CAT Modular Supervisor Training Handbook
Revised July 2023

Overview

The usual pathway for training as a CAT supervisor is that you are:

- An accredited CAT Practitioner or a CAT Psychotherapist.

- A current member of ACAT.

- You have completed 16 CAT cases under supervision, including 8 CAT practitioner training cases and 8 cases completed post accreditation. Where an accredited CAT supervisor has not been available for the additional eight cases, due to geography or lack of availability, the person who provided supervision must have extensive experience of CAT practice and supervision in general, or this may have been provided through well-managed peer supervision. It is expected that these cases will normally have been seen within the three years prior to application for supervisor training.

- You have prior experience of offering clinical supervision.

This handbook contains guidelines for the training from the application and planning stage through to completion. It includes all forms and guidance along with the assessment and review process. To speed up the process and prevent misunderstandings and disappointment, please ensure that if you are thinking of applying for supervisor training, you read this handbook carefully, and are accepted onto the pathway for training by the Vice Chair for Supervisor Training before you start any elements of training.

If you have any queries about Supervisor Training, please contact the Vice Chair for Supervisor Training via the ACAT office mailto:maria.cross@acat.org.uk. This is an ACAT role and the Vice Chair for Supervisor Training attends the ACAT Training Committee.

Training pathway since October 2021, revised July 2023 to include Supervisor Training pathway for CAT Psychotherapists

Contents

Appendices

All appendices can be downloaded as individual Word documents from the ACAT website.

1. Quick View: CAT Modular Supervisor Training

Trainees are asked to keep a portfolio of learning goals and competences achieved throughout the process of training and this will be submitted at the conclusion of the training. Please see Appendix 9: Supervisor Competences Framework/Portfolio.

NB ACAT CAT Psychotherapy training fulfils modules 4-6. CAT Psychotherapists wishing to train as an ACAT accredited supervisor are required to complete only Modules 1-3 and submit a reflective statement

MODULE 1 Prior knowledge, skills and experience of offering clinical supervision
Reflect on your readiness for CAT supervisor training, evidence of relevant generic therapeutic supervision competences and ability to form and maintain a supervisory alliance (e.g. from NHS or other clinical or therapeutic work role) together with specific knowledge and skills in supervision and of models of supervision, e.g. Shohet & Hawkins, Heron, Seigel and ability to demonstrate awareness of issues of equality, diversity and inclusivity and relevance to the supervisory relationship and context.   (equivalence of 3 days)
Prospective apprentice supervisors will need to source a suitable training programme if they are unable to demonstrate generic basic competence in supervision before applying to Module 2.

MODULE 2 ACAT accredited Relational Skills Supervisor Training Course
NB: Delegate fee payable to course provider. Please apply for courses via the ACAT website when available
Apply to and attend the taught component ACAT accredited course in Relational Skills Training. This course emphasises the relational approach to CAT supervision and challenges in supervision with experiential learning Attend a tutorial with Vice Chair for Supervisor Training to discuss your supervisor training journey.   (3 days)
Task: Write a reflective piece on your learning process guided by the course. Share with your senior supervisor to identify your learning needs to be addressed during your training, using the supervisor competences framework
Before embarking on Module 3 you will need to have
- completed 16 supervised CAT cases.
- identified a CAT senior supervisor to support you through the rest of your training
- submitted your application to ACAT to continue your apprenticeship supervisor training.
- paid the training fee of £350 to ACAT.

MODULE 3 Set up and run your own supervision group
Set up and run a weekly 1.5hr supervision group for a minimum of 6 months, with 2-3 group members, supervising 3 to 6 complete CAT cases under the supervision of your senior supervisor. Meet with senior supervisor for a minimum of 1hr per month (remote or face-to-face). Use of direct observation (audio recording).   (6hrs+/ 1 day)
Task: Use of supervisor self-evaluation sheets and supervisee feedback sheets (appendix 5) and add to your portfolio

MODULE 4 Further learning and development
Further development of CAT specific supervision skills and managing ethical and clinical challenges through attendance at supervision skills-focused workshops and webinars, e.g. managing ruptures in the supervisory relationship; addressing equality, diversity and inclusivity in supervision; remote supervision; mapping the supervision process; using the microcosm in supervision.   (3-4 days)
Task: include your learning goals and outcomes to your portfolio

MODULE 5 (recommended) ACAT Trainers' and Supervisors' Event
Attendance at least one ACAT Trainers' and Supervisors' Event to introduce the collegiate aspect of the role and responsibilities of being a CAT supervisor within the organization of ACAT.   (1.5 day)
Task: Include your learning goals and outcomes to your portfolio

MODULE 6 (recommended) The "Healthy Supervisor" CPD Day
Attendance at "The Healthy Supervisor" CPD Day, which will focus on relational skills, self as supervisor and supervisor meta-competences.   (1 day)
Task: Include your learning goals and outcomes to your portfolio.

FINAL ACCREDITATION PROCESS
Submission of assessed assignment: 4000 words: "Reflections on my development as a CAT supervisor."
(Please see the Appendix 7 for assignment details and marking guidelines).
Appraisal of competences portfolio with senior supervisor, signed by trainee supervisor and senior supervisor.
Submission of accreditation application form to ACAT Vice Chair for Supervisor Training.

2. Introduction to ACAT Supervisor Training

The ACAT Modular Supervisor Training adopts an apprenticeship model in which Apprentice Supervisors work closely with a Senior Supervisor to work through the training pathway.

The usual route is that once potential applicants meet the criteria to begin training, they make an application outlining their experience, personal learning objectives and a proposal as to how they will meet these. Once approved by the Vice Chair for Supervisor Training their personal training pathway can begin. The training is supported by a Senior Supervisor who oversees all components. Upon completion the Apprentice Supervisor submits an application for accreditation.

ACAT adopts a competences approach to Supervisor Training drawing on the UK competence framework for supervision of psychological therapies. We have created a Portfolio which lists generic and specific supervision competences along with the specific skills and experience of Cognitive Analytic Therapy (CAT) supervision required for The Association for Cognitive Analytic Therapy (ACAT) supervisor accreditation. The portfolio offers a framework to structure your training so that you can use the areas of competence in this framework as learning objectives and to inform your choice of training experiences. It is then used as a way to evaluate progress with your Senior Supervisor and sign off that you have reached a satisfactory level.

As you start to plan your training with your Senior Supervisor, outlining your learning goals and plan on the Application Form we advise that you draw on the framework of skills and competences listed in the Portfolio. It allows you to identify those skills and competences that you already have and those which you need to develop or gain greater experience with. The framework offers a clear description of areas for reflection over your training and a transparent way to evaluate your progress. The Portfolio can serve as an ongoing record between you and your Senior Supervisor of skills and competences achieved and those you are focusing on. It is at the end of the handbook in Appendix 9.

2.1 Supervisor Training pathway for CAT Psychotherapists

The ACAT CAT Psychotherapy training fulfils modules 4-6 of the ACAT Supervisor Training. CAT Psychotherapists wishing to train as an ACAT accredited supervisor are required to complete only Modules 1-3 and submit a reflective statement.

Module 1: Submit the Supervisor Training application form detailing prior training in clinical supervision and experience of providing supervision as this can be used as credit and may meet the necessary competences of Module 1. (Payment of £200 fee to ACAT on application to commence training.)

Module 2: Attend an ACAT accredited Relational Skills Training and complete a short reflective statement (1000 words) of their experience of the training shared with their Senior Supervisor. (Payment of additional fee to course centre.)

Module 3: Supervise 3-6 complete CAT cases within a 2–3-member supervision group with the supervision of their Senior Supervisor (minimum 6hrs supervision over 6 months). Use the Supervisor Competences checklist with their Senior Supervisor and use the supervisee feedback forms with their supervisees. See appendices or ACAT website.

3. Recruiting a Senior Supervisor

The Senior Supervisor will normally have at least 3 years' experience as an accredited CAT supervisor. They need to be a current member of ACAT.

Apprentice Supervisors take responsibility for seeking out a Senior Supervisor and constructing their own programme of self-directed learning in collaboration with their Senior Supervisor, following the guidance in this handbook. The Senior Supervisor has a similar level of responsibility to the course director on a training course. They are responsible for ensuring that the self-directed learning meets the developmental needs of the Apprentice Supervisor and may recommend further training or development as necessary. The role of the senior supervisor is an integral part of the whole process and we recommend that anyone who is/ or who is thinking of becoming a senior supervisor reads the handbook and familiarises themselves with the process and their part in this.

Applicants should seek to engage an established CAT supervisor who is willing to take on this role and work with you. The supervisor training pathway is self-directed as learning needs differ across the broad range of clinicians that ACAT supports. The Senior Supervisor will assist you in planning your training, helping you to identify your learning objectives and how these can be met. They will guide you in both a theoretical and practical capacity. They may advise you on the setting and the membership of the training supervision group and provide mentoring throughout the journey.

