

Code of Ethics and Practice for Supervisors

Final Draft 10 July 2016

Introduction

Supervision is seen by the IACP as a collaborative process, vital for the well being of the client and the development of the practitioner. Supervision is a formal mutually agreed arrangement within which the supervisee discusses his/her work on a regular basis with their Supervisor.

All IACP **practitioners** are bound by the IACP Code of Ethics and Practice to monitor their work through regular Supervision to ensure competency, efficacy, ethical standards and ongoing learning & education.

The term “Supervision” encompasses a number of functions including supporting, developing and monitoring practitioners in their work with clients. To this end Supervision is concerned with:

- Monitoring and safeguarding the interest of the client
- Providing support, challenge and a reflective learning space for practitioners
- Ensuring that ethical standards are maintained

The purpose of this code is to establish and maintain standards for Supervisors in their supervisory work with practitioners. This code applies to all supervision models and arrangements. This code is encompassed within the IACP Code of Ethics and Practice for Practitioners

S.1. Code of Ethics

S.1.1. The purpose of this Code is (a) to establish and maintain standards for Supervisors in their Supervisory work with Counsellors / Psychotherapists (hereinafter referred to as Supervisees) (b) to inform and protect Supervisees seeking Supervision.

S.1.2 By agreeing to comply with this code, supervisors and supervisees reaffirm their assent to the IACP Code of ethics and Practice for practitioners. Supervisors accept their responsibilities to Supervisees and their Clients, their agencies, their colleagues, the wider community and this Association.

S.1.3 This Code applies to all Supervision models and arrangements.

S.2 The Supervisory Relationship.

S.2.1. The Supervisor should strive to create and maintain a collaborative relationship that nurtures the supervisees' professional competence.

S.2.2 The Supervisor must be aware and make explicit the power differential in the relationship and not exploit this power.

S.2.3 The Supervisor should be able to balance support with challenge so that the supervisee can benefit from new learning.

S.2.4. The Supervisor must clearly set, define and maintain ethical boundaries between professional, personal and social relationships with their supervisees.

S.2.5. The Supervisor may not enter into any sexual relationships with supervisees.

S.2.6. The Supervisor should refrain from engaging in dual relationships where possible bias and role confusion may occur.

S3. Issue of responsibility

Given that the primary purpose of supervision is to ensure the supervisee is addressing the needs of the client and their own professional learning needs ; Supervisors are responsible for:

S.3.1 Helping supervisees reflect on their work

S.3.2 Adhering to the principles embodied in this Code of Ethics and Practice for the Supervision of Counsellors / Psychotherapists, and the Code of Ethics and Practice for Counsellors / Psychotherapists.

S.3.3 Making sure supervisees are not exploited financially, sexually, emotionally or in any other way

S.3.4 Establishing clear working agreements & contracts, indicating the role of the supervisor and the role of the supervisee, and clarifying the responsibility of supervisees for their own continued learning and self monitoring.

S.3.5 Declaring their specific areas of competencies and non-competencies

S.3.6 Recognizing the value and dignity of supervisees and their clients irrespective of their gender, sexual orientation, disability, religion, race, ethnicity, age, national origin, party politics, social standing or class.

S.3.7 Holding appropriate malpractice and professional indemnity insurance as well as public liability insurance for their supervision work.

S.3.8 Satisfying themselves that their prospective supervisees (other than trainees) have the following measures in place

- They belong to a Professional Association
- They subscribe to and adhere to the code of ethics and practice of that Association
- They are subject to the Associations complaints procedure
- They have appropriate malpractice and professional indemnity insurance as well as public liability insurance cover.

S.3.9 Supervisors should ensure that supervisees subscribe to and adhere to the IACP code of ethics and practice for practitioners, or subscribe and adhere to an equivalent professional bodies code of ethics and practice

S.3.10 Monitoring their own professional supervisory competency. They are required to engage in supervision of their own supervisory practice and ongoing continuous learning and development regarding their supervisory competence

S3.11 Where a supervisor has serious concerns regarding the quality of a supervisees work, they should take all reasonable steps to address and resolve the situation. This process may include options such as

- Consultation on the matter
- Reviewing & Restructuring of the supervisory methods
- Encouraging the supervisee to seek personal therapy or other professional help
- Referral of the matter after deliberating it with the supervisee to their accrediting body

Both Supervisor and Supervisee have a shared responsibility for

S3.12 Setting and maintaining clear boundaries between the Supervisory relationship and friendships or other dual relationships

S3.13 Making explicit the boundaries between supervision, consultancy, therapy and training

S3.14 Distinguishing between supervising and counselling of the supervisee

S3.15 Regularly reviewing the effectiveness of the supervision arrangement and changing it where necessary

S3.16 Considering their respective responsibilities to the client and to each other in relation to the supervisees employment, training or placement organization (if any)

S3.17 Ensuring that maximum benefit is gained from supervision time

S3.18 While it is the role of the supervisor to facilitate the supervisee to explore and reflect on their psychotherapeutic work with clients, it is acknowledged that the ethical and legal responsibility for the work remains with the supervisee.

