

Supervision of Cognitive and Behavioural Therapies

This section describes the knowledge and skills needed for supervision of cognitive and behavioural therapies. It is not a 'stand-alone' description of competences, and should be read:

- 1) As part of the supervision competence framework. Effective CBT supervision depends on the integration of specific CBT supervision competences with the knowledge and skills set out in the other domains of the supervision competence framework.
- 2) With reference to the CBT competence framework, which describes the generic, basic, specific and problem-specific competences which contribute to the effective delivery of CBT

Supervisor's expertise in CBT

An ability for the supervisor to draw on knowledge of the principles underpinning CBT

An ability for the supervisor to draw on personal experience of the clinical applications of CBT

An ability to recognise (and to remedy) any limitations in knowledge and/or experience which has implications for the supervisor's capacity to offer effective supervision

An ability to ensure that supervision integrates attention to generic therapeutic skills (such as the ability to maintain a positive therapeutic alliance or an ability to respond appropriately to client's distress) while also focussing on the development and /or maintenance of skills specifically associated with CBT

Adapting supervision to the supervisee's CBT training needs

An ability to identify the supervisee's knowledge of, and experience with, the CBT model

An ability to identify and discuss any misconceptions that the supervisee may hold regarding the CBT model and techniques usually applied in CBT

An ability help the supervisee gain direct experience of the CBT model by applying its techniques to themselves (e.g. through practices assignments such as behavioural experiments or maintaining thought records)

An ability to monitor the supervisee's ability to make use of a CBT perspective to understand the client's presentation and the evolution of therapy

An ability to help the supervisee reflect on their development as a CBT practitioner in order to identify specific CBT learning goals

An ability to link material covered in specific supervision sessions to the supervisee's CBT learning needs

An ability to negotiate learning agreements which reflect the supervisee's learning needs

Structuring supervision sessions

An ability to structure supervision sessions in a manner which is consonant with the principles of CBT therapy, usually including:
working with the supervisee to identify a mutually agreed agenda for the session and to prioritise items for discussion
reflecting on the application of ideas/issues discussed in the previous supervision session
reviewing clinical work and identifying specific issues and difficulties for discussion
eliciting supervisee's concerns and questions regarding clinical work (and ensuring that these are included in the agenda)
reviewing any practice assignments which have been agreed (e.g. background reading, application of new ideas or techniques etc.)

Specific content areas for CBT supervision

An ability to help supervisees develop and apply to the individual client/ case:
knowledge of diagnosis/ condition
knowledge of behavioural/cognitive behavioural case conceptualisation and formulation, and the operation of different types of cognitive content and cognitive processes
their ability to use Generic Therapy skills*
their ability to structure therapy sessions
their ability to make use of Basic, Specific, Problem-Specific behavioural and cognitive- behavioural skills and techniques in the context of a collaborative relationship with the client*
their ability to develop (in collaboration with the client) an individualised maintenance model that can guide therapy

* These skills are specified in the CBT competence framework

Specific supervisory techniques

An ability to use a range of observational and participative methods (listening to and reviewing audio and video recordings of clinical sessions, role-play, modelling etc.) to develop specific skills in the application of CBT techniques
An ability to use 'capsule summaries' to summarise material discussed and any learning points or learning agreements, and to encourage the supervisee to make such summaries in order to establish their understanding of these issues
An ability to elicit feedback from the supervisee regarding their reactions to material discussed in the supervision session and/or any learning points (e.g. their sense of its applicability, its validity, its congruence/ incongruence with their current thinking etc)
an ability to help the supervisee identify any negative thoughts that interfere with therapy or with supervision

Monitoring the supervisee's work

An ability to use recordings /direct observation to monitor the supervisee's ability to implement CBT techniques
An ability to use information from session-by-session outcome measures to guide the supervision agenda
An ability to formally assess the supervisee's CBT competences using appropriate instruments