The Senior Supervisor will meet with you as needed in the preparation stage to guide and to support your progress. They will supervise your supervision of the group in Module 3. Some face-to-face contact is preferable, although video and phone supervision are accepted. If face to face time is not possible, this needs to be outlined in the application process, stating the reason why. We would expect some observation of actual practice, with segments of sessions brought to supervision, proposing that an audio tape of at least one supervision meeting is brought to the supervision (or listened to ahead of meeting).
The above training pathway amounts to approximately 14-16 hours from your Senior Supervisor. This should be viewed as the minimum. You will negotiate the fee for your Senior Supervision which would be usually be based on ACAT supervision rates. See Appendix 1 for details

To speed up the process and prevent misunderstandings and disappointment, please ensure that if you are thinking of applying for supervisor training, you read this handbook carefully, and are accepted onto the pathway for training by the Vice Chair for Supervisor Training <u>before</u> you start any elements of training.

4. Application for CAT Modular Supervisor Training

When you believe you have met the criteria to start supervisor training complete the application form (Appendix 2) with the support of your Senior Supervisor. There is a fee payable to ACAT of £350 at the application stage before you embark on Module 3. Please use Application Checklist (Appendix 3).

The Vice Chair for Supervisor Training will review your application to begin supervisor training along with the references and in consultation with the Chair of the Training Committee will either:

- Approve the application and give you the go ahead to commence your supervisor training.
- Request additional information or requirements.
- Reject the application and provide feedback on this decision.

If fees to ACAT are transferred and your referees respond relatively quickly, we can complete this process in a timely way. We will contact you if your references do not reach us shortly after receipt of your application. As obtaining references can delay the process, we advise you to inform your referees and to enclose the references with your application or email them the reference form and ask them to forward this themselves to ACAT Office (See Appendix 4)

Please note that your training cannot start until this acceptance has been given. This is important to note as any experience you have gained of observing or running a supervision group prior to this date cannot be included in your supervisory experience.

5. Supervisor Training Modules 1-6

Supervisor training follows a modular approach in which an Apprentice Supervisor creates a training plan from a series of modules to include a minimum of **ten** contact days as part of the overall training portfolio developed with the Senior Supervisor.

Modules 1-3 are mandatory for ACAT accredited supervisor training, comprising six contact days. Apprentice Supervisors select from Modules 4-6 to make up the additional four contact days requirements. The modular approach accepts 'credits' for prior generic training in supervision (Module 1) that Apprentice Supervisors have attended.

The supervisor training emphasises the central role of the Senior Supervisor who is responsible for directing and assessing the adequacy of the training plan (submitted in the application) and monitoring how it is implemented. The continuous relationship with the Senior Supervisor helps to hold a sense of the integration of the modules and oversight of the whole.

5.1 Module 1: Prior knowledge, skills and experience of offering clinical supervision (Equivalent to 3 days)

CAT therapists generally have considerable experience of supervision prior to starting ACAT supervisor training. An applicant for supervisor training needs to demonstrate evidence of training and competences in generic supervision; an ability to form and maintain a supervisor alliance and awareness of issues of equality, diversity and inclusivity and relevance to the supervisory relationship and context prior to applying for CAT supervisor training.

Applicants should therefore normally have had some prior training in supervision and/or offered supervision in another model or through their core professional role. Examples may include offering training clinical placements to trainees in your core profession, supervising others in a clinical model or supervising/supporting others in mental health roles such as case management. The principle here is that you have acquired knowledge and skills that form the basis of a supervisory relationship, for example, you may have knowledge of models of supervision, generic skills and have provided feedback to supervisees.

Please provide a summary of this in your application and discuss this with your Senior Supervisor as you will build on this in your training plan. Where applicants do not have the above prior knowledge, skills and experience, their application would need to propose a more comprehensive training plan.

Even if you have considerable other supervisory experience, offering eight further CAT therapies post-qualification is the necessary experience to begin training as a CAT Supervisor. This is because there is an important difference in working with people in the role of accredited CAT therapist, which is more to do with growing into the role and less with the tools and techniques of the model or generic supervision.

5.2 Module 2: Attend an ACAT accredited relational skills supervisor training course (3 days)

NB Additional delegate fee payable to course provider. Please apply for courses via the ACAT website when available.

This intensive skills and experiential training is offered either as a residential (usually Midlands or South of England) or run on two consecutive days with a follow up (usually North of England). The courses aim to run alternately with at least one course running each year. Although it is recommended that you attend this course when you are ready to apply or have been accepted onto the supervisor training pathway, some people attend this course whilst still completing the 16 cases as this may be part of deciding whether you wish to train as a CAT supervisor.

The course connects people with other CAT trainee supervisors and offers a peer group, allowing opportunities to extend your learning and provide support in addition to that provided by your Senior Supervisor. This is particularly useful for those members in less CAT populated areas as it connects you to the CAT community. It is recommended that each cohort develops an on-line learning /study group or locality groups for peer support during Module 3.

Sitting in with or shadowing the Senior Supervisor

You are encouraged to seek opportunities to sit in and observe your Senior Supervisor and other supervisors during this period. This is not a compulsory requirement but is encouraged. This is a good learning opportunity to study supervision in action. You would sit in with your Senior Supervisor for an agreed period of time to allow you to follow through on cases. During that time, you could take responsibility for the supervision of one to two cases in the group. An important component of this is for the Senior Supervisor and Apprentice Supervisor to meet after each group to discuss the content and process of the group and for the Apprentice Supervisor to receive feedback and to discuss general supervision issues.

5.3 Module 3: Set up and run your own training supervision group (1 day*)

Trainee supervisors supervise a group of two to three supervisees, ideally three, for a minimum of six months under the supervision of their Senior Supervisor. Ideally the practice group runs on a weekly basis, however if this frequency is impractical for reasons of location and time available the group would run for a minimum of 9-12 months in order to meet the required number of supervision sessions. The trainee supervisor will need to supervise a minimum of three full 16+ session CAT cases, all including a reformulation letter, a map and a goodbye letter.

Setting up the group

Identifying potential supervisees and setting up a group is not always straightforward. Increasingly it is challenging to set up a group that meets weekly in the same venue with stable membership. This is for various reasons relating to work roles and service pressures such that weekly supervision is often not supported unless it is a training requirement. We encourage you to aim for this as it is the training model ACAT uses for CAT training at Practitioner level. Weekly supervision is also recommended because CAT is an active, relatively short therapy – a lot can happen across two sessions.

If weekly supervision proves impossible then you need to develop with your Senior Supervisor the best model possible and inform the Vice Chair for Supervisor Training at the application stage or later, if your supervisory arrangements change. We encourage you to consult with the Vice Chair for Supervisor Training as they may be able to help you to explore options to set up and maintain your supervision. You need to consider how you will address the training requirements and how you will access the necessary experiences to meet your learning needs. This may mean for example, that you can only set up a group that meets fortnightly and that you will therefore run this for a longer period of time. You may only be able to supervise

a group of two, due to time restrictions but you may be able to run two groups simultaneously, so you are increasing your experience.

The Health Care Professionals available for your group will depend on your role and setting and also whether you are offering this within employment or privately. You can identify potential supervisees by word of mouth, informing local CAT therapists, as you can offer a place in your group to post qualification CATs; to CAT skills graduates who want to build experience; mental health care professionals wanting to give CAT a try prior to applying or where they may have been recommended to access supervision before applying to a CAT Practitioner course. You may consider offering a short training course to your group members to familiarise them with the model or you can run an Introduction to CAT Course in your service or locality to recruit group members. You can also advertise on the ACAT website, or via ACAT social media.

Your supervision

Your running of the group will be supervised by your Senior Supervisor, and the supervision of your supervision meetings should be on a regular basis. This will normally amount to a minimum of six hours over the six-month period. This can be both face to face and by phone or skype. It is expected that some of your supervision will be observed and this is most likely to be arranged through you bringing an audio tape of segments of your sessions to supervision with your Senior Supervisor. A minimum of one session should be heard and discussed together ideally mid-way through the group. You can reflect together on your learning using the Competences Portfolio (Appendix 9) to monitor progress and identify any further learning goals as you move forwards. You can use the Interim Report (Appendix 6) to reflect on any delays or difficulties arising in the running of your training supervision group.

NB: The supervisees in this group will not normally be on Practitioner or Psychotherapy Trainings, as trainees on these courses have to be supervised by accredited supervisors. If an Apprentice supervisor supervises someone on a CAT training the supervisor is responsible for informing the trainee that the supervised cases will not count towards the cases required for the training course.

*The supervision and reflective practice time with your senior supervisor equates to 1 training day in the overall programme.

5.4 Module 4 Further learning (3-4 days)

Module 4 offers a rolling programme of skills-focused seminars and webinars that allow trainees to further develop and deepen their knowledge and skills training in ethical non-discriminatory practice and skilful management of dilemmas and challenges in the supervisory relationship.