S3.19 Supervisees are responsible for their work with the Client, and for presenting and exploring as honestly as possible that work with their Supervisor. Supervisors are responsible for helping Supervisees reflect critically upon that work.

S4. Contracting and Management of supervision work

Supervision contract

S.4.1 The Supervisor takes responsibility for establishing a Supervision contract with their supervisees.

S.4.2 When a contract is being co-created, there is an opportunity to clarify in more detail the expectations of both/all parties regarding tasks, roles, responsibilities and competencies. Supervisors and supervisees should make explicit the expectations and requirements they have of each other. This should include the manner in which any formal assessment of the supervisees work will be conducted. Each party should assess the value of working with each other and review this regularly.

S.4.3 The Supervisor informs their supervisees of their supervision qualifications, theoretical approach and method of working.

S.4.4 A contract should cover an agreed time span and provide ongoing reviews

S.4.5 The Supervisor should be explicit regarding practical arrangements for supervision and ensure that this is an agreed arrangement by all parties

It will cover such practical arrangements such as

- Fees
- Length of contact time and frequency of contact
- Confidentiality and exclusions to confidentiality
- Process of dealing with exclusions to confidentiality
- Contact in an emergency or for consultation between sessions
- Accountability and defining responsibilities
- How to monitor and report if there are concerns about professional competencies and fitness to practice
- Supervisee notes, Supervisor notes (ownership, storage, use, research)
- If supervisee is a trainee on a course the establishment of a 3 way contract between supervisor, supervisee and training institution including responsibility for writing assessments

S.4.6 Any proposed changes to the agreed contract should be agreed to by all parties

Evaluation and Feedback.

S.4.7 The Supervisor provides regular feedback to the supervisee on their work. The supervisor clarifies that the purpose of feedback is to facilitate learning. Supervisors should provide feedback that is direct and clear while at the same time protecting the supervisory relationship.

S.4.8. Supervisors should seek feedback from their supervisees about the quality of the supervision they offer and use that feedback to improve their supervisory competence.

S5 Competence

IACP Supervisors are required to:

S.5.1 Be an experienced practitioner

S.5.2 Have undertaken professional training as a clinical supervisor, as set out by IACP

S.5.3 Continuously seek ways of increasing their professional competence and development of their supervisory skills.

S.5.4 Make explicit their specific areas of competencies & non-competencies.

S.5.5 Make arrangements for their own consultancy and support to help them monitor and evaluate their supervision work. This includes having supervision of their supervisory work

S.5.6 Monitor and maintain their own effectiveness. They may need to seek help and or withdraw from the practice of supervision if their competence and capacity to supervise is impaired.

S.5.7 Maintain an active current practice in Counselling/ Psychotherapy and clinical supervision

S.6. Supervision On Line Competency

S.6.1 Knowledge and Competency

The Supervisor who engages in distance supervision using on line technology, and/or social media must develop the necessary skills and knowledge with regards to the technical, ethical, and legal considerations of such Supervisory encounters

S.6.2 Standards re Competence re online Supervision

The Supervisor will adhere to the ethical principles and values set out in this code of ethics whether working online, electronically, face to face or using any other methods of communication, in delivering services to a professional standard

S.6.3 The Supervisor must be aware of potential risks and take precautions to protect and safeguard the online Supervisory process.

S.6.4 Specialist training with regards to developing the skills necessary for the use and implications of such electronic encounters is required.

S.7 Supervising Students.

The Supervisors role with students incorporates all the requirements as set out for supervising accredited (trained) practitioners with the addition of the following:

S.7.1 The Supervisor must ensure, when working with Student Counsellors / Psychotherapists, that the Supervision contract includes assessment of the Client work. Such assessment is in the interests of Clients, the profession and those responsible for the training of the Supervisee.

The criteria by which assessments are to be made must be agreed between Supervisees and the training agency, or other bodies responsible for the accreditation of Student Counsellors / Psychotherapists.

S.7.2. The Supervisor should be acutely aware of the power differential in the dynamics of their work with student supervisees. Supervisors should not exploit this power particularly in relation to the increased evaluation role.

S.7.3 The Supervisor must familiarise themselves with the criteria of the course providers and ensure that the student works within those standards.

S.7.4 The Supervisor understands that their role as an educator is of primary significance in working with students.

S.7.5 The Supervisor provides the student with ongoing feedback regarding their work. They also schedule formal evaluative sessions throughout the supervisory period as required by their course provider.

S.7.6 Where a supervisee exhibits a lack of professional competence, the Supervisor has an ethical responsibility to discuss this with the supervisee in a direct and supportive manner and if necessary refer this to the course provider.

S.7.7. Before reports on the student's work are forwarded to the course provider it should be co-evaluated by both the supervisor and student and the supervisor must ensure that the student understands fully what is contained in the report.

S.7.8. If the Supervisor has concerns about the students ability to achieve satisfactory counselling competencies the supervisor should

- (a) address these concerns with the student
- (b) seek professional consultation on the matter
- (c) If required address these concerns with the course provider