

## Postgraduate Certificate in Supervision for Children & Young People's Mental Health

### Programme Summary

The following is a summary of the PgCert in Supervision for Children and Young People's Mental Health delivered by the Charlie Waller Institute, University of Reading. The summary is intended to provide a brief overview of the programme structure and the requirements for successful completion of the training.

### Who is the training for?

In line with recommendations outlined by Turpin and Wheeler (2011), supervisor trainees will have the following level of experience:

- A recognised postgraduate professional training or equivalent professional experience at a senior level.
- Training and experience in CBT informed interventions.
- A minimum of 2 years' experience in CAMHS is highly advisable.
- A minimum of 2 years' post-qualification supervisory experience is highly advisable.
- Supervisors are required to adhere to the BABCP Standards of Conduct, Performance and Ethics in the Practice of Behavioural and Cognitive Psychotherapies.

### Entry requirements

Postgraduate Certificate in Supervision for CYP (CWP and EMHP intake) All routes	
Academic	<ul style="list-style-type: none"> <li>• Relevant Honours Degree (e.g. psychology, mental health, etc.) graded at 2.2 or above <b>or</b>;</li> <li>• Successful completion of a pre-entry essay, which is marked at Masters level prior to acceptance on training programme.</li> </ul>
Professional	<ul style="list-style-type: none"> <li>• Access to students/trained staff delivering the relevant treatment protocols during and after training.</li> <li>• Significant training and experience in CBT informed interventions.</li> </ul>
<p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>• Students cannot be accepted onto any training programme if they are currently undertaking studies elsewhere. Any offer would be on condition of evidence of withdrawal from any other current studies.</li> <li>• We do not accept candidates who have previously studied for the same (or equivalent adult IAPT) award at another institution.</li> <li>• The University of Reading has a requirement that candidates who have English as an additional language (EAL) have achieved a minimum IELTS score of 6.5. (Further information available on University of Reading website)</li> </ul>	

## General structure

- Following the mandatory induction day the first module (PYMSUC2) comprises twelve individual days teaching on the theory and practice of supervision.
- The second module (PYMSUS) comprises six days of supervision of supervisory practice.
- A range of support services is on offer to students and access is encouraged (i.e. individual and group tutorials, study skills support, an allocated personal tutor, student counselling services).

## Service commitment and materials

- All trainees need recording equipment (capable of three functions; recording of multiple uninterrupted 1 hour-long sessions without battery change, quick review of sessions either on the recording device or a laptop).
- Access to be able to upload recordings to Microsoft Teams/Share Point (we have recently moved away from trainees submitting recordings on USB sticks).
- All trainees need to have planned access to appropriate cases.
- Access to the following texts for use with clients:

The Incredible Years: A Trouble-shooting Guide for Parents of Children Aged 2-8 Years. Caroline Webster- Stratton (2006). ISBN-10: 1892222043; ISBN 13: 978-1892222046.

Overcoming your Child's Fears and Worries. Cathy Creswell and Lucy Willetts (2007). ISBN-10: 1845290860; ISBN-13: 978-1845290863

- The course recommends up to three study days be taken during the training for the completion of coursework; students are told that these must be negotiated with their line managers but it certainly helps for all parties to be aware ahead of the conversation. You may also need to allocate some of your own time for extra reading and coursework planning. Some former students have reported spending a few hours a month on course-related work.

## What to expect

The supervisor training offers an exciting opportunity to develop your supervisory skills and to learn about evidence-based supervisory approaches for working with staff delivering evidence-based psychological treatments for children, young people and their families. It also offers a great opportunity to meet like-minded colleagues undertaking the same training. The supervisor training is a postgraduate (Masters) level course **which does require students to use their own initiative when looking for sources and revision which takes time.**

As well as being rewarding, it can be a challenging year juggling competing demands of coursework, workplace commitments and home-life, and getting the right balance between all three can be tricky at times. The course team is there to help ensure students maximise opportunities for learning and provide support where needed. We hope you enjoy your time with us.

## **Requirements to pass the course**

Assessments comprise of 1 essay, a service improvement project, a portfolio, one video recording and corresponding reflective analysis as well as a completion of the supervision competencies framework.

Passing all the assessments listed above (minimum 50%) and no auto-fails recorded on the competency assessments. It is expected that students will attend 100% of teaching. There is a requirement for a minimum of 80% attendance across all individual modules. If a mandatory face-to-face teaching session is missed (e.g., due to illness), students will be required to watch a video recording of the session (with the support of a programme tutor). Ideally, this will take place before the end of the corresponding module. Once attendance falls below 80%, it is no longer possible to top up using video recordings of teaching and a course progression meeting will be needed to plan replacement face-to-face teaching; this may delay the student's graduation.