



TRAINER REFERENCE

TRAINING PRACTICE SUPERVISOR'S REFERENCE FOR ACCREDITATION AND RE-ACCREDITATION WITH THE BRITISH ASSOCIATION FOR BEHAVIOURAL & COGNITIVE PSYCHOTHERAPIES AS A CBP TRAINER

Applicant's Name FRED BLOGGS

This form should be typed, not hand-written
(contact the BABCP office if this is not possible, on 0161 705 4304 or at babcp@babcp.com)

BABCP sets and monitors standards for those wishing to become Accredited and Re-accredited as Trainers in Cognitive Behavioural Psychotherapy. A Reference from the Training Practice Supervisor about the Applicant's Training Practice is an essential part of checking those standards. The BABCP values the Reference and appreciates an honest appraisal of the Applicant. It would be hoped as part of good practice that the Reference has been shared with the Applicant and any matters of concern will have been discussed with them

While References are not routinely shown to the Applicant, their rights under the Data Protection Act 1998 may lead to Reports being seen

SUPERVISOR'S DETAILS

Name	Mary Johnson
Address	School of Mental Health and Psychotherapeutic Studies, A Named University, An Address, Somewhere Post Code ANY222
Tel:	020 7946 4321
E-mail	mary.johnson@anyuniversity.ac.uk

Supervisor Credentials

In order to act as a Training Practice Supervisor for Supervisees applying for BABCP Trainer Accreditation, the Supervisor must be a BABCP Accredited Practitioner, or sufficiently qualified and experienced in CBP to be able to reliably comment on the Supervisee's current CBP Training Practice. Supervisors must also be currently practicing CBP

Please give details of your CBP qualifications, experience, and current practice

BABCP Member BABCP Accredited Practitioner* BABCP Accredited Supervisor and/or Trainer*

TRAINER REFERENCE SAMPLE

If you are a **BABCP Accredited Practitioner, or **BABCP Accredited Supervisor**, you do not need to give details for the next four items. All other Supervisors must give information for all items*

Other CBP Interest Group / Organisation Membership	
Qualifications in CBP	ENB650 (1998); 1 year PG Diploma in CBP, A University (2001)
Training in CBP	Also CBP CPD totalling at least 300 hours over last 11 years, including attendance at BABCP Annual Conference for last 5 years. I have also trained in 2007 in EMDR, and have been to significant trainings in schema therapy over the last 4 years
Experience using CBP	Following completion of ENB 650 in 1998 I was employed as a Nurse Specialist in CBT in a Named Hospital psychiatric unit. Two years later I moved to a CMHT working in and developing a psychotherapy service (significantly CBT) across the community, integrating some primary and secondary care services, and used CBT in all of my work. In 2005 I moved to An NHS Trust, employed as a part-time Senior CBP in the Specialist Psychotherapy Department. I simultaneously began working part-time as a Lecturer for Nursing and Psychotherapy training programmes at Named University

If you are a **BABCP Accredited Trainer, you do not need to give details for the next item. All other Supervisors must give information for all items*

Training, qualifications and experience as a Trainer	<p>My training as a trainer has been mostly on the job, but I have also attended some CPD events relating to training, including a 5 day "Train the Trainer" course at Named College in 2002</p> <p>Since 2001 I have delivered in-house workshops for the CMHT and NHS Trust, training CPNs and other health professionals in basic CBT skills and interventions. Since 2005 I have also run skills development workshops for qualified CBPs</p> <p>Prior to 2005 I occasionally provided lectures for the Nursing Training programme at Named University; I was then employed as a part-time Lecturer for their Nursing and Psychotherapy training programmes and specifically teach the CBP modules. The University developed a IAPT HI and LI training courses in 2009 and I have been involved in the development of the curriculum, teaching and supervising for the course, and I also supervise the course Clinical Supervisors</p>
--	---

If you are a **BABCP Accredited Supervisor, you do not need to give details for the next item. All other Supervisors must give information for all items*

Training, qualifications and experience as a Supervisor	<p>Certificate in Clinical Supervisory Practice, A Named University (2005)</p> <p>IAPT HI Supervision Training, Another Named University (2009)</p> <p>Various CPD events relating to providing clinical and training supervision over the last 9 years</p>
---	---

All Supervisors must complete the rest of the items in the form

Supervisor's Job Title / Employment Position	Part-time Senior Cognitive Behavioural Psychotherapist, Specialist Psychotherapy Department, An NHS Trust Part-time Lecturer, Nursing Training and Psychotherapy Training, A Named University
Details of Supervisor's current CBP practice	I work with adults in a multidisciplinary psychotherapy team, working mainly with complex presentations and chronic mental health problems. I specialise in work with trauma I have also been involved with the development of the new IAPT service I am currently applying for BABCP Supervisor & Trainer Accreditation
Details of Supervisor's current CBP Training and Supervisory practice	I deliver CBP modules for anxiety disorders for IAPT and the PG Dip course – 45 trainees from various health professional backgrounds I deliver the Introduction to CBT module to CPNs on the Nurse Training programme – 38 students Monthly supervision of x3 University CBP Clinical Supervisors in a group, and monthly supervision of x3 University Lecturers for the IAPT HI Training in a group I supervise x3 qualified CBPs within the Trust (individual) and x2 IAPT trainees (group) I facilitate a peer CBP supervision of supervision group within the trust

Relationship to Applicant

Are you the Applicant's <u>current</u> CBP Training Practice Supervisor?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>									
Are you the Applicant's <u>current</u> CBP Clinical Supervisor or