graduate university Diploma and Masters awards.

Applicants will have:

- An undergraduate degree or equivalent level of professional training.
- At least five years post-qualification experience within their profession.

Applicants will submit the following by the deadline set for applications to the programme:

- A completed Application Form
- A 500-word statement of interest and commitment to the programme
- A statement of support from their current supervisor testifying to the applicant's commitment to using supervision as a forum for learning and ability to work within ethical frameworks.

Where further information is required to assess suitability for the programme applicants may be invited for interview.

Module One

The philosophy of Learning in Reflexive Supervision: theory and skills (20 credits)

Explores a range of theories of supervision with opportunities to experience them in practice. Working in small study groups participants complete a practical group exercise based on a supervision model of their choice writing a 3,000-word essay on their learning experience with the model.

Building on existing capabilities participants will have an opportunity to:

- Consider the emotional impact that professional practice has on practitioners
- Explore the nature of critical reflexivity and transformational learning
- Practice establishing, maintaining and ending learning relationships
- Study a range of theories of supervision
- Practice the process framework for reflexive supervision
- Develop the skills of negotiating learning agreements

On completion of this module successful participants will be able to:

- Skilfully help supervisees manage the impact of their practice on themselves and use that impact to help clients manage their dilemmas
- Articulate their own experience as reflexive learners with an understanding of how this has impacted on their individual learning style and effects their approach to supervision
- Critically explore their capacity to facilitate learning for others
- Critique a number theories of supervision recognising their strengths and limitations
- Articulate their own philosophy of supervision in light of their critical self-awareness and the various theories of supervision and philosophies of learning

A 3-Stage Process Framework for Reflexive Supervision

One of the key challenges that supervisors face is that of shifting their way of thinking about experiences with supervisees from that of their original professional perspective to thinking of themselves as facilitators of learning. This moves the focus of supervisor preoccupation from thinking about how the supervisees' clients experience their world to focusing more on how the supervisees are thinking and learning about their experience with their clients. The process framework for reflexive supervision is a three-stage tool for slowing this process down and facilitating space for reflection on the emotional narrative that is unfolding between supervisees and their clients.

Stage One – *‘an open mind and open heart for empathic resonance’*

Our principal way of knowing about others' experiences is from our empathic resonance with their emotions. This first stage provides opportunities for supervisees to cultivate their emotional intelligence through awareness of the emotions evoked in them by their clients. Self-awareness helps to distinguish the feelings arising from self and those from resonance with the clients' dilemmas. This is emotional or experiential knowing.

Stage Two – *‘wear your theory lightly but don't go out without it’*

Theoretical training gives the supervisee a perspective on experience and a way of making meaning of client dilemmas. In stage two supervisees practice bringing their theoretical perspective to bear on the emotional experience in ways that are of practical use to clients. They enhance their capacity to think-feelingly and develop confidence in the use of theory. This is theoretical understanding or propositional knowing.

Stage Three – *‘it's how you say what you say that makes the difference’*

Supervisees' practical interventions arise from insight gained into clients' dilemmas and are communicated with 're-iterative empathy' to offer clients an experience of being emotionally understood. This is pragmatic reflexivity or practical knowing.

“Bobby Moore's new programme harnesses the best of the past, through reflection, while open in the present to the creation and emergence of the challenging future. This is supervision as it will be.”

Professor Michael Carroll

Module Two

Reflexive supervision in uni and multi-disciplinary groups and within organisations (20 credits)

This module considers the implications of supervising in both uni- and multi-disciplinary groups. Thinking about this in the context of organisational dynamics participants complete a 5,000-word essay.

The main areas covered will be:

- Review and critique of models of group supervision (team, peer, staff, organisational)
- The 'process framework' in groups
- Setting up and running a supervision group
- Hot spots in group supervision and how to manage them
- Group and Organisational dynamics in the literature and in practice
- Working for and/or within organisations as a supervisor
- Skills of managing boundaries within organisations and in setting up three-way learning agreements
- History and development of supervision practice in participant's professional settings

On completion of this module successful participants will be able to:

1. Analyse the variety of group processes that might impact on the effectiveness of group supervision
2. Articulate the range of group supervision styles
3. Apply group supervision styles that are suitable for both supervisors and supervisees in different contexts
4. Critically discuss organisations and know how to work with and within them
5. Set up and negotiate the three way learning agreement
6. Demonstrate critical sensitivity to boundaries in supervision within organisations and be able to work with them effectively
7. Clarify how supervision can be applied to wider organisational areas
8. Review the group and organisational processes that impact on supervision in the participants own professional setting

Module Three

Working as a reflexive supervisor: ethical, professional and practical issues (20 credits)

This module offers opportunities to learn from practical experience consistent with the Institute of Work-Based Learning at Middlesex University. In addition to course attendance participants complete 50 hours of supervision practice in their own work setting and engage a consultant supervisor for 10 hours of reflection on that practice. Assessment is by way of a viva exam based on an example of the participant's practice through a tape-recorded session.

On completion of this module successful participants will be able to:

1. Articulate their own self-awareness as ethical decision makers
2. Demonstrate sensitivity to the implications of their behaviours and interventions as supervisors
3. Critically review the impact of their supervisory style
4. Work creatively with particular supervisory situations in order to make effective ethical decisions
5. Articulate a critical awareness of ethical issues for supervision in the participant's own professional setting

Syllabus:

The main areas covered will be:

- Review of ethical theories, principles and codes of practice as applied to supervision
- Kohlberg's (1981) stages of moral reasoning as they apply to supervision
- Kegan's (1994) levels of reflexivity in the context of supervision
- Theories of moral decision making as applied to supervision
- Relevant codes of ethics that impact on the participant's professional setting
- Reflective and reflexive learning

Other services available from Bobby Moore Consultancy

- One-to-One, group, multidisciplinary team and organisational supervision
- Organisational consultancy
- Leadership development
- Seminars and workshops on supervision
- Strategic and operational planning
- Action research and participative inquiry for organisational change and service development
- In-house training programmes designed to meet your needs.

For further information please feel free to contact:

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