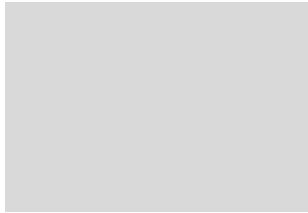


EABCT Training



Standards for CBT Supervision



Thomas Kalpakoglou
Training Coordinator
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Supervisors in the “Standards for Training and Accreditation of Cognitive and/or Behaviour Therapists”

In EABCT's training standards, clause F.3 refers to supervisors, stating:

F.3 Supervisors and senior practitioners will normally have 5 years of therapeutic practice after meeting the minimum training standards and have received further training to equip them as trainers/supervisors.

EABCT has elaborated the criteria for training, accreditation and re-accreditation of CBT supervisors; these are described in the sections below and they are accepted as '**solid recommendations for CBT supervision in Europe**' to all EABCT member Associations. A description of theoretical and skills' training, as well as acquired competences is provided separately (section D).

All CBT supervisors will have received basic training in CBT as specified in the *EABCT standards for the training and accreditation of Cognitive Behavioural Therapists*. The following form a number of **recommendations** for the training of CBT supervisors:

- A.1 Specialized Supervision Training by University Courses or accredited training programs of usually 1½ to 2 years comprising the following components (see also below):
 - Supervision Theory
 - Supervised Supervision
 - Personal Supervision
 - Continuing Professional Development (CPD) in CBT
 - Teaching CBT

- A.2 Supervision Theory
 - Acquired through A.1
 - Contents will include phase models of therapeutic development and code of ethics for supervisors.

- A.3 Supervised Supervision
 - Acquired through A.1
 - Supervising at least two CBT treatments of two different CBT therapists under supervision of experienced CBT supervisor

- A.4 Personal Supervision
 - Acquired through A.1
 - Incorporated as part of CPD

- A.5 Continuing Professional Development (CPD) in CBT
 - Essential to keep accreditation status

- A.6 Teaching CBT
 - CBT supervisors will teach theory courses in CBT on a regular basis either in university settings or in accredited training programs

Summary

- ✓ Specialized training in CBT Supervision
- ✓ Continuing Professional Development (CPD) in CBT
- ✓ Teaching CBT

- B.1 The regulations governing who can practice and/or be legally recognized as a **CBT supervisor** vary between European countries. In some countries the practice of CBT supervision is restricted to specific professional groups (CBT trained clinical psychologists or psychiatrists). EABCT recognizes the regulations governing each country but does not itself restrict entry to CBT supervision to specific professional groups.
- B.2 All accredited CBT supervisors recognized by national member associations will usually have an appropriate core profession and be registered with a professional regulatory body.
- B.3 CBT supervisors being considered for accreditation will have at least 5 years of experience in working as CBT therapists.
- B.4 CBT supervisors will be using cognitive and/or behaviour therapy in a systematic way as their main or one of their main therapeutic models.
- B.5 CBT Supervisors will have appropriate training in CBT supervision as described in section A above.

Summary

For their accreditation, CBT Supervisors need:

- ✓ At least 5 years experience as CBT therapists
- ✓ Full membership of an EABCT member Association
- ✓ Accreditation as a CBT Therapist by an EABCT member Association
- ✓ Training as a CBT Supervisor

Accreditation is for a period of five years. Accredited members will be required to apply for re-accreditation after each five year period.

To achieve re-accreditation as a supervisor, applicants should demonstrate that they can fulfil the following:

- C.1 Be receiving ongoing, regular clinical supervision for their **clinical practice**, from a CBT supervisor; evidence could be demonstrated via a log book signed by the supervisor. Supervision should take place for at least the equivalent of a minimum **12 hours per year**.
- C.2 Be receiving appropriate supervision/support for their **CBT Supervisory practice**, ('supervision of supervision'), for no less than **5 hours per year**. This could be demonstrated via a log-book signed by the supervisor of supervision.
- C.3 Fulfil all the criteria for accreditation as a CBT practitioner continuously since accreditation as a supervisor.
- C.4 Be a CBT practitioner for the 5 years since accreditation or last re-accreditation.
- C.5 Demonstrate a commitment to ongoing Continuing Professional Development (CPD) in skills and theory in CBT. Evidence should be included that the accredited supervisor has continued professional development as a Supervisor in CBT, as well in CBT in general.

Summary

For their re-accreditation, CBT supervisors need to:

- ✓ Receive at least 12 hours of supervision per year for their **clinical practice**
- ✓ Receive at least 5 hours of supervision per year for their **supervisory practice**
- ✓ Have Continuing Professional Development (CPD) in CBT

- D.1 The period of CBT supervision training will include the acquisition of a critical understanding of supervision theory and practice.
- Educational theories and principals
 - Different supervision models
 - CBT theories and principles.

- D.2 Acquired competences necessary to practice CBT Supervision will include:

Core skills

- Contracting (e.g. between participants and institution, supervisor and supervisee, supervisee and client)
- Goal setting (relevant questions in supervision)
- Educating (supervision models)
- Structure (level, focus, type, based on supervision models)
- Feedback between supervisor and supervisee, supervisee and client.
- Evaluating

CBT skills

- Agenda setting
- Case formulation
- Didactic interview techniques
- Socratic interview techniques
- Structure an interview session
- Using CBT models
- Goal setting
- Giving feedback
- Educate about supervision models CBT
- Using recordings
- Behavioral experiment
- Reviewing unhelpful appraisals
- Empathy
- Evaluation and summaries

- D.3 Possible methods to assess supervisor's competences include:
- Direct observation of supervision sessions by a supervisor
 - Video recording of supervision sessions
 - Audio recording of supervision sessions
 - Rating scales on relevant competences
 - Discussion during supervision
 - Written and oral presentation of supervision reports
 - Peer review
 - Self-assessment
 - Supervision log-books
 - Papers accepted by scientific journals
 - Mutual feedback, between supervisor and supervisee

- D.4 Possible learning methods to acquire supervisor's competences include:
- Theoretical lessons
 - Reading
 - E-learning
 - Supervised supervision practice
 - Peer-group supervision
 - Supervision sessions with a supervisor
 - Observation and modelling
 - Role play
 - Discussion with other professionals
 - Attendance and presentations at conferences
 - Participation in skills-training workshops
 - Research
 - Evidence-based reviews
 - Supervision Case presentations
 - Review of appraisals
 - Self-reflection
 - Video recording
 - Mutual feedback