Apprentice supervisors select the modules they will take based on learning goals and would attend 3-4 days (as part of the 10 required contact days). The framework of skills and competences required for accreditation as an ACAT supervisor listed in the Portfolio (Appendix 9) is a useful frame of reference to inform your choice of additional learning, along with clinical practice opportunities that you identified in your training application to meet your learning objectives.

The following offers guidance on the elements that you should consider:

- The continuing study of the theory and practice of Cognitive Analytic Therapy: keeping abreast with current CAT thinking. Supervising long, short, standard and training therapies; keeping a creative tension between the expectations of a normal CAT and sensitivity to the needs of individual clients.

- Understanding theoretical approaches to supervision of a range of psychotherapy modalities.

- Gaining familiarity with CAT techniques in supervision: eg speed supervision, use of mapping in supervision; use of "the microcosm" in CAT supervision.

- Developing awareness of issues of equality, diversity and inclusivity and power dynamics within psychotherapy and relevance to the supervisory relationship and context.

- The supervisory relationship: awareness of the supervisory relationship, awareness of the impact of the therapist relationships and the supervisee-supervisor relationship.

- Basic concepts in supervisory practice: including what is meant by supervision? Why supervise? What should supervision focus on? Planning effective use of time; institutional and setting issues; contracting; rights and responsibilities; control and authority; private practice; money; working with course requirements; confronting difficulties in supervision.

- Use of remote methods in psychotherapy supervision; familiarity and use of technology; maintaining boundaries and confidentiality; awareness of benefits and limitations of distance supervision.

- Governance and ethical issues; maintaining good practice according to ACAT Code of Practice; confidentiality & boundaries.

- Working with groups including forming a group; group dynamics and boundaries; facilitating group discussion; time management; containing anxiety; parallel processes; individual versus group supervision.

- Concepts of professional development and competence: getting to know the supervisee, specific qualities/competences of supervisee. What can they say about themselves; orientation; experience; training; profession. Developmental cycle. Zone of Proximal Development; what can a supervisee actually do? What can they do with the help of a supervisor? Matching levels of theory to practice; how much help to give and of what kind.

Modules 5 and 6

Modules 5 and 6 are optional in terms of the requirements to reach accreditation as an ACAT Supervisor. However, they are recommended supervisor CPD events, they can be attended as part of training to satisfy the requirement of 10 days or you can attend them as CPD after accreditation. They are open to all CAT trainee and accredited supervisors.

5.5 Module 5 (recommended) ACAT Trainers and Supervisors Event (1.5 days)

Trainee supervisors are very welcome at the annual residential Trainers and Supervisors Event (held in March most years at Oxford University.) This is a self-run Training for Trainers' event where we explore aspects of CAT teaching, guidelines and practice using experiential and creative techniques, shared narratives and small group work. Attending allows you to contact with other CATs involved in training and supervision and so introduces you to the collegiate aspect of being a CAT supervisor.

5.6 Module 6 (recommended) The Healthy Supervisor CPD Workshop (1 day)

A workshop reflecting self-care skills to enable us to maintain a healthy and positive practice as supervisors, focusing on relational skills, self as supervisor and supervisor meta-competences.

6. Assessed written assignment: 4000 words

The written assignment for Supervisor Training is a reflective essay on your development as a Supervisor. See Appendix 7 for all documents relating to the assignment.

7. Evaluation and Accreditation

CAT Supervisor Training is an apprenticeship model, under the guidance of the Senior Supervisor who has ultimate responsibility for ensuring that the Apprentice Supervisor receives the appropriate self-directed learning to qualify them as a supervisor within ACAT. There is on-going reflection and collaborative feedback through Module 3, adopting a process of formative assessment in which you each identify strengths/ competences and weaknesses/deficits, targeting areas of need. The Portfolio (Appendix 9) is a framework that lists the required skills and competences and in addition to guiding training, this is used to reflect on and evaluate progress.

When you have completed the training requirements in Module 3, running the group for the minimal time and supervising the minimum of three complete CATs, the Senior Supervisor reviews your learning goals alongside the skills and competences within the framework. If they are satisfied that you have met the competences sufficiently, they will sign this off. This can be to be submitted to the Vice Chair for Supervisor Training with your application for accreditation.

When you have completed all the Modules and passed the written assignment, please complete the application form for accreditation (Appendix 8) with your Senior Supervisor and submit this with all supporting evidence, electronically by email to the Vice Chair for Supervisor Training via the ACAT office.
Upon receipt the Vice Chair for Supervisor Training reviews this along with your initial application to determine if you have met all components, allowing the recommendation that you go forwards to the ACAT Exam Board. In the unlikely event that an Apprentice Supervisor does not make progress or there are areas for further development, they may be offered an extension training phase or may be asked to fulfil additional requirements to address the issues that are causing obstacles in their learning or personal development process.

Upon successful completion of ACAT Supervision Training the Apprentice Supervisor is presented to the ACAT Examination Board for ratification of their accreditation, and they will receive a Certificate from ACAT accrediting them as a CAT Supervisor.

Timescale: An expected timescale from Application for Training through to Application for Accreditation, is 1-2 years. Delays may occur, especially in setting up your own group and running this for the necessary time period.

Appendix 1
CAT Supervisor Training - Senior Supervisor role, contract and payment

The pattern of work is outlined in section 4

The role of the senior supervisor is an integral part of the whole process and we recommend that anyone who is/ or who is thinking of becoming a senior supervisor reads the handbook and familiarises themselves with the process and their part in this.

The Senior Supervisor

- Assists you in planning your training, helping you to identify your learning objectives and how these can be met
- Guides you in both a theoretical and practical capacity
- Advises on how to set up your group and provide mentoring throughout the journey.
- Carries a shared responsibility for your training.
- Meets with you as required in the preparation stage to monitor progression.
- Supervises your supervision of the group
- Observes actual practice, with segments of sessions brought to supervision, proposing that an audio tape of at least one supervision meeting is brought to the supervision (or may be reviewed outside this).
- Reflects with you on the feedback from your supervisees (see form in Appendix 6)
- Acts in a similar capacity to a course director. This means that s/he has ultimate responsibility for ensuring that you receive the appropriate self-directed learning to help you to qualify as a supervisor within ACAT.

The above training pathway amounts to 14-16 hours from your Senior Supervisor. This should be viewed as the minimum training hours.

- Application: 1 hour
- Reviews (if required): 1 hour
- Final report: 1 Hour
- Reading and discussing papers: 3 hours
- Training group preparation: 2 hours
- Supervision of supervision: 6+ hours

You will negotiate the fee for your Senior Supervision which would be usually be based on ACAT supervision rates.

Appendix 2
CAT Supervisor Training - application to begin training

Published February 2008 | revised April 2017; March 2018; May 2023

Instructions – please read carefully before submitting your application

Please include only relevant details – if your wealth of experience is more than adequate then only include recent experience. This document is intended to help us to help you so if you require any advice please ask. Also, if you feel unable to complete the document, please contact the Vice Chair for Supervisor Training via the ACAT office or return the form with comments and we will be happy to assist you.

Please scan/photograph the signed form and email, together with supporting documents, to maria.cross@acat.me.uk

The Supervisor Training Fee is £350. This may be paid by BACS, details as below:

> The Association for Cognitive Analytic Therapy Ltd
> Sort Code: 60 60 04
> Account No: 26118718

If your employer is to be invoiced, please provide full details, including a purchase order number and name of contact.

Please note: Accreditation as a CAT Supervisor cannot take place if fees are not paid in full.

If you are hoping to attend an ACAT Supervision Training, and have not completed your 16 cases, please contact the Vice Chair for Supervisor Training for advice.

Do not start any elements of training until you have been accepted for training by the Vice Chair for Supervisor Training.

Applicant's Name ....

Telephone Number ....

E-Mail Address ....

Postal Address ....
....
....

12

Senior Supervisor and 1st Referee: Your Senior Supervisor must be a _current_ member of ACAT.
Name:
Address:
Email address:
Telephone No:

Reference enclosed …………………..   Referee informed & reference to follow …………………………

2nd Referee: (someone who knows your work, particularly your CAT work)
Name:
Address:
Email address:
Telephone No:

Reference enclosed …………………..   Referee informed and reference to follow …………………………

1. Details of CAT Trainings *(fill in details of your CAT training history below)*

Course	Type (e.g. practitioner)	Completion Date	Any Further Relevant Info

2. Module 1: Supervision experience through core profession or employment or other therapeutic work role and/or other modes of therapy.

3. List 8 CAT cases treated that are post your practitioner training.

These cases normally have to be supervised and signed off by either an accredited CAT Supervisor or an Apprentice CAT Supervisor and countersigned by their Senior Supervisor. Where an accredited CAT Supervisor has not been available for reasons of geography or lack of availability, for the additional eight cases the person who provided supervision must have extensive experience of CAT practice and of supervision in general.

