

UK Mindfulness Centres Collaboration

Mindfulness-Based Cognitive Therapy (MBCT) Teacher Training for Improving Access to Psychological Therapies (IAPT) Services

2021-2022



Supervisors Handbook 2021-22

Key Contacts

Welcome

We are pleased to have you as part of our supervision team. These notes are intended to guide you throughout the process of supervision as part of the national IAPT training in Mindfulness-based Cognitive Therapy. Key contacts are listed below if you need them at any point.

Administrator	smc@sussexpartnership.nhs.uk
Training Leads	Central/Midlands: Tim Sweeney - tim.sweeney@nottshc.nhs.uk North: Paul Bernard – paul.bernard@nhs.net South and south-west: Nicole Jamani - n.jamani@exeter.ac.uk London/south east: Robert Marx - robert.Marx@sussexpartnership.nhs.uk
Supra-visor	Alison Evans alison@mindfulness-network.org

Supervision of MBCT

After an initial 10 days of taught training, the IAPT trainees are developing their competence in teaching MBCT through teaching two supervised 8-week MBCT courses within their IAPT setting, delivered online or face to face. Personal practice will continue to play a large part of developing as a teacher, both in terms of daily practice and attending a 5-day silent, teacher-led retreat.

Training will be delivered partly or entirely online and trainees allocated to a particular training lead for their geographical area. Supervisors will be allocated to particular area and liaise with the trainees and training lead of that area. Supervision is likely to be online but could be face-to-face if geography and corona permit. The trainees will be leading the MBCT courses as follows

MBCT course 1 - approx. Sept - December 2021 (Some may start their first group earlier than this.)

MBCT course 2 – approx. Jan – March 2022

Trainees will receive a total of 6 hours formative supervision for each of the 8-week courses – so a total of 12 hours with the same supervisor if the supervision is one-to-one. The supervisor and supervisee will agree on whether this is 30 minute or 1 hour sessions. If the supervision takes place in a group with a fellow trainee, then an hour in the shared supervision would count as half an hour of their personal supervision allowance – so they would be allowed 12 hours of group supervision per MBCT group.

If two trainees are co-facilitating then they may choose to share supervision sessions. They can still have up to 6 hours each per 8-week course – so they may choose to share all sessions or mix and match some sharing and individual. For example, a trainee running a group with a fellow trainee may opt for 4 hours of shared supervision with their fellow trainee and 4 hours alone for one group; or 12 hours of group supervision together for one group.

Contracting

Prior to the first supervision session, trainees are asked to provide their supervisor with some background information as stated in the contract (see Appendix 1), and practical arrangements and supervision aims should be agreed. At the beginning of the first supervision session, the trainee and supervisor will need to finalise the contract, including ways of working together and practical arrangements.

Role of the supervisor within supervision

You are expected to work within the UK good practice guidelines for supervisors <https://www.ukmindfulnessnetwork.co.uk/guidelines/> in supporting trainees in their journey of learning to be a competent MBCT teacher within an IAPT setting, as well as using the knowledge you have gained from the specific IAPT supervision training. The trainees are on a one-year training programme and will have completed 10 intensive days of training and possibly their silent retreat. You will then be supervising them through the facilitation of two 8-week MBCT courses. One of the courses, probably the second one, that trainees facilitate will be submitted for their assessment with the MBI:TAC. Please see

the article by Evans et al: [A Framework for Supervision for Mindfulness-Based Teachers: a Space for Embodied Mutual Inquiry](#).

There may be some boundary issues that need some careful negotiation: for example, if trainees are co-working with each other, or co-working with another experienced teacher, who is not their supervisor.

As a supervisor, you are not required to make any formal assessment (this happens in the MBI-TAC assessment). However, it is useful for the training centre leads to have some overall comment and reflections from the supervisors that enables formative feedback to be given and concerns to be flagged. Therefore, could you please keep the Supervision Record Sheet (Appendix 2) and return it to your training site lead at the end of each MBCT group.

Content of Supervision

Supervision will begin with a brief setting an agenda and then might include any of the following:

- Feedback on trainees' teaching including their recordings. We strongly encourage the trainees to show you short clips of teaching in line with their Trust's information governance policy. Usually sharing recorded material on an online platform from the supervisee's work computer is acceptable. Supervisees should also be encouraged to record all their work so they have a chance to iron out technical glitches in the first MBCT groups before submitting their second group for competency assessment.
- A practice, or part of, led by trainee or supervisor followed by enquiry/reflection
- Enquiry of trainees' experience at the time of teaching or in the moment of supervision
- Learning/sharing of techniques around MBCT to enhance skills building
- Teasing out the underpinning essence of the session/a practice
- Reflecting on a member of the group or group process
- Consideration of risk and the safety and support needs of any vulnerable group members
- Reflecting on personal practice and making links with the teaching. In previous feedback, this was something trainees felt they did could have had more opportunity to discuss and it would be good to make space for this where possible.
- Support in preparing for the MBI:TAC assessment
- Suggestions of resources or practices that might deepen learning

Role of the trainee in supervision

Trainees need to identify issues for supervision. They will need to develop the ability to be able to share freely, to be open to feedback and to reflect upon the feedback discriminating what is useful.

