



# **Award in Clinical Supervision**

## Trainee Information

# 2025

The course has been accredited by the National Commission for Further Education

# Welcome to the Award in Clinical Supervision

We would like to welcome you to the *Institute of Family Therapy Malta*. We hope that you will have a valuable and enjoyable time studying with us. It is always a challenge to start something new, we know what it means as this course is also a new venture for us. So please contact the course coordinators Dr. Charlie Azzopardi or Ms. Karen Bishop if we can be of help.

*The Institute of Family Therapy Malta* was set up to provide state of the art training and therapy. All teaching staff are professionally trained and relevantly qualified clinical professionals. The Institute boasts membership with the *Training Institutes Chamber of the European Family Therapy Association* and membership with the *International Family Therapy Association*. It is also listed as a registered *Higher Education Institution* and its courses are all accredited by the *National Council for Further and Higher Education*.

## PROGRAM OVERVIEW

It being the first of its kind in Malta, the Award in Clinical Supervision provides an emphasis on and training in understanding the complexity of the supervisory multi-layered context. The focus is on understanding the importance of transference and counter-transference issues within the supervisory process and relationships – the supervisor, the supervisee, the client and the multiple contexts within which supervision takes place, amongst other core topics.

Supervision is an ongoing and lifelong professional requirement in psychotherapy, counselling, systemic family therapy, psychology, coaching etc, safeguarding both the practitioner and the client/s. It is essential for good practice. Supervision is the lifeline of practitioners through which they process the person of the therapist and the related caseload. This course offers a trans-modal approach to supervision and deals with the core themes in supervision thus meeting the needs of the various professionals, professions and caseloads.

Whilst we expect you to take your studies seriously, we also know that studying at postgraduate level is stimulating and rewarding but it can also be challenging and demanding on many levels. Students might at times struggle, as well as having many exciting and fulfilling moments. The important thing is that you manage to successfully complete training and that the days spent together provide you with an enriching experience. It is of paramount importance to us to help you reach that goal. If you have any concerns about the course please try to raise them at the earliest opportunity so that they can be addressed.

Finally, we hope that you enjoy your time on the Training. We now look forward to working with you over the coming year and wish you every success in your studies.

Dr. Charlie Azzopardi & Ms. Karen Bishop

Programme Coordinators

## PROGRAMME OVERALL AIMS & OBJECTIVES

The Award in Clinical Supervision objectives are to:

1. develop participants' advanced supervisory skills needed to form and maintain supervisory relationships
2. enable participants to analyse a range of supervisory models and educational theory
3. inform participants to develop an advanced understanding of supervisory structures and processes
4. to enable participants develop a critical understanding of the different ways in which clinical supervision can be assessed and evaluated
5. to enable participants to work systematically and to effectively manage influencing factors such as organisational, ethical, professional and legal influences
6. reflect on and develop supervision skills.

## TARGET GROUPS & ENTRY REQUIRMENTS

This qualification course is indicated to warranted health care and allied health professionals in the fields of psychology, psychotherapy, counselling, psychiatry, social work who are involved with clinical practice and with at least two years of post-Masters level qualification and practice.

Acceptance on the Award in Clinical Supervision requires a professional qualification in the field of practice, including psychology, counselling, psychotherapy, art therapy, drama therapy, and so forth and a minimum of two years post qualification experience working with different clinical populations. One also needs to be receiving supervision from an experienced and qualified supervisor as well as have the opportunity to practice supervision at one's workplace.

Because this course demands close contact with vulnerable people a clean police conduct is also required as a proof that the applicant has never been convicted for abuse of the vulnerable. Admission of applicants remains at the sole discretion of the *Institute of Family Therapy Malta*.

## TIME COMMITMENT

The course is distributed over one Calendar year between February and September 2020. It consists of six weekend blocks accumulating over seventy contact hours and leaves time for the student to cover the necessary independent study hours and assignment / projects preparation in between blocks.