Digital signatures are accepted.

Case	Reference Code or Initials / Date Completed	Signature of CAT Supervisor
1		
2		
3		
4		
5		
6		
7		
8		

4. Why do you wish to train as a CAT Supervisor?

5. Module 2   attend ACAT accredited Relational Skills Supervisor Training Course (3 days)
Please confirm your booking on a course

or attach certificate of attendance

OPTIONAL: 'Sitting in' with senior supervisor

- I plan to sit in on a CAT supervision group for………………months
- I plan to take the lead / responsibility for…………….cases in the group over the period of ………………
- I will meet with the Senior Supervisor to discuss the group (frequency)……………………

6. Module 3 Clinical Practice

6.1 What plans do you have for supervising your own group? *(Size, mix, frequency, and length of meetings, etc)*

6.2 What support and supervision have you negotiated with your supervisor?

Include frequency and duration of meetings, how you will feedback from the group, e.g. will you use recordings of the group, written feedback from supervisees etc? A form is available for this in Appendix 6 of the handbook if you wish to use i)

6.3 What plans are there for your group when you have completed your minimum of 6 months running this group?

7. Module 4 Further learning

7.1 Please list details of your plans for your self-directed programme of teaching/learning experiences

CAT CPD

Other modalities CPD

Supervision Courses

Observing and participation in supervision /consultation practice:

Other relevant planned clinical experience

7.2 What books or articles have you read on supervision or plan to read during the training?

7.3 What experience / knowledge do you have of group work?

7.4 What aspects of yourself and your abilities in relation to supervision do you hope to strengthen during Supervisor training?

Signature of Applicant …………………………………………………………… Date ………………………………………………

I have agreed this training plan with the applicant, I have read the ACAT Guidelines and Requirements for Supervisor training

Signature of Senior Supervisor…………………………………………………… Date………………………………………………….

Name of Senior Supervisor…………………………………………………… Date………………………………………………….

NB. Digital/electronic signatures are accepted

Please check the form has been signed before sending via email to maria.cross@acat.org.uk or louise.barter@acat.org.uk

Feedback
If you would like to offer feedback about the training guidelines and application process, I would be happy to hear from you.

Thank you
Vice Chair for Supervisor Training

ACAT
Association for Cognitive Analytic Therapy

Appendix 3
CAT Supervisor Training - application check-list

☐ Have I completed 8 post-qualification CAT cases?

☐ Do I have previous experience and skills in offering supervision?

☐ Am I a current member of ACAT?

☐ Have I read the guidelines for Supervisor Training?

☐ Is anything unclear in the guidelines that I need to clarify before applying?

☐ Have I recruited a Senior Supervisor to oversee my training who is a current member of ACAT and who has been qualified for a minimum of three years?

☐ Has my Senior Supervisor seen these guidelines for Supervisor Training?

☐ Have I contacted my referees and given them the reference request form asking them to send this to ACAT as soon as possible?

☐ Have I completed the full application form?

☐ Have I submitted my fee to ACAT?

If you have not heard anything from the Vice Chair for Supervisor Training within 4 weeks, please contact the ACAT office.

Appendix 4
Confidential - Reference Request Form
Application to begin CAT Supervisor Training

Name of Applicant:

Please comment on the above-named person's suitability to begin CAT Supervisor Training, leading to accreditation by ACAT, with reference to the areas below where applicable

Please send the reference via email to maria.cross@acat.org.uk or louise.barter@acat.org.uk

1. In what capacity have you known the applicant, and for how long, e.g. as supervisor, trainer, colleague?

2. Professional behaviour: e.g. reliability, upholding standards, ethical practice; addressing equality, diversity and intersectionality issues arising within services, interest & enthusiasm, commitment, ability to work jointly, collaboratively and dialogically, etc.

3. Past performance in learner role as supervisee or trainee e.g. response to feedback and constructive criticism; ability to engage; offer own ideas etc.

4. Ability to communicate about CAT, e.g. re theory (both re CAT and its contributory theories), practical aspects, understanding of the research/evidence base, etc.

5. Leadership and managerial abilities: e.g. relationships with colleagues and managers, experience of positions of responsibility, ability to work independently under own authority, management of conflict, promoting awareness of equality, diversity and intersectionality for service users and staff within services.

6. Relational skills: awareness of interpersonal process, working with transference and "use of self."

7. General overall comments: e.g. outstanding assets, personal qualities, particular problems or limitations.

Referee's Details

Name *(block capitals)*……………………………………………………………………

Position………………………………………………………………………………………

Organisation………………………………………………………………………………

Email…………………………………………………………………………………………..

Signature…………………………………………………………………………………….

Date……………………………………………………………………………………………
NB. Digital/electronic signatures are accepted

ACAT
Association for Cognitive Analytic Therapy

Appendix 5
Feedback on the Supervision and Supervision group experience

Supervisor……………………………………………   Supervisee……………………………………………………

Start date of the group……………………………….   Date of this review…………………………………………

Purpose: This form provides your supervisor with feedback on how helpful supervision was for you and your work with the clients you discussed and any areas that could be improved on. The first section provides areas to think about and invites general comments. It is not intended that all items should be commented on, only the areas that feel relevant. The list is not comprehensive, and it may be relevant to include areas not mentioned. The second section allows you to provide more specific feedback

Section 1.
The Group Experience: *Perception of the group e.g. supportive/critical/ threatening/stimulating/ safe etc; group interaction; time allocation; contribution of other group members to my learning*

Report on supervisor: *Relevance of comments; clarity of explanation; support; frank feedback; activity versus passivity; structure and boundaries (looseness versus rigidity); learning environment; facilitation of group/dealing with group dynamics; too much, or too little - criticism, explanation, anecdotes, didacticism; strengths and shortcomings (in relation to your own needs and preferences for supervision).*

Using the rating scale:
0= not at all true, all the way up to 10 = very much true, give a rating for the following qualities:

1. My supervisor was flexible and responsive to my learning needs   ……

2. An atmosphere of acceptance and psychological safety was established in the group   …….

3. My supervisor called attention to areas which I could do better, in a tactful way   …….

4. There were opportunities to question, challenge and express doubt in the supervision group …….

5. I was encouraged to formulate my case material using the CAT model   …….

6. I was given specific advice of what to do if I really couldn't think of anything   …….

7. I was encouraged to think about the implications of my interventions   …….

8. My supervisor was sensitive to the requirements of my usual work & clinical responsibilities   …….

9. My supervisor modelled the importance of clear boundaries for supervision & for patient   …….

10. I was encouraged to think about my own emotional reactions to the patient & the work   …….

Please add any other comments about the supervisor's strengths and weaknesses in the space below:

Supervisee's signature……………………………………   Date…………….

Supervisor's signature……………………………………… Date…………….
NB. Digital/electronic signatures are accepted

Appendix 6
CAT Supervisor Training – Optional Interim Report

Updated November 2019

If your training is delayed, you can use this report to list the components completed and your training plan. This can be sent to the Vice Chair for Supervisor Training if you need to review your training plan

Name of Apprentice Supervisor...

Name of Senior Supervisor......................................   Date of Submission....................

Module 2 Preparation to run your CAT supervision group
Attendance at an ACAT accredited Relational Skills Supervisor Training Course (3days)

Date attended……………………………………………………………

'Sitting in' with senior supervisor
I sat in on a CAT supervision group for…… months. I took the lead / responsibility for… cases in the group over the period of (dates)…………………………

I met with the senior supervisor to discuss the group(frequency)……………………………………

Comments:

Signature of Apprentice Supervisor…………………………………   Date……………………
NB. Digital/electronic signatures are accepted

Module 3 Set up and run your own supervision group
Brief outline of the plans for my CAT Supervision group(s)……………trainees for……………months from………………………to……………………
The arrangements to review practice with my senior supervisor are as follows: (Duration and frequency of meetings and discussions, % face to face, % phone or other arrangements)

Any concerns that may hinder progress?

Any further details about the group(s)

Signature of Apprentice Supervisor…………………………………………………Date………………………………………………………….
NB. Digital/electronic signatures are accepted

Module 4: Further learning & training days

Please list details of your self-directed programme of teaching/experience completed so far and any further learning identified beyond that in your original application:

CAT CPD

Other modalities CPD

Supervision Courses

Reading topics and key literature:

Observed and participation in supervision /consultation practice:

Other relevant clinical experience

Comments from Senior Supervisor on training plan and progression

In signing this report, I confirm that I support them in their continued training as a CAT supervisor

Signature of Senior Supervisor………………………………………………………………………………Date……………………………………

Senior Supervisor's Name (print)……………………………………………………………………………………………

NB. Digital/electronic signatures are accepted

23

Appendix 7
CAT Supervisor Training – Written Assignment

Contents

This paper contains the five documents associated with the written work requirements for Supervisor training

Document 1 is an outline: Supervisor Training Written Assignment: Reflective case study.
This would be in the body of the handbook/website description for Supervisor Training.

After this outline there would be the following downloadable documents to provide more information:

Documents 2 and 3 would be appendices for apprentice supervisors
   2. Guidelines for writing the assignment
   3. Guidelines for marking – for apprentice supervisors

Documents 4 and 5 held by ACAT Administration/Vice Chair for Supervisor Training and markers
   4. Guidelines for marking - for markers
   5. Supervisor Training written assignment feedback form

Document 1 Supervisor Training Written Assignment

There is one piece of written work which is assessed as part of supervisor training. This assignment is a reflective case study/essay of 4000 words. The aim of the assignment is to demonstrate reflection on your developing skills as a supervisor through your description of your work with the individuals in your group. The assignment should be completed towards the end of the time you are running your own group. You cannot apply to be accredited until you have submitted this assignment and received a pass mark. The assignment requires confidentiality and anonymity, and the members of your group need to have given permission for material from the group to be used.

There are guidelines in the **Handbook Appendices,** both *writing guidelines* to help you think about how to structure your work and *marking guidelines* so that you are clear what you need to demonstrate in the assignment. You may wish to discuss your written work with your Senior Supervisor or ask them for comments on the draft. It is important to allow your Senior Supervisor enough time before the time you plan to submit it, to read the work and offer any constructive comments. If you want more support with this written assignment we can offer a list of ACAT members willing to help with this in a tutor role. Please contact the Vice Chair for Supervisor Training for contact details. You would need to fund this time.

When completed you would submit your assignment to the ACAT Administrator by email for allocation to the marker. Your assignment should have a cover sheet attached giving the following information:
1. Your name
2. What the piece of work is
3. The name of your Senior Supervisor
4. The word length - the word count allows for +/-10%
5. A declaration as below

By submitting this work:
I confirm that all service user and supervisee names used in this work are pseudonyms and the identity of the services, service users and staff has been protected. I confirm that the work submitted is my own and that I have identified and acknowledged all the sources used as part of my submission.

Marking is by a single marker and we use blind marking so your work will be anonymised by the ACAT Administrator once submitted. Care is taken to reduce the likelihood that the marker may recognise you, for example by using a marker from a different geographical location. You will be given written feedback. Markers follow marking guidelines to facilitate the decision-making process however, the guidelines are not applied rigidly. Markers do not for instance expect you to address every aspect of each category or count up how many are mentioned. Each element varies in its overall importance and contribution to the whole and judgements about this are left to each marker's discretion. Markers are asked to respect individuality in terms of personal style, preferred emphasis within CAT and use of creativity. Markers are asked to affirm strengths in their feedback as well as offering constructive criticism.

The marker will aim to mark the work within six weeks of receipt from the ACAT Administrator and comments will be sent to you, usually by email. You need a pass mark. In the case of failing to meet this, you may be asked to rewrite following the marker's comments, or submit an additional piece of writing covering a specific area/topic. Any work that does not reach pass standard is second marked and moderated by the Vice Chair of Supervisor Training. In addition, representative samples of the assignments will be moderated by the Vice Chair to monitor standards. You are entitled to ask for a re-mark in the event of disagreement with the feedback received or to formally appeal (ACAT appeals procedure).

Document 2 Writing guidelines: Supervisor Training Written Assignment: Reflective case study

In this assignment it is expected that you would be describing your journey through the supervisor training, reflecting on your learning as you go forward with your training. A case study is normally written about your learning and reflections of therapeutic work with a single client. This assignment is a combined case study/reflective essay which takes a focus on your learning and reflections on your training as a supervisor through working with your group. You may focus on the overall learning or choose a specific issue(s) or topic(s) to demonstrate your learning, for example:

- A specific issue or theme for an individual or the group and how you worked with that
- A specific focus or learning need/goal and how the group learning assisted with that
- A specific issue of relevance to your development as a supervisor during this experience

In this assignment particular attention needs to be placed on your reflections on how you managed the dynamics of the group, exploring ruptures and enactments. It is expected that although single incidents may be discussed or taken as a focus in the assignment, these need to be considered within a broader reflection on the group and the training experience as a whole. You need to convey an 'eye for the group' and if focusing on themes for individuals these need to be considered as themes for individuals within the group.

It is expected that there will be some theoretical context to your assignment in the form of theory to practice links, which is likely to include models of supervision in addition to CAT theory, for reflection and critical evaluation. You may also draw on the competency portfolio to reflect on the development of specific skills or comment on how you used the framework.

You would choose the title and the structure that best suits the area you have chosen to focus on but broadly speaking you would usually aim to:

- Address the central focus that you have chosen
- Analyse and explore the topic thoroughly
- Use practice examples to illustrate the points being made
- Refer to the literature related to the topic, conveying your understanding of this
- Appropriately reference any source materials
- Present your material clearly, coherently and concisely

In the assignment we are looking at your learning across three interrelated strands: *Theory, Practice* and *Reflection* – that you have learned from the CAT literature and the training elements, can describe and use the concepts in the supervisory role and the practice issues you describe from your own work, and that you can reflect upon and have a dialogue about what you did and what you learned. These three aspects of your work will all affect the way your work is marked. You need to show that you can bring them all together. **Appendix 11.3** describes this well in reference to clinical case studies but you may find this guidance also useful for this assignment

Finally, there are referencing guidelines in **Appendix 11.10** based on the Harvard method, however, other standard formats such as APA can be used if you are more familiar with that.

As outlined, you may wish to discuss your written work with your Senior Supervisor or ask them for comments on the draft. It is important to allow your Senior Supervisor enough time before the time you plan to submit it, to read the work and offer any constructive comments. If you want more support with this written assignment we can offer a list of ACAT members willing to help with this in a tutor role. Please contact the Vice Chair for Supervisor Training for contact details. You would need to fund this time.

Document 3 ACAT CAT Supervisor Training Marking Guidelines for the Written Assignment: Reflective Essay

The marker offers comments on the work according to the following criteria to determine if the work reaches a pass. A specific % mark is not assigned. Borderline/Refer or Fail would be assigned for work falling short. The former allows reworking and resubmission of the same piece of work but for a Fail a new piece would need to be submitted. More detail to assist the marker is provided in Document 4: Marking scheme

1. Ability to Address the topic/select the focus of the assignment

The extent to which this is clearly outlined, specifying your aims or intentions in the essay and your reason/choice of the area. It will consider the clarity of focus/themes in the introduction and reflected later in the discussion; that clinical/practice material selected is relevant to the issues/question; with reference to relevant texts; that it addresses the question and presents clear arguments.

2. Understanding and effective use of the supervisory alliance/relationship

The extent to which the assignment demonstrates an ability to establish and maintain and/or reflection on the supervisory alliance and relationship, including where relevant, establishing and maintaining boundaries and reflection on challenges to these; identifying and attending to ruptures; recognising and reflecting on process within the supervision group.

3. Ability to link theory to practice

The extent to which the assignment demonstrates an ability to integrate CAT theory into practice in the context of supervising others and identifies relevant issues for focus within the supervision group learning. This would usually be demonstrated through a relevant selection of illustrative practice material which is reflected upon and considered in the light of appropriate ideas or theory.

4. Ability to work effectively as a supervisor within a CAT framework

The extent to which the assignment demonstrates an ability to use the CAT model and/or revise appropriately and to work collaboratively within the group and the individual's ZPD, to include: ability to use the CAT lens to understand and work effectively with the selected topic which may include an ability to reformulate any specific issues; draw on CAT concepts and tools; identify and reflect with the group on self-self and self-other RRPs; reflect and use the supervisory relationship as it pertains to identified RRPs in the group; draw upon creative methods and techniques outside CAT to facilitate ongoing exploration and group learning; demonstrate an appropriate use of self within the supervisory relationship; work with the time limited nature of CAT supervision

5. Capacity to self-reflect, critically evaluate, consider issues of difference, power and exclusion and express personal views

The extent to which the assignment demonstrates an ability to reflect on the case as a whole and to critically appraise and analyse the work, identifying strengths, limitations and (with hindsight) potential revisions; an ability to risk expressing personal viewpoints, supported by arguments/evidence; a critical discussion of relevant social, cultural, political, ethical and professional issues. This section should demonstrate learning from the work and use of supervision.

6. Academic structure, clarity and coherence of presentation

The extent to which the work demonstrates a logical structure, is clearly presented with an appropriate and professional use of language. Confidentiality and anonymity is carefully protected. Good use of referencing and a clear bibliography (if used). The extent to which the assignment answers the question and that the content is relevant to the aims and the conclusions are clearly argued

7. General comments

This section may include comments on originality of material, use of creativity and a general appraisal of the work as a whole. Any recommendations for areas of improvement and further development.

After reading the submitted work the marker would provide comments/feedback in each of the areas (as outlined in the scheme overleaf).