Trainees must keep notes of supervision, recording brief notes on the content, process, risk and other issues attended to and a record of any learning and action. Supervision notes must not contain any identifying information about any clients. Supervisors should also keep brief notes of salient issues.

Trainees should be asked to complete the supervision feedback form (Appendix 3) at the end of the two MBCT groups and the forms should be sent to the supervisor and the site lead.

Logbook

This year we are asking the trainees to pilot the use of a Teaching Skills Competency Log ("the logbook") to support their learning. The logbook provides a place for trainees to record their learning and reflections and is organised around the structure of the six MBI-TAC domains. The intention is to put the domains (and their key features) at the heart of the training.

The logbook is introduced lightly during the first part of the training, with an emphasis on domains 4 & 5. It is envisaged that the logbook (including all of the domains) will become more relevant while the trainee is teaching courses under supervision. We hope and expect that trainees will be willing to share their logbook entries with their supervisor so that it can be a tool to support learning in the context of the supervisory relationship.

As part of their submission for competency assessment, trainees will need to write a reflective account about the course that they have recorded. The logbook can serve as a helpful source of material for this account.

Managing difficulties in supervision

Supervision works well when supervisee and supervisor build an open relationship, with mutual respect and tolerance for difference in style, interests and orientation, and with appropriate support from the training team. A good supervision contract should establish realistic expectations on all sides and should prevent difficulties from arising. It helps if both supervisee and supervisor acknowledge strengths and learning needs. It is therefore essential to try to build in safe ways to share feedback, and to address potential differences, difficulties, disappointments and disagreements. In most cases, supervision goes well – but inevitably problems sometimes develop; these guidelines are intended to help prevent difficulties and give guidance about how to manage difficulties should they arise.

- Trainee and supervisor discuss, as part of setting up the supervision contract, how mutual feedback about both your and your supervisor's performance will be shared.

- Trainee and supervisor reflect on how supervision is going – and find ways to improve the supervision experience if necessary.
- Difficulties should first be discussed with one another in supervision (referring back to the agreements set out in the supervision contract).
- If difficulties persist, trainee or supervisor should contact the local training lead for their geographic area to decide on lines of responsibility, who will explore the problem, help in problem solving, encourage further communication and monitor the situation.
- If difficulties still persist the geographic training lead will bring the problem to the national training lead and training steering group to look at other possible solutions.

Supra-vision

As a supervisor you will be invited to join supra-vision groups, facilitated by Alison Evans. There will be at four groups between September and March – two during the first MBCT course and two during the second course. These groups will give you the opportunity to come together with a small group of supervisors to discuss, explore and support each other. Alison will be in touch with dates as soon as possible.

The training leads are invited to supra-vision sessions so they can stay in the loop regarding any issues arising.

Remuneration

£50 per hour – so a total of $12 \times £50 = £600$ per trainee for both 8-week courses. Please note that an hour of supervision is paid at the same rate of £50 per hour whether it is a group of 2 or one to one. Supervisors linked to the North or Midlands sites should seek payment for supervision via their local training site lead. Supervisors linked to the south-east or south-west sites should seek payment from Sussex Mindfulness Centre. Trainees can choose to supplement supervision at their own expense in negotiation with their supervisor, and invoice directly.

Appendix 1

Contract for Supervision of mindfulness-based teaching and practice

Agreement between:

(supervisee)

(supervisor)

Supervisee Contact details:

Telephone	
Email	
Skype/Zoom	

Supervisor Contact details:

Telephone	
Email	
Skype/Zoom	

Content and process of Sessions

The Supervisee needs to take responsibility for bringing issues to supervision and deciding how to apply the learning gained. The Supervisor may wish to be emailed in advance with a provisional agenda for the next supervision session to facilitate the best use of the time available.

Supervisees should be strongly encouraged to record all of their teaching and to regularly bring recordings of clips of their teaching to supervision in accordance with their Trust's Information governance Policy.

The Supervisor will be responsible for offering mentoring, guidance and support; s/he may also exercise his/her responsibility to bring issues to the session agenda that s/he consider necessary to discuss; and/or for suggesting a practice of teaching and inquiry during the sessions. The supervision process will aim to encourage investigative dialogue and exploration around the issues brought to supervision or arising in the session. This is a two-way learning process, though advice and guidance may be offered as appropriate.

Ideally, supervision will cover:

1. Development of personal practice, including exploration of how this underpins professional MBCT work.

2. Development of teaching practice, by giving feedback on recordings with reference where possible to the MBI-TAC on which they will be assessed.
3. Supporting the supervisee's reflective practice, bringing together personal practice and teaching.

Please note:

Trainees are qualified mental health professionals, so responsible for their work. If there are problematic issues, especially to do with risk, the trainee will need to raise these also with their manager if the supervisor does not work in their service. Discussion of those issues of risk still need to be discussed in mindfulness supervision even if the mindfulness supervisor is not clinically responsible. Please ensure that clinical responsibility is discussed as part of the contracting process.

Background information

Prior to the first session, the supervisee should send the supervisor the following information:

Please specify what you are hoping to gain from the supervision sessions, e.g. the course content and curriculum, discussion of individual participants' contributions or vulnerabilities, the group process, personal process during teaching, your overall development as a mindfulness teacher – areas of competence and learning edges (MBI:TAC competencies), personal mindfulness practice and its relationship to teaching. Please also state your background profession/work and a brief summary of what personal practice you do.

Confidentiality

Discussions in the sessions will normally be held in complete confidence except in rare cases where a supervisor or supervisee has concerns about the ethical practice or competence of the other. In these cases, the supervisor and supervisee have a duty to discuss the matter with their manager and training lead.

If recordings are used as part of the supervision process, the Supervisee must gain clients' explicit written consent to recorded material being used for this purpose in accordance with the UK Mindfulness Centres Collaboration information governance document and with the policies of their employing organisation where applicable (e.g. NHS Trust).

The Supervisor may take any appropriate issues arising from the supervision to his/her own supervision process, in which case all reasonable care will be taken to ensure the Supervisee's anonymity and maintain confidentiality.

If the Supervisor or Supervisee is sufficiently concerned about a matter with serious ethical, medico-legal or criminal implications that come to light in supervision in relation to the supervisee or supervisor (including concerns about fitness to practice), s/he reserves the right to break confidentiality by discussing this with another responsible person (such

as the Supervisee’s professional manager) and the local training site lead. This would never be done without making every effort to discuss it with them first.

Supervision Notes and Data Protection

The Supervisor will keep notes of the supervision sessions as a reminder of what was discussed. These will be kept in a locked cabinet or if electronic they will be password protected. The Supervisor may refer to these notes in their own supervision. In addition, the supervisor will keep a Supervision Record Form which will be shared with the Training Lead at the end of supervision. All notes and records will be kept for 7 years.

Arrangements for the sessions

- The Supervisor will be responsible for administering this contract.
- The dates, frequency, times and locations of supervision sessions will be negotiated by the Supervisor and Supervisee.

Complaints

Any concerns arising in relation to the supervision being offered should in the first instance be raised directly with the Supervisor. If this does not lead to a resolution of the issue, the Supervisee should contact the local training lead. If the local training lead cannot resolve it, then it will be taken to the UK Mindfulness Centres Collaboration training steering group.

Cancellation policy

Cancellation should be within a week unless there are valid extenuating circumstances beyond the trainee or supervisor’s control. Re-arranged supervision sessions cannot be guaranteed with cancellations at very short notice.

Session details

First 8 week course - Number of sessions and dates (state if shared or individual):

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.....

Second 8 week course - Number of sessions and dates (state if shared or individual):

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.....

Method of Delivery (face to face, phone, Skype, Zoom)

I agree to the terms set out in this supervision contract.

Name of Supervisee Date Signature

Name of Supervisor Date Signature

This contract must be signed (electronically) by the Supervisor and Supervisee after discussion and agreement. Copies should be kept by both parties for reference.

Appendix 2

Supervision record sheet

Name of trainee:

Name of supervisor:

Name of training centre lead:

Supervisors – please share this record with the local training lead at least after the completion of each MBCT group and if there are any concerns, then as soon as they arise.

#	Dates of supervision	1:1 or 1:2	Viewed recorded sessions? Y/N	Comments/concerns	Notified site lead?
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

Overall brief comments on trainee after teaching first MBCT group (including strengths, areas for further development and recommendations)

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13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					

Overall brief comments on trainee after teaching second MBCT group (including strengths, areas for further development and recommendations)

Mindfulness-based Cognitive Therapy Training

Supervision Feedback Questionnaire – to be completed at the end of each of the 2 MBCT groups

Site:

Please rate the supervision sessions by highlighting the appropriate number for each criterion using the following ratings:

5 = Excellent 4 = Good 3 = Satisfactory 2 = Unsatisfactory 1 = Unacceptable

1. CONTRACTING PROCESS	5	4	3	2	1
2. STRUCTURE OF SESSIONS	5	4	3	2	1
3. SUPERVISORY RELATIONSHIP	5	4	3	2	1
4. FEEDBACK RECEIVED	5	4	3	2	1
5. YOUR PARTICIPATION IN LEARNING	5	4	3	2	1
6. HELPED DEVELOPMENT OF MINDFULNESS-BASED TEACHING SKILLS	5	4	3	2	1
7. HELPED THEORETICAL DEVELOPMENT	5	4	3	2	1
8. HELPED PERSONAL MINDFULNESS PRACTICE DEVELOPMENT	5	4	3	2	1

Please list up to three of the best features of these supervision sessions:

Please list up to three features of these supervision sessions that you feel could be improved upon, and please give suggestions if possible: