



MQF Level 7
12 ECTS

Award in
Clinical Supervision

Prospectus 2025



Welcome to the Institute of Family Therapy Malta

The Award in Clinical Supervision

This course is accredited at Level 7 by the Malta Further & Higher Education Authority. The Institute of Family Therapy – Malta is licensed as a Higher Education Institution by MFHEA with license number 2011-TC-014. This course contains **300 hours** of total learning

WELCOME TO THE AWARD IN CLINICAL SUPERVISION

We would like to welcome you to the Institute of Family Therapy - Malta. We hope this prospectus will answer most of your questions, and help you make this important decision in your life and career.

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 and wider 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.

This course is accredited by the Malta Further and Higher Education Authority and carries the Award in Clinical Supervision. This Award is issued by the Institute of Family Therapy – Malta and is a recognised Malta Qualifications Framework (MQF) Level 7 training. The MQF levelling is part of the European Qualification Framework (EQF) and thus the degree is recognised across Europe. The Institute of Family Therapy – Malta is a licensed Education and training provider (License no: 2011-TC-014) within the National Quality Assurance Framework for Further and Higher Education.

Course fee for the Award in Clinical Supervision is EURO 1800. This price is comprehensive and there are no other extra fees or hidden costs. Payment upon acceptance. Those applying for these programs will be eligible to apply for various government scholarship schemes when launched, such as the Get Qualified Scheme that provides the benefit of 70% refund after completion.

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This is a Part Time training course.

To apply please visit website www.ift-malta.com or enquire on info@ift-malta.com or +356 79663265

TIME DISTRIBUTION

Contact Hours: 60

Placement Hours: 60

Self Study Hours: 168

Assessment Hours: 12

Total learning: 300

DELIVERY LANGUAGE

Maltese and English

DELIVERY MODE

Face to Face

PROGRAMME AIMS

The Award in Clinical Supervision objectives are to:

- Develop participants' advanced supervisory skills needed to form and maintain supervisory relationships
- Enable participants to analyse a range of supervisory models and educational theory
- Inform participants in developing an advanced understanding of supervisory structures and processes
- Enable participants to develop a critical understanding of the different ways in which clinical supervision can be assessed and evaluated
- Enable participants to work systematically and to effectively manage influencing factors such as organisational, ethical, professional and legal influences
- Develop overarching supervisory skills and competences

TIME DISTRIBUTION

- To provide a theoretical knowledge base about supervisory practice and process
- To develop and refine supervisory skills
- To integrate theory and advanced supervisory skills into a working supervisory style needed to form and maintain supervisory relationships

- To enable participants to critically analyse a range of supervisory models.
- To inform and enable participants to develop an advanced understanding of supervisory structures and processes
- To enable participants to develop a critical understanding of the different ways in which clinical supervision can be assessed and evaluated
- To enable participants to work systematically and to effectively manage influencing factors such as organisational, ethical, professional and legal influences
- To develop and enhance the professional identity of the supervisor
- To become aware of and sensitive to the wider context and its influence on the supervisory relationship and processes (e.g., the organisational culture and policies, the client population, etc.)
- To develop ethical practice in supervision

STRUCTURE OF COURSE

Module 1: Models of Supervision (3 ECTS)

Contact hours: 15

Placement Hours: 15

Self Study Hours: 42

Assessment Hours: 3

Total Learning: 75

Assessment: Video Presentation & Critical Analysis 2000 words

This Module 1 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.

Learning Outcomes: Competences, Knowledge & Skills

- Critically evaluate the different models presented
- Develop and implement a number of ideas to form a coherent and unified supervisory position
- Critically analyse, review and refine one's personal fit with an understanding of the different theoretical models of supervision.a)
Critically reflect on, differentiate and appraise a range of supervisory

models

- Analyse supervisory models and ideas and apply to one's own personal supervisory style
- Critically reflect on and analyse one's own supervisory performance in relation to theoretical ideas
- Understand the nature, aims and benefits of Clinical Supervision.a) Apply to supervisory session an in-depth knowledge and understanding of the different theoretical Models of Supervision as informed by current scholarship
- Match the process and content of supervision to the supervisee's developmental stage
- Identify and develop one's own growing edges and theoretical gaps in one's understanding of clinical supervision.a) Critically reflect on one's own supervisory practice
- Critically analyse one's own supervisory performance and feedback given by supervisees
- Evaluates critically the different contexts of the supervisory relationship.a)
- Communicate effectively within supervisory relationships with different supervisees
- Compile and write reports as feedback to supervisees and contextual organisations
- Verbally discuss any issue arising in the supervisory relationship, including the difficult themes that may emerge
- Articulate a personal model of supervision, drawn from existing models of supervision and from preferred styles of therapeutic practice.a) Evaluates and assesses one's personal and professional development journey
- Takes further initiative to research, identify, study and learn on the fast-changing theory around supervision practice

Module 2: Self Reflexivity in Supervision

Contact Hours: 15

Placement Hours: 15

Self Study Hours: 42

Assessment Hours: 3

Total Learning: 75

Assessment: Video Presentation & Critical Analysis 2000 words

In no other profession does the personality and behaviour of the professional make such difference as it does in psychotherapy and counselling. Alongside their knowledge of the theoretical and skills topics psychotherapists and counsellors need to work at increasingly becoming mindful of any personal factors that may interfere or impede their ability to provide an effective and objective service.

Learning Outcomes: Competences, Knowledge & Skills

- Continue working on improving one's self awareness
- Be increasingly mindful about the multi-levelled relationships in supervision on how the self of the SV is implied
- Detect personal and professional issues which could impact on supervisee's capacities and competences
- Use self-reflexivity in supervisory relationship and promote self-reflexivity in the supervisee
- An understanding the importance of transference and counter-transference issues within the triad of the supervisory process
- Theory and literature about the importance of self reflexivity
- Knowledge and reflection on the context surrounding the supervisory relationship (e.g. work setting, organisation, etc)
- Knowledge in identifying and handling difficult conversations in supervision reflect on oneself and one's on supervisory practice and relationship with supervisees
- Engage with supervisees and help them foster a self-reflexive clinical practice
- Keep a log of the developmental journey as a supervisor
- To address and handle difficult conversations
- Manage to address issues timely
- Critically evaluate one's own practice of supervisory relationships
- Decide about one's personal supervision
- Address difficult conversations with supervisees (example on sex and sexuality)

Module 3: Enhancing Supervisees' Competences

Contact Hours: 15

Placement Hours: 15

Self Study Hours: 42

Assessment Hours: 3

Total Learning: 75

Assessment: Video Presentation & Critical Analysis 2000 words

This module is aimed at guiding students to develop competences towards enhancing supervisees' professional competences. Prospective supervisors are supported to learn how to successfully engage supervisees in ways that will support them in consolidating the requisite knowledge, skills, and values for effective clinical performance. Through this module students will learn how to tap into their individual supervisee's capabilities in various ways, such as using questions, that create the opportunity for thinking and reflection. Prospective supervisors will be encouraged to move towards a collaborative and dialogical supervisory practice using interventions that help the supervisee challenge their thinking reflexively. An important aspect of this module involves bringing to students' attention awareness and sensitivity to issues of diversity such as race, culture, sexuality and disability. It is paramount to convey the message that the process of supervision is developmental and aims at enhancing supervisee's competence built on careful observation and discussion of the supervisee's needs and individuality.

Learning Outcomes: Competences, Knowledge & Skills

- Think reflexively about the links between one's statutory power and responsibility as supervisor and allowing supervisee the mental space to develop their own identity as clinician in a containing environment
- Assess and identify the supervisee's current strengths and areas of growth in their clinical practice
- Be able to manage own supervisory practice in line with professional code of ethics
- Discuss the process of supervision with supervisees and collaboratively help supervisee share responsibility for its outcome
- A knowledge of the dilemmas involved in the supervisory position as to managing the balance between guidance and expertise and fostering supervisee's autonomy
- A dialogical understanding of supervision based on contemporary theoretical ideas whereby supervisors use the immediacy of relational engagement within supervision to develop supervisee relational competence
- Awareness of the essential link between theory with practice with active seeking to substantiate one's learning

- An appreciation of difference and the complexity that each individual's unique nature brings, also in terms of gender, sexual orientation, disability, ethnic background, in terms of one's own, the supervisee's as well as the clients being followed within the supervisee's clinical setting
- Conduct a supervision session leaning towards a competency based approach. Actively discuss with the supervisee and/or employing agency one's own
- positioning as a professional supervisor and how this can benefit supervisee
- Can successfully outline own's philosophy of practice when engaging in conversation with peers or academic groups
- Be knowledgeable in terms of what constitutes good ethical practice in line with respective codes of ethics, for supervisee and well as for clients in contact with the supervisee
- Link with one's clinical skills within the context of supervision when this is needed to support supervisee's growth and wellbeing
- Assess supervisee's clinical skills and acumen and develop an agenda for supervision according to the supervisee's individual needs
- Value a collaborative approach to one's own practice
- Be interested in seeking personal development in clinical supervision recognising one's own need for continual professional growth
- Can determine supervisee's adequacy to provide clients with the clinical care needed
- Give appropriate feedback to supervisees regarding their work performance, competences achieved as well as towards further growth as clinicians
- Know how to communicate to mandating agency if any feedback around staff under their supervision for purposes of appraisal, staff development, etc.
- Use appropriate sensitive and politically correct vocabulary when discussing issues related to different clinical populations, thereby modelling this to the supervisee/s
- Manage and set up three-way meetings between agency-supervisee-supervisor when necessary or as called for
- Clearly delineate competences expected from supervisee based on experience and clinical exposure to case work
- Keep appropriate records regarding supervisee's presenting issues and progress

Module 4: Legal and Ethical Issues in Supervision

Contact Hours: 15

Placement Hours: 15

Self Study Hours: 42

Assessment Hours: 3

Total Learning: 75

Assessment: Video Presentation & Critical Analysis 2000 words

This module aims to equip prospective supervisors with the necessary knowledge regarding the ethical and legal aspects of supervision. This will ensure that their professionalism and expertise stretch to include awareness of the wider context around the supervisory process. The ethical issues will 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. Students will encounter the complexity that legal and ethical issues bring forward in our work, often with no apparent, clear guidelines. Eliciting the multiple issues at play in diverse situations will equip them with the necessary consideration skills to tackle such issues judiciously when they arise within their own supervisory practice.

Learning Outcomes: Competences, Knowledge & Skills

- Develop their own as well as supervisees' knowledge of ethical issues and professional codes of practice
- Assist supervisees in practicing the principles of ethical decision-making in clinical supervision
- Know when to seek legal advice, as well as have an awareness of legal issues at play within one's own supervisory practice as well as within a clinical setting
- Respond competently to ethical issues as they arise in supervisory practice
- Negotiate a supervision contract with referring agency and/or supervisee
- Discuss key theoretical components of professional ethics
- Analyse legal and ethical standards required for working in different clinical contexts.
- Demonstrate a thorough understanding of recurrent ethical issues in practice, such as managing sensitive information, working across agencies, clinical responsibility, amongst many others.

- Understand what a supervision contract might involve and how to go about negotiating and maintaining one.
- Obtain a thorough understanding of what clinical responsibility vis-à-vis the client is and how to clarify this with all involved parties, including supervisee and agency
- Develop an awareness of the wider systems around the client and supervisee
- Discuss key theoretical components of professional ethics
- Analyse legal and ethical standards required for working in different clinical contexts
- Demonstrate a thorough understanding of recurrent ethical issues in practice, such as managing sensitive information, working across agencies, clinical responsibility, amongst many others
- Understand and identify and discuss ethical dilemmas arising from own work, as well as that of the supervisee
- Critically reflect on the implications of diversity and cultural difference in ethical practice for clinical supervision
- Reflect on the wider systems around the supervisor-supervisee dyad and their influence on them in a recursive way, as well as successfully conveying the complexities involved to supervisees
- Keep at the forefront of their thinking practicing within a framework of what is legal and being able to recognise the need for further legal support if and when needed
- Know how to handle misconduct and unethical practice on the part of supervisees
- Verbalise and accurately describe ethical dilemmas that they may encounter in their own as well as their supervisee's practice
- Be able to have a formal conversation with agencies or professional bodies around ethical dilemmas within one's supervisory practice
- Describe possible legal issues at play concerning the supervisory process
- Draft a supervision contract with special concern to best ethical practice
- File a report around supervisee misconduct with the relevant body after taking all the preliminary action needed

FURTHER ASSESSMENT

There is further final assessment which includes:

- Position Paper of 3000 Words
- Clinical Log Reflections 3000 Words

TARGET GROUPS & ENTRY REQUIREMENTS

This qualification course is indicated to warranted health care and allied health professionals in the fields of psychology, psychotherapy, counselling, psychiatry, and social work, who are involved with clinical practice.

- In possession of a professional qualification at Masters Level of training or equivalent* (psychology, counselling, psychotherapy, art therapy, drama therapy, etc.)
- A minimum of two years post qualification experience working with different clinical populations
- Be receiving supervision from an experienced and qualified supervisor**
- Having a job in which one can practice supervision during the course.
- Applicants must provide a reference from at least one supervisor

TIME COMMITMENT

The course is distributed over six months between March 2025 and September 2025. It consists of six weekend blocks accumulating over 60 contact hours, part of which constitute the case-review for the supervised hour. It leaves time for the student to cover the necessary independent study hours and assignment/projects preparation in between blocks and also time for placement. The timetable can be found online. A minimum of 80% attendance of contact hours is required.

STAFF STRUCTURE

Course Coordinators

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

Ms. Karen Bishop B.Psy. (Hons.), M.Sc. (UEL)

Tutors

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

Ms. Karen Bishop M.Sc. (UEL), B.Psy. (Hons.)

Dr. Padraic Gibson D.Psych, PGradDip.Sc., PGradDip., SysPsych, PGradDip Clin Supvr.

Dr. Matteo Papantuono Ph.D, D.Psych

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A detailed program of studies and timetable will be given upon acceptance.