The marker would then assign a category (ranging from pass through to fail) for each of the 5 areas. Based on this an overall category will be given to the work. An outright fail means that there is no resubmission of this same piece of work.

Use of marking schemes/guidelines

- These marking guidelines are offered to facilitate the markers decision- making process.

They should not be applied rigidly

Do not for instance expect the author to address every aspect of each category or count up how many are mentioned.

- Each element varies in its overall importance and contribution to the whole and judgements about this are left to the markers discretion.
- Markers are asked to respect the individuality of each author's contribution in terms of their personal style, preferred emphasis within CAT and use of creativity.
- Markers are asked to affirm the author's strengths in their feedback as well as offering constructive criticism.

Marking Scheme: Written Assignment: Reflective Essay

Grade	Ability to address the topic/select the focus of the assignment	Understanding and effective use of the supervisory alliance/ relationship	Theory and practice integration	Ability to work effectively as a supervisor within a CAT framework	Capacity to self-reflect, critically evaluate, consider issues of difference, power and exclusion and express personal views	Academic structure, clarity and coherence
Pass Satisfactory	Clear introduction, identifying aim, focus, and themes under discussion Material selected is appropriate and reflects principle issues explored Essay question addressed and arguments clearly identified	Evidence of understanding of and ability to establish and maintain and /or reflect on the supervisory alliance and relationship with individuals and the group, including where relevant: Establishing and maintaining boundaries and reflection on challenges to these; Identifying and sensitive and proactive attending to actual/potential threats to or ruptures in supervision group; Recognising and reflecting on process within the supervision group, for example, at ease re personal RRs/limitations, open and reflective use of counter transference responses using the CAT tools Sound understanding with evidence of reading and adequate supporting evidence for the practice examples cited	Evidence of ability to integrate theoretical understanding with supervisory and clinical practice via: Appropriate and relevant use of illustrative material Evidence of use of self or personal experience integrated into account Evidence of creativity or innovation in the synthesis of theory/practice	Evidence of understanding of and ability to use the CAT model flexibly and appropriately and to work collaboratively within the group sensitively adjusted to supervisee's strengths/ZPD to include: Ability to use the CAT lens to understand and work effectively with the selected topic which may include an ability to reformulate any specific issues; Draw on CAT concepts and tools; Identify and reflect with the group on self-self and self-other RRPs; Reflect and use the supervisory relationship as it pertains to identified RRPs in the group; Draw upon creative methods and techniques outside CAT to facilitate ongoing exploration and group learning; Demonstrate an appropriate use of self within the supervisory relationship; Work with the time limited nature of CAT supervision;	Evidence of a mature and independent stance and reflective capacity Ability to risk expressing personal viewpoint supported by arguments/ evidence Evidence of a highly developed reflective capacity as a supervisor, aware of own strengths and limitations Ability to demonstrate appropriate use of self within the supervisory relationship Ability to reflect on the group as a whole Evidence of ability to critically appraise and analyse the work presented, identifying strengths, limitations and (with hindsight) potential revisions Ability to demonstrate learning from work and to use own supervision Critical discussion of relevant cultural, ethical,	Logical structure, reader able to find their way through material with ease Good presentation, linguistically and in terms of layout Clearly presented and argued and related to question/ objectives throughout Confidentiality and anonymity carefully protected Consistent, good use of referencing. Clear bibliography

| | | | | Awareness of parallel process within the group and demonstrate an ability to use this

Awareness of ethics and boundaries of working as a supervisor – evidence of discussion with supervisees, and appropriate action taken where necessary | and professional issues
Appropriate reflection on principles of diversity and inclusion | |
|---|---|---|---|---|---|---|
| Refer

Unsatisfactory but areas for improvement can be seen | Introduction to work less clear or not fully reflecting themes under discussion in rest of work

Reasons for material selected not obvious and/or significant sources omitted

Essay question partially addressed but important area overlooked | Need to demonstrate broader understanding of the subject with better supporting evidence for views and actions, for example:

Restricted ability to establish and maintain an alliance/ relationship with group members; Supervisory boundaries neglected, or enactments not attended to or reflected upon; Limited ability to anticipate/identify /attend to ruptures

Restricted ability to recognise, describe and reflect upon counter transference reactions and parallel process; limited awareness of impingement of personal RRs evoked in the work

Limited ability to relate reading to theme or to | Need to demonstrate better ability to link theory to practice as coherent whole

Selection of material not illustrative, but confuses and detracts from understanding

Limited evidence of use of self/personal experience | Need to demonstrate better ability to use the CAT model and work collaboratively with the group and within the ZPD of the individuals

Limited ability to reflect on own role and impact in the group regarding the selected focus | Capacity to reflect and interpret present, but underemphasised or not fully related to aim

Tendency to describe rather than analyse/ evaluate or lack of clarity of analysis Limited ability to demonstrate use of self in supervisory relationship

Little reference to use of supervision

Limited evidence of expression of own views, or inadequate supporting arguments

Limited evidence of learning from the work conducted

Inadequate attention to relevant cultural, ethical, and professional issues

Inappropriate or inadequate reflection of issues of diversity and inclusion | Structure less clear or obvious

Lower standard of written presentation

Less clearly argued and fluid presentation, less consistent relevance to question Questions regarding adequacy of confidentiality/ anonymity

Inconsistent use of referencing; unclear bibliography |

		identify underlying issues				
Fail	Introduction absent, or irrelevant to themes under discussion Material selected muddled and irrelevant to issues Essay question not addressed	Inadequate or narrow understanding of the focus and themes selected, limited or impaired reflection and inadequate reading or material selected in reference to the theme, for example: Little awareness of or ability to establish/maintain a supervisory alliance and relationship; Evidence of unprofessional or unethical methods of working, boundaries unclear or not maintained; Ruptures/enactments not identified or addressed; Counter-transference/parallel process reactions not recognised; Lack of awareness of impingement of personal RRs evoked in the work Little evidence of relating reading to theme or awareness of underlying issues	Integration of theoretical understanding into practice inadequate or barely evident Illustrative material inadequate, absent or irrelevant No evidence of use of self or personal experience, or unrelated to content Absence of creativity or originality in the synthesis of theory/practice	Inadequate or narrow understanding of the application of the CAT model and ability to use it to address the issues at hand Limited or impaired reflection and lack of evidence that the supervisor can work effectively	Little evidence of ability to reflect on or interpret material or unrelated to objectives of the work Inability to critically appraise the work Personal views not expressed or asserted without any supporting arguments/ evidence No evidence of learning from the work Unable to demonstrate use of self within the supervisory relationship No reference to use of supervision No attention to cultural, ethical, or professional issues or potential for exclusion/ discrimination	Lacks sufficient structure or clarity Inadequate presentation Confusing or disconnected presentation of arguments, does not address question, or work significantly incomplete Breach of confidentiality/ anonymity Poor use of referencing and absent or unclear bibliography

General comments

This section may include comments on originality of material, use of creativity and/or a general appraisal of the work as a whole. Identify signs of/opportunities for development and make recommendations for improvement.

Document 5 ACAT CAT Supervisor Training Feedback form

ACAT CAT Supervisor Training
Written Assignment Evaluation and Feedback

Trainee Supervisor ID	Year of start	Senior Supervisor	Date received by ACAT	Date received by marker
		Blank until marking complete		

Markers please see the marking scheme for guidance and assign a score Pass Borderline Fail to each category and an overall category.

1. **Ability to Address the topic/select focus of the assignment**

Clarity of focus/themes in introduction and reflected later in discussion; material selected relevant to issues/question; with reference to key authorities; addresses question; presents clear arguments

2. **Understanding and effective use of the supervisory alliance/relationship**
Sound and comprehensive understanding of the alliance; skilful reflective work; identifies and describes underlying issues

3. **Ability to link theory to practice**
Ability to integrate CAT theory into practice; appropriate and relevant selection of issues for focus; reflected upon, considered in light of ideas or theory

4. **Ability to work effectively as a supervisor within a CAT framework**
Ability to use CAT model and to work collaboratively within the group and the individual's ZPD; use of CAT lens to understand and work effectively

5. **Capacity to self-reflect, critically evaluate, consider issues of difference, power and exclusion and express personal views**
Analyses, evaluates, criticises and reflects on theories, ideas rather than just describing them; risks, supports and reflects on own personal viewpoints rather than just stating them, showing some awareness of underlying beliefs; describes and evaluates conclusions and own learning

6. **Academic structure, clarity, and coherence of presentation**
Logical structure and organisation, accurate and identifiable references

7. General comments
   Originality of material, use of creativity, appraisal of the work as a whole, recommendations for improvement and further development

Evaluation (Pass, Borderline, Fail)

Marker's signature   *Date returned*

NB. Digital/electronic signatures are accepted

Appendix 8
CAT Modular Supervisor Training - Accreditation Submission Form

From October 2021

Name of Trainee Supervisor...

Date of Submission...

Instructions
Please email the accreditation form to: maria.cross@acat.me.uk, with all supporting documents attached.
NB. Digital/electronic signatures are accepted

Please submit your application for accreditation three weeks prior to the Exam Board.

The Exam Board meets three times per year, usually February, June, and October. The dates are available on the ACAT website or via the ACAT Office. Submissions received after the deadline will be held over to the next Exam Board.

Module 1: Supervision experience through core profession or employment or other therapeutic work role. (equivalent to 3 days)
See relevant training and experience as outlined in my application   (*tick box)
Additional training and experience to meet this includes:

Module 2: ACAT accredited Relational Skills Supervisor Training Course (3days)
Please attach certificate of attendance   (*tick box)

OPTIONAL: 'Sitting in' with senior supervisor
- I sat in on a CAT supervision group for……………….months
- I took the lead / responsibility for………………cases in the group over the period of (dates)…………………………………………
- I met with the Senior Supervisor to discuss the group (frequency)………………………………………………………………………………

Module 3: Clinical Practice
I have supervised a CAT Supervision group of…………trainees for…………months from…………………..to…………………………
During this time I supervised……………cases

I met with my Senior Supervisor for…..hours every…….weeks, from …………..to………………..

Process used to assess practice *(e.g. audiotapes, feedback sheets)*

Summary of feedback from supervisees in your group (please attach feedback forms)

Apprentice Supervisor Comments

Senior Supervisor Appraisal of the satisfactory completion of Module 3

Signature of Apprentice Supervisor…………………………………………………………………….. Date……………………………………………………
Signature of Senior Supervisor…………………………………………………………………….. Date……………………………………………………...
NB. Digital/electronic signatures are accepted

Module 4: (3-4 days) Further learning
Please list details of your portfolio of supervision training events as follows with days attended.
Please attach attendance certificates:

CAT CPD:

Other modalities CPD:

CAT Supervision Workshops:

Other:

Observed and participation in supervision/consultation practice:

Other relevant clinical experience:

Module 5 Optional: ACAT Trainers and Supervisors Events (1.5 days), attendance certificate attached   (*tick box)

Module 6 Optional: Healthy Supervisor Workshop (1 day), attendance certificate attached   (*tick box)

Total training days completed: …………………days

Written Work

"I have submitted the following essay for examination towards accreditation"
        Title   _____   Date submitted   _____   Date passed   _____

Supervisor Training Portfolio
Please include your Supervisor Training Portfolio form signed by your supervisor.

In submitting this application, I am confirming that I have completed all modules of the above training plan

Signature of Apprentice Supervisor…………………………………………………………………….   Date…………………………

In supporting this application, I am recommending the applicant as a CAT supervisor and confirming that they have completed all elements of the above agreed training plan.

Senior Supervisor: Signed…………………………………….   Name………………………………………….   Date……………………..………

NB. Digital/electronic signatures are accepted

We are keen to receive your feedback on the components and process of supervisor training.

Appendix 9

ACAT Accredited Supervisor Training - Supervisor Training Portfolio

Guidance: How to use this portfolio

This Portfolio lists the required evidence of generic and specific supervision competences and specific skills and experience of Cognitive Analytic Therapy (CAT) supervision required for The Association for Cognitive Analytic Therapy (ACAT) supervisor accreditation. It offers a framework to structure your training so that you use the areas of competence in this framework as learning objectives and to inform your choice of training experiences. You can complete this portfolio, using it to work through the skills and competences you develop throughout the supervisor training period. You will acquire the competences through a combination of; supervisor training workshops, taught and experiential components; observing supervision and running your own supervision groups; reflecting and appraising your own supervisory skills using audio alone and with your senior supervisor; discussing key moments in supervision; personal development; general CAT CPD and reading.

The portfolio will be signed off by your ACAT Senior Supervisor. You would keep the signed off portfolio as your own record of training but your Senior Supervisor signs off the Application for Accreditation form which goes forward to ACAT Exam Board.

How has this portfolio been derived? The competences listed are those identified in the UK competence framework for supervision of psychological therapies. The framework includes supervision of the range of therapy modalities and clinical contexts included in the 'suite' of competence frameworks published on the CORE website (accessed at www.ucl.ac.uk/CORE/competence-frameworks). Much of the content of the supervision framework is pan-theoretical: it is intended to be used by supervisors of all psychotherapeutic orientations. It locates supervision competences into a 'map', with four domains. The first outlines a set of Generic Supervision competences, which supervisors of all orientations will usually employ. Though still pan-theoretical, the second domain of Specific Supervision competences outlines some particular supervisory tasks. The third domain focuses on model or context-specific supervision, and consequently for this domain we have included in this portfolio only the CAT specific supervisory competences. The fourth identifies the Metacompetences supervisors need to apply across all the other domains of the framework; these are usually examples of higher-order decision making.

ACAT Supervision Competences Framework

By the end of supervisor training, trainee supervisors are required to have gained experience and been considered to reach a satisfactory level of competence, or above, on all of the below competences.

Needs attention	Satisfactory	Excellent
1_____2_____	3_____4_____	5

Each domain listed below has an associated list of competences, which is provided in brackets, so for example the first one "Ability to employ educational principles which enhance learning" has 11 competences, some with further subsections. These individual items have not been reproduced here for you to use as a full monitoring portfolio as the listing is comprehensive. We therefore steer you to the UCL link to download each section for your own use. The portfolio can then serve to capture the domain and allow a focus for their training and subsequently be ticked off

Apprentice Supervisor…………………………………………………………….   Senior Supervisor………………………………………………………………………..

GENERIC SUPERVISION COMPETENCES

Competences	Evidence of competences – list an example for each	Supervisor's signature	Date
Ability to employ educational principles which enhance learning (11)			
Ability to enable ethical practice (12)			
Ability to foster competence in working with difference (9)			
Ability to adapt supervision to the organisational and governance context (6)			
Ability to form and maintain a supervisory alliance (14)			
Ability to structure supervision sessions (11)			
Ability to help the supervisee present information about clinical work (6)			
Ability to help the supervisee's ability to reflect on their work and on the usefulness of supervision (11)			
Ability to use to a range of methods to give accurate and constructive feedback (9)			
Ability to gauge supervisee's level of competence (8)			
Ability to use measures to help the supervisee gauge progress (8)			
Ability for supervisor to reflect (and act) on limitations in their knowledge and experience (3)			

SPECIFIC SUPERVISION COMPETENCES

Competences	Evidence of competences – list an example for each	Supervisor's signature.	Date
Ability to help the supervisee practice specific clinical skills (5)			
Ability to incorporate direct observation into supervision (16)			
Ability to conduct supervision in group formats (11)			
Ability to apply standards (11)			

SUPERVISION METACOMPETENCES

Competences	Evidence of competences	Supervisor's signature.	Date
Adapting process and content of supervision (5)			
Giving feedback (2)			
Managing concerns about the supervisee's ability to use supervision (1)			
Managing serious concerns about practice (3)			
Low intensity supervision (1)	Not applicable		

APPLICATION OF SUPERVISION TO SPECIFIC MODEL – ABILITY TO SUPERVISE CAT

NB The full listing of CAT competences is appended at the end of the portfolio as these are not available on the UCL link

Competences	Evidence of competences – list an example for each	Supervisor's signature	Date
Supervisor's expertise in Cognitive Analytic Therapy (6)			
Supervisory stance (10)			
Adapting supervision to the supervisee's CAT training needs (7)			
Specific content areas for supervision of Cognitive Analytic Therapy (18)			
Structuring supervision sessions (1)			
Specific supervisory techniques (3)			
Specific supervisory techniques - "Enactments and parallel process" (4)			
Monitoring the supervisee's work (4)			

Appendix

Ability to supervise Cognitive Analytic Therapy – for use in the section above

(Derived to meet supervision competences structure for specific therapy modalities)

This section describes the knowledge and skills needed for supervision of Cognitive Analytic Therapy (CAT). It is not a 'stand-alone' description of competences, and should be read:

1. As part of the supervision competence framework. Effective CAT supervision depends on the integration of specific CAT supervision competences with the knowledge and skills set out in the other domains of the supervision competence framework.

2. With reference to the CAT competence framework, which describes the generic, basic, specific and problem-specific competences which contribute to the effective delivery of CAT

3. Competence frameworks may not always convey the central aspect of CAT so it is essential to note that CAT supervisor training aims to promote a key competence of the model for supervisors to convey to therapists, which is:

   The essential companionable sense of working alongside our clients/patients, in open and curious conversation, the sense of 'us' exploring and trying to make sense together of the difficulties of leading a human life, in human relationships.

Supervisor's expertise in Cognitive Analytic Therapy

- An ability for the supervisor to draw on knowledge of the principles underpinning CAT
- An ability to recognise (and to remedy) any limitations in knowledge and/or experience which has implications for the supervisor's capacity to offer effective supervision
- An ability for the supervisor to draw on personal experience of the clinical applications of CAT
- An ability to enable supervisees to make a relationship between theory and personal and professional identities
- An ability to hold in mind the multiple levels involved in supervision:
  - ➤ the client's relationships/patterns
  - ➤ the relationship between the client and the therapist
  - ➤ the therapist's personal and professional contexts
  - ➤ the relationship between the therapist and the supervisor
  - ➤ the supervisor's personal and professional contexts
  - ➤ the context in which the supervision takes place

- An ability to ensure that supervision integrates attention to generic therapeutic skills (such as the ability to maintain a positive therapeutic alliance or an ability to respond appropriately to client's distress) while also focusing on the development and /or maintenance of competences specifically associated with CAT

Supervisory stance

- An ability consistently to apply the principles of cognitive analytic therapy to the conduct of supervision
- An ability to be reflective and to self-monitor the emotional and interpersonal processes associated with supervisor-supervisee interactions
- An ability to adapt supervision in relation to:
  - ➢ the supervisee's stage of learning and development as a therapist
  - ➢ the supervisee's prior learning and therapy styles
  - ➢ the organisational context within which supervisees are working
- An ability to be flexible about the application of theory and technical principles
- An ability to take a respectful attitude to the supervisee, including an ability to be supportive and nonjudgmental, especially in relation to the supervisee's discussion of clinical errors or mistakes
- An ability to demonstrate a willingness to give an account of the thinking which lies behind supervisory interventions
- An ability to integrate "training" and "therapeutic" aspects of the supervisory role
- An ability to maintain a focus on the educational goals of supervision
- An ability to maintain an appropriate balance between a collaborative and an authoritative stance
- An ability to recognise and help the supervisee reflect on parallels in the relationships between the therapist and the client (or system with which they are working), and that between the therapist and the supervisor and/or the team
- An ability to promote and model the essential companionable sense of working alongside our clients/patients, in open and curious conversation, the sense of 'us' exploring and trying to make sense together of the difficulties of leading a human life, in human relationships.

Adapting supervision to the supervisee's CAT training needs

- An ability to identify the supervisee's knowledge of, and experience with, the CAT model
- An ability to identify and discuss any misconceptions that the supervisee may hold regarding Cognitive Analytic Therapy and techniques usually associated with this model
- An ability to monitor the supervisee's ability to make use of a CAT perspective to understand the client's presentation and the way in which the therapeutic process develops
- An ability to help the supervisee reflect on their development as a CAT practitioner/psychotherapist in order to identify specific learning goals
- An ability to link material covered in specific supervision sessions to the supervisee's learning needs and personal development
- An ability to negotiate learning agreements which reflect the supervisee's learning needs and are appropriate to their stage of development
- An ability to help the supervisee draw on experience of the CAT model by encouraging self-reflection on their personal experience of CAT training therapy

Specific content areas for supervision of Cognitive Analytic Therapy – *this cannot cover all aspects of supervising CAT nor of CAT as a model but it is a frame of reference to reflect on your developing work as a supervisor.*

- An ability to help supervisees review and apply their knowledge of CAT ideas and techniques, as they apply to the supervisee's clinical work
- An ability to listen actively to the supervisee in order to help the supervisee reflect on their work
- An ability to help the supervisee develop skills in assessment and in the process of CAT focus selection and reformulation, and to apply these skills to guide the focus for recognition and revision
- An ability to help the supervisee maintain a balance between relational and exploratory/meaning making interventions (e.g. attending to the therapeutic alliance whilst engaging the client in the process of reformulation) and using CAT concepts such as a Reciprocal Roles to reflect on the process of any 'intervention'
- An ability to help supervisees observe and explore significant patterns in the clinical material, specifically, links between current symptomatic distress (Target Problems) and current inter and intrapersonal relationships and roles (Reciprocal Roles and Procedures) and their origin in the client's history, especially as these relate to the negotiated focus and reformulation
- An ability to link CAT concepts and principles to therapeutic strategies and techniques with reference to the clinical material presented by the supervisee:
  - ➢ through direct observation (usually through the use of audio or video recordings, but including joint work in groups)
  - ➢ using process notes and self-assessment ratings (made contemporaneously or immediately after the therapy session)
- An ability to model appropriate therapist behaviours, mental activities and relational stance e.g.
  - ➢ by modelling the use of the CAT reformulation to select between, and/or draw parallels across, complex strands of information
  - ➢ by role playing interventions during the supervision session
  - ➢ by modelling how to make professional use of the therapeutic process by entering into, staying alongside reflecting upon and using the therapeutic relationship
  - ➢ by modelling warmth, engagement, encouragement, shared joy and laughter, playfulness, curiosity, irreverence
- An ability to use recorded material in a structured manner (between and within supervision sessions) to identify learning needs and plan specific training tasks
- An ability to help the supervisee maintain a therapeutic stance appropriate to the CAT model
- An ability to reflect on their experience of the therapeutic relationship (including their affective, cognitive and somatic reactions to the client)
- An ability to help supervisees to develop, produce, share and use CAT tools in a variety of formats, including:
  - ➢ discussion and exploration of verbal reformulation concepts
  - ➢ written prose reformulation and goodbye letters
  - ➢ diagrammatic reformulation
  - ➢ exit diagrams or descriptions and ratings of recognition and revision

- An ability to recognise when the clinical material generates countertransference reactions, significant concerns, feelings or difficulties in supervisees, and to use CAT concepts (such as Reciprocal Roles) to understand these and to help supervisees consider how these reactions can be used in the therapy
- An ability to help the supervisee reflect on ways in which their experience of the supervision process may contribute to an understanding of the therapy they are undertaking
- An ability to help the supervisee to recognise the role their own 'reformulation' themes can be a resource and possible constraint in relation to each case
- An ability to help the supervisee draw on knowledge that CAT is a time-limited therapy so attention is paid in supervision to contracts, time boundaries, both sessional and across the therapy
- An ability to help the supervisee emphasise the importance of ending well by using the time-limit to address issues relevant for the client
- An ability to foster the supervisee's competence in working with difference, including real or perceived power differences:
- An ability to attend to the relevance/impact of a broad range of social differences (e.g. gender, race, religion, age, ability, class, culture, ethnicity, spirituality and sexuality) in interactions with supervisees and in the supervisee's interactions with clients
  - an ability to draw on and use concepts from the CAT model to reflect on the impact of difference
  - an ability to explore the issues of difference and power within the supervisory relationship

Structuring supervision sessions

- An ability to structure supervision sessions in a manner which is consonant with the principles of CAT therapy, usually including:
  - working with the supervisee to identify a mutually agreed agenda for the session and to prioritise items for discussion
  - reflecting on the application of ideas/issues discussed in the previous supervision session
  - reviewing clinical work and identifying specific issues and difficulties for discussion
  - eliciting supervisee's concerns and questions regarding clinical work (and ensuring that these are included in the agenda)

Specific supervisory techniques

- An ability to use a range of observational and participative methods (e.g. listening to and reviewing audio and video recordings of clinical sessions, role-play or modelling) to develop specific skills in the use of the CAT model
- An ability to summarise material discussed and identify any learning points or learning agreements, and to encourage the supervisee to make explicit self-assessment in order to establish their understanding of these issues
- An ability to elicit feedback from the supervisee regarding their reactions to material discussed in the supervision session and/or any learning points (e.g. their sense of its applicability, its validity, its congruence/ incongruence with their current thinking)

Specific supervisory techniques - "Enactments and parallel process"

- An ability to draw on knowledge of the ways in which similar interpersonal dynamics (reciprocal roles and procedures) may be concurrently enacted in the therapeutic relationship and supervisory relationship

- An ability to maintain a focus on the therapy with the client, while recognising the possibility of re-enactment within supervision of significant dynamics (reciprocal roles and procedures) between the supervisee and their client
- An ability to develop a relationship which facilitates the discussion of the processes that are happening both within supervision and the therapy and the way in which these relate to one another
- An ability to help the supervisee identify when they have been drawn into "enactments" with the client
  - and an ability to explore their thoughts and feelings when such events occur
  - And an ability to help the supervisee discuss their thoughts and feelings about their clinical work, using this to understand the client's transference (RRs) and the supervisee's counter-transference (RRs – e.g. elicited and identifying)

Monitoring the supervisee's work

- An ability to use both the supervisee's self-assessment and standardised symptom and interpersonal outcome measures to guide the supervision discussion
- An ability to make use of recordings /direct observation to monitor the supervisee's ability to work consistently with the cognitive analytic therapy stance and to use strategies and techniques appropriate to the cognitive analytic therapy model
- An ability to assess the supervisee's practice using CAT competences-based assessment instruments (C-CAT measure)
- An ability to use cognitive analytic concepts to constructively challenge problematic performance of a supervisee

Sources of information about cognitive analytic therapy supervision

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Dr Dawn Bennett Vice Chair ACAT Training Committee: 26/01/18

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