	Block 1		Block 2		Block 3		Block 4		Block 5		Block 6	
Date	Feb 2025		Mar 2025		May 2025		Jul 2025		Sep 2025		Nov 2025	
Days	Sat	Sun	Sat	Sun	Sat	Sun	Sat	Sun	Sat	Sun	Sat	Sun
Time	9 - 5	9 - 2	9 - 5	9 - 2	9 - 5	9 - 2	9 - 5	9 - 2	9 - 5	9 - 2	9 - 5	9 - 2
Hour	7	5	7	5	7	5	7	5	7	5	7	5

## **STRUCTURE OF COURSE**

This Award is divided into 4 Modules covering the major areas of the profession including historical and current theory, the different models, research, clinical practice and personal and professional development.

### *Module 1: Models of Supervision*

This Module presents the major models of supervision and their conceptual frameworks and serves as a sound basis for further positioning of competencies and skill needed for the effective practice of clinical supervision. This module will look into various prominent current theories.

### *Module 2: Self Reflexivity in Supervision*

In no other profession does the personality and behaviour of the professional make such difference as it does in psychotherapy and counselling. This module provides a powerful experiential opportunity for students to become increasingly mindful about the relationship between the self of the therapist and the client, as well as the self of the supervisor and the supervisee.

### *Module 3: Enhancing Supervisees' Competences*

Prospective supervisors will learn how to successfully engage supervisees in ways that will support them in consolidating the requisite knowledge, skills, and values for effective clinical performance. Students will learn how to tap into supervisee's resources in ways that create the opportunity for thinking and reflection. This course highlights the collaborative and dialogical supervisory practice using interventions that help the supervisee challenge their thinking reflexively amidst sensitivity to issues of diversity such as race, culture, sexuality and disability.

### *Module 4: Legal and Ethical Issues in Supervision*

This module ensures that participants' professionalism and expertise stretch to include awareness of the wider context around the supervisory process. It addresses ethical issues that include supervisor's qualifications, duties and responsibilities, dual relationships, client consent, third party payments, as well as working for or within agencies. The legal liability of supervisors extends into such areas as direct and vicarious liability, confidentiality and the duty to protect, and standard of care.

## **STAFF STRUCTURE**

### **Course Management:**

Dr. Charlie Azzopardi B.Psy.(Hons.) M.Sc. (UOL) Doct. Sys. Psych. (UEL)  
Mrs. Karen Bishop B.Psy. (Hons.), M.Sc. (UEL)

### **Tutors**

Dr. Charlie Azzopardi B.Psy.(Hons.) M.Sc. (UOL) Doct. Sys. Psych. (UEL)

Mrs. Karen Bishop B.Psy. (Hons.), M.Sc. (UEL)  
Dr. Padraic Gibson DPsych, PGradDip.Sc., PGradDip., SysPsych, PGradDip Clin Supvr.  
Dr. Matteo Papantuono D.Psych, Ph.D  
Dr. Claudette Portelli B.Psych (Hons.) D.Psych, Ph.D

## **ASSESSMENT**

Four written analyses of 2000 words each presented along with a video of a real supervision session carried out in one's place of work or placement\* depicting the topic selected in the assignment and reflecting learning from each module.

A final group video presentation allowing students to showcase the knowledge, skills and competences gained in areas of learning throughout the course and highlighting one's personal and professional growth curve.

Reflective Journal of 15 supervision sessions of 2000 words highlighting the journey of theoretical and clinical mastery of the supervision process.

Final position paper of 2000 words in which students are expected to position themselves in terms of their own personal and professional growth throughout the course, theoretical ideas and models adopted substantiated by a clear concise, and congruent rationale for that choice.

\* We offer the possibility of rooms for use by the students to practice individual and group supervision. Video recording equipment and a digital recording system for use in class are available too.

## **SUCCESSFUL COMPLETION OF THE COURSE**

The course is successfully completed upon:

1. Attendance to all course blocks
2. Successful completion of all assignments and projects
3. Signed proof from supervisor of having received supervision for your supervision placement

## **FEE**

The course carries the fee of €1500

The above payment covers all costs throughout the training including electronic library subscription, foreign visitors, examinations. No additional charges will be incurred. As with all our training programmes students can benefit from the *Get Qualified Scheme* by *Malta Enterprise*.

# Award in Clinical Supervision

## Block 1: February 2021

Tutor: Charlie Azzopardi

### Day 1: General Introduction/Models of Supervision

9:00 – 11:00	Introduction to the Course/ Introducing Each Other etc. What has been my experience of giving/receiving supervision?
11:00 – 11:15	COFFEE BREAK
11:15 – 13:15	Course Practicalities, Projects, Deadlines, etc
13:15 – 13:45	LUNCH BREAK
13:45 – 15:45	<b>Practical Exercise</b> – Identifying my positioning in supervision
15:45 – 16:00	COFFEE BREAK
16:00 – 17:00	<i>Day Evaluation and Wrap Up</i>

### Day 2: General Introduction/Models of Supervision

9:00 – 11:00	<b>Lecture</b> - Models of Supervision
11:00 – 11:15	COFFEE BREAK
11:15 – 13:15	<b>Lecture</b> - Models of Supervision
13:15 – 14:00	<i>Final Reflections</i>

## Block 2: Mar 2021

Tutor: Ms. Karen Bishop

### Day 1: Self-reflexivity for the supervisor/fostering self-reflexivity in supervisees

9:00 – 11:00	<b>Exercise:</b> What have you learnt about yourself within your practice?
11:00 – 11:15	COFFEE BREAK
11:15 – 13:15	<b>Lecture:</b> The Supervisory Relationship: What it is and what it is not The Boundaries of the Supervisory Relationship
13:15 – 13:45	LUNCH BREAK
13:45 – 15:45	Thinking about the Agency/Work Setting Systemically Supervising Groups
15:45 – 16:00	COFFEE BREAK
16:00 – 17:00	<i>Reflections: Day Evaluation and Wrap Up</i>

### Day 2: Self-reflexivity for the supervisor/fostering self-reflexivity in supervisees

9:00 – 11:00	Video Review: Theme - Self-reflexivity as a tool – Fostering self-reflexivity
11:00 – 11:15	COFFEE BREAK
11:15 – 13:30	Video Review: Theme- Inner and Outer Voices
13:30 – 14:00	<i>Final Reflections</i>

## Block 3: May 2021

Tutors: Dr. Padhraic Gibson & Dr. Claudette Portelli

### Day 1: Enhancing Supervisees' Competences

9:00 – 11:00	Core Competences for Supervisors
11:00 – 11:15	COFFEE BREAK
11:15 – 13:15	<b>Core Competences:</b> Asking the Right Questions: Questions that create the opportunity for thinking: Questions that attend to different levels of the client-professional-supervisor system.
13:15 – 13:45	LUNCH BREAK
13:45 – 15:45	Fostering awareness and sensitivity to issues of diversity such as race, culture, sexuality and disability
15:45 – 16:00	COFFEE BREAK
16:00 – 17:00	<i>Reflections: Day Evaluation and Wrap Up</i>

### Day 2: Enhancing Supervisees' Competences

9:00 – 11:00	Video Review: Theme - Standards of practice/of supervision
11:00 – 11:15	COFFEE BREAK
11:15 – 13:30	Video Review: Theme - Standards of practice/of supervision cont.
13:30 – 14:00	<i>Final Reflections</i>



## Block 4: July 2021

**Tutor: Ms. Karen Bishop**

### **Day 1: Managing Complexity within the Supervisory Relationship**

9:00 – 11:00	Managing issues of power in the supervisory relationship
11:00 – 11:15	COFFEE BREAK
11:15 – 13:15	Managing Multiple Relationships (eg pros and cons of the line manager and the clinical supervisor being the same person)
13:15 – 13:45	LUNCH BREAK
13:45 – 15:45	What makes for good and bad supervision? Potential Pitfalls
15:45 – 16:00	COFFEE BREAK
16:00 – 17:00	<i>Reflections: Day Evaluation and Wrap Up</i>

### **Day 2: Managing Complexity**

9:00 – 11:00	Video Review: Theme- Personal Dilemmas: What complexities are you entangled in?
11:00 – 11:15	COFFEE BREAK
11:15 – 13:30	Video Review: Theme - Personal Dilemmas: What complexities are you entangled in?
13:30 – 14:00	<i>Final Reflections</i>

## Block 5: September 2021

Tutor: Ms. Carmen Delicata

### Day 1: Legal and ethical issues in supervision

9:00 – 11:00	The structure of supervision: Negotiating a Supervision Contract Managing clinical responsibility
11:00 – 11:15	COFFEE BREAK
11:15 – 13:15	Dealing with Ethical Issues that may arise
13:15 – 13:45	LUNCH BREAK
13:45 – 15:45	Supervision of Supervision
15:45 – 16:00	COFFEE BREAK
16:00 – 17:00	<i>Reflections: Day Evaluation and Wrap Up</i>

### Day 2: Legal & Ethical Issues in Supervision

9:00 – 11:00	Video Review:
11:00 – 11:15	COFFEE BREAK
11:15 – 13:30	Video Review
13:30 – 14:00	<i>Final Reflections</i>

## Block 6: Nov 2021

Tutor: Dr. Charlie Azzopardi/Ms Karen Bishop

### Day 1: Final Group Video Presentation

9:00 – 11:00	Final Presentations
10:00 – 10:15	COFFEE BREAK
11:15 – 13:15	Final Presentations
13:15 – 13:45	LUNCH BREAK
13:45 – 15:45	Final Presentations
15:45 – 16:00	COFFEE BREAK
16:00 – 17:00	Final Presentations

### Day 2: Conclusions

9:00 – 11:00	Tracking Personal Growth as a Supervisor: What have I learnt, what are my growth curves?
11:00 – 11:15	COFFEE BREAK
11:15 – 13:30	Tracking Personal Growth as a Supervisor: What have I learnt, what are my growth curves?
13:30 – 14:00	<i>Final Evaluation</i>

## **General Guidelines for Preparing Assignments and Projects**

Assignments, individual or group presentations should demonstrate the student's ability to recognize the key components of the subject chosen in relation to the topics of the assignments. Assignments should be written up typed, double spaced and referenced according to APA format.

### **Grading Scale and Projects Marking Scheme**

A+	95% - 100%	Work of exceptional quality
A	80% - 94%	Work of excellent quality
B+	75% - 79%	Work of very good quality
B	70% - 74%	Work of good Quality
C+	65% - 69%	Work of average quality
C	55% - 64%	Work of fair quality
D+	50% - 54%	Work of rather low quality
D	45% - 49%	Marginal Pass
D	45%	Maximum grade obtainable following re-assessment
F	0% - 44%	Unsatisfactory work

Students who fail to obtain a Pass Mark on any written task or project shall be given the opportunity to resubmit their work. Students will be supported to understand where they went wrong and resubmit obtaining a pass or fail.

### **Late Submission of Work**

Students are expected to submit assignments, projects, and dissertations by the dates specified above or as established in due course by the course coordinators. Late submissions will be penalised by 10 points as long as they are handed in by the agreed extended deadline. No work will be accepted after the extended deadline. Exceptions to this can only be made upon presentation of evidence (e.g. medical certificate showing the student has suffered illness) indicating obstructions to completion.

### **Plagiarism Policy**

Plagiarism is understood as submitting as one's own work, irrespective of intent to deceive, that which derives in part or in its entirety from the work of others without due acknowledgement. This includes quoting another person's work without due acknowledgement of the source as well as submitting someone else's work as part of the student's own without identifying clearly who did the work.

Every submitted written project or assignment must be accompanied by the Institute's 'Assignment Submission Cover Sheet'. By filling in this sheet the student declares that the work he/she is submitting is original and is their own. plagiarism will be taken very seriously and might result in a student to be withdrawn from their course of studies.

## **Course Attendance**

There is an 80% minimum attendance requirement on this course according to NCFHE requirements. Thus, we strongly encourage students to ensure their utmost attendance. Whilst we understand that personal circumstances can make missing a lecture unavoidable, students who hand in successfully all their work but do not meet the minimum attendance hours required still cannot obtain the qualification.

## **Complaints Procedure**

The Institute of Family Therapy Malta is committed to providing high quality training for all its students. To ensure this, there is a complaints procedure that can be followed as set out below. The Institute's Complaints Procedure is intended to provide a clear framework within which students' complaints can be expressed and resolution found in a timely and effective way. Complaints or dissatisfaction with any aspect of the Institute's training should be dealt with according to the indicated Complaints Procedure.

The Institute encourages students in the first instance to seek to resolve issues with the person who is the source of the complaint before initiating the complaints procedure. Although this procedure sets out a full and comprehensive framework for the investigation and resolution of complaints, it is our experience that when complaints do arise, they are usually resolved at the informal level of the procedure. Every effort is made to resolve the complaint at this stage. However, in some instances it is necessary to invoke the formal stage.

Both the Informal and the Formal Complaints Procedure are conducted within the Institute.

### **Informal Stage of Complaints Procedure**

1. It is hoped that most complaints will be resolved informally by the student raising her/his complaint in person with the Year Coordinator. Where the complaint is against the Year Coordinator then the complainant should approach the Chairperson of the Institute.
2. The Year Coordinator approached will aim to investigate the complaint as soon as possible and will normally respond within two weeks of having been approached with the complaint.
3. The Course Coordinator approached to investigate the complaint may bring the parties together to discuss the complaint with a view to finding a resolution.
4. If all attempts to resolve the complaint in an informal way have been unsuccessful, the student may formalise the complaint following the Formal Complaints procedure below.
5. If the complaint is against the Course Coordinator the complainant should address the complaint to the Chairperson of the Institute. If the complaint is against the Chairperson the complainant should seek advice from any director of the Institute.

### **Formal Complaint**

The student may make a written complaint to the Chairperson of the Institute. The complaint must be lodged within ten working days of the informal stage of this procedure having been concluded, or within one month of the matter which has given rise to

dissatisfaction. The student must write clearly the nature and origin of the complaint, detailing what steps have been taken to resolve it informally and explaining why the outcome of the informal procedure is not considered satisfactory. The completed written complaint should be handed to the Institute's secretary.

The Chairperson will investigate the complaint in the following way:

- Make such investigations as s/he deems appropriate.
- Meet with the complainant if necessary to clarify and confirm any aspects of the complaint.
  
- In the event of a complaint being made against a member of staff, the Chairperson will inform the member of staff and issue them with a copy of the written complaint, and ask them to provide a written response addressing the specific issues giving rise to dissatisfaction in the complaint.
  
- In the event of a complaint being made about the administration, or the course structure, the Chairperson will inform all Directors of the Institute and involve them as a panel in the decision making process.
  
- Keep all people involved in the complaint procedure informed of progress.

Having concluded the investigation, the Chairperson may make one of the following decisions:

- i. Dismiss the complaint.
  
- ii Suggest an amicable settlement to the complainant. If the settlement is accepted, the procedure terminates at this stage.
  
- iii Find the complaint justified and make an offer of redress to the complainant, e.g. an apology and/or appropriate recommendations.

The Chairperson shall, within 15 working days of receipt of the complaint, have concluded the investigation and provided a written statement, which makes clear the grounds on which a decision or settlement has been reached. The statement shall be sent to the complainant, and all parties involved in the complaint.

## Assignment Submission Cover Sheet

**Instruction to student:** This cover sheet must be submitted with every assignment or project which is to be assessed by IFT-Malta as part of the established training requirements. It is a regulatory quality assurance requirement that every assessment submission is authenticated as the work of the named student.

Student Name	
ID card No:	
Course	
Course Year	
Title of Assignment: /Project	
Date of Submission:	
Signature:	

**Statement of confirmation of authenticity:** By the act of submitting this form the student declares that this is his/her work. The work has neither, in whole or in part, been knowingly presented elsewhere for assessment, nor has it been copied. The student has properly acknowledged any material that has been used from other sources.

Attention is drawn to the plagiarism and cheating policies of IFT-Malta. Plagiarism can result in a student being withdrawn from a qualification.

## AWARD IN CLINICAL SUPERVISION 2020

### Assignment Assessment Sheet

Written analyses of 2000 words each presented along with a video of a real supervision session carried out in one's place of work or placement\* depicting the topic selected in the assignment and reflecting learning from each module

**Name of Student:**

**Name of Assessor:**

Student's understanding and presentation of themes emerging from SV session.	20%	
Capacity for self-reflexivity, ability to relate theory to one's own supervisory work.	20%	
Ability to reflect on and describe skills and competences used during the supervisory sessions	25%	
Ability to provide a sound rational or conceptual framework to the work presented.	25%	
Coherence, style, organisation and referencing.	10%	
<b>Total</b>	<b>100%</b>	



## AWARD IN CLINICAL SUPERVISION 2020

### Assignment Assessment Sheet

Reflective Journal of 15 supervision sessions of 2000 words highlighting the journey of theoretical and clinical mastery of the supervision process

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**Name of Student:**

**Name of Assessor:**

Student's understanding and presentation of the personal and professional development experienced.	30%	
Capacity for self- Reflexivity and ability to relate theory to one's own journey.	30%	
Ability to reflect on and describe skills and competences used during the supervisory journey highlighting development.	30%	
Coherence, style, organisation and referencing.	10%	
<b>Total</b>	<b>100%</b>	

## AWARD IN CLINICAL SUPERVISION 2020

### Assignment Assessment Sheet

Final position paper of 2000 words in which students are expected to position themselves in terms of their own personal and professional growth throughout the course, theoretical ideas and models adopted substantiated by a clear concise, and congruent rationale for that choice.

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**Name of Student:**

**Name of Assessor:**

<b>Student's understanding Of the different supervision Models and their relation to one's personal understanding of supervision.</b>	30%	
<b>Capacity to reflect and describe one's understanding of one's position within the supervision models.</b>	30%	
<b>Ability to discuss skills and competences acquired during the supervisory journey highlighting development.</b>	30%	
<b>Coherence, style, organisation and referencing.</b>	10%	
<b>Total</b>	100%	

## **SUGGESTED READING LIST:**

Anderson H & Swim S (1995). Supervision as Collaborative Conversation: Connecting The Voices of Supervisor and Supervisee. In *Journal of Systemic Therapies*, Vol 14, No 2.

Anderson T (1987). The Reflecting Team: Dialogue and Meta-Dialogue in Clinical Work. In *Family Process*. 26, 4: pp 415-428.

Aponte H J & Carlsen J C (2009). An Instrument for Person-of-the-Therapist Supervision. In *Journal of Marital and Family Therapy*, Vol 35, No 4, pp 395-405.

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Carroll, M. (2014) *Effective supervision for the helping professions*, 2nd, Sage, London,

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- Jacobsen, C.H. (2007) A qualitative single case study of parallel processes. *Counselling and Psychotherapy Research*, Vol 7(1), pp26–33.
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- Jenkins, P. (2007) *Counselling, psychotherapy and the law*. London, Sage.
- Jones, C. et al (2001) *Questions of ethics in counselling and therapy*. Buckingham, Open University Press.
- Kadushin, A. (1968) Games people play in supervision. *Social Work USA*, July, pp28–32.
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