

## **SUPERVISION Policy**

### **Introduction**

Supervision is a formal collaborative process that monitors, develops and supports students in their practitioner roles. Supervision is an essential component of the training program as it enables students to acquire knowledge and skills training in practice situations. Within the training program students are provided with numerous opportunities to apply their learning in practice situations and receive immediate feedback from the trainer/supervisor.

Given the professional and ethical focus of Gestalt Therapy training programs, students, especially those in the later part of the course, are required to be working with clients in contexts other than the training context. This work is specified as a minimum number of casework hours (for students already working with clients) or a minimum number of placement hours (for students not working with clients). The external work related hours are accrued before trainees are eligible to graduate from the program. Supervision, with an approved supervisor, of the trainees work that occurs in contexts outside the training program is also required. The number of supervision hours that students are required to accrue is detailed

### **Principles**

The following principles are relevant in relation to supervision.

- Supervision is concurrent with the training program and remains an integral part of the training process
- Required hours of supervision not incorporated into the training program are to be completed by an approved supervisor (as specified)
- A component of supervision must be completed after the completion of theoretical training
- Ongoing supervision remains an integral part of professional practice

Supervision provides an opportunity to assess and extend competencies, ensures adherence to standards and allows for the development of individual styles.

Methods of supervision include live interviews, audio and videotapes, process notes and case notes. Supervision may be conducted either one-to-one or in a group setting. Client consent needs to be sought as a precondition for taped or live interviews.

Supervision needs to include a clear supervisory contract with an approved supervisor (as specified).

### **TRAINER CREDENTIALS**

#### **Trainer**

Trainers need to possess personal qualities and attitudes that make them suitable to conduct a training course. In addition to those qualities already specified for students (see 1.1 and 2.5.4) trainers need to demonstrate:

- an ongoing commitment to their personal development

- a capacity to foster curiosity and exploration in students
- adherence to the highest ethical standards
- a capacity to engage in respectful interactions with students
- an ability to facilitate an atmosphere of open and honest expression of thoughts and feelings
- non-discriminatory practices in their treatment of students.

Trainers need to have completed more training in Gestalt Therapy than the level of training they are conducting. For example, trainers may have completed an  $\geq$ apprenticeship $\leq$  with another established trainer or training provider, and/or have completed further specialist Gestalt training and supervision. The *minimum standard required is 300 hours over two years* and ideally comprises a mix of providing training as an apprentice with an experienced trainer, participating in personal training experiences, practitioner experience and supervision.

Trainers need to be practitioners of the approach with at least *five years experience* after completing the minimum training standards.

Trainers need to be currently engaged in using the Gestalt approach in a form of practice that is relevant to the course that they are teaching.

Trainers need to be eligible for membership of the association or professional body relevant to their training experience or qualifications (e.g. GANZ, PACFA registry or NZ equivalent).

Trainers need to demonstrate competence in facilitating adult learning with some training or equivalent work experience in training delivery.

Trainers need to be willing to disclose to students their own training experience, philosophy of training and theoretical preferences.

Trainers need to be conscious of their own ongoing professional development and engage in professional development activities on a regular basis.

Trainers need to ensure that the trainees assess the course they conduct and that all feedback is discussed with other members of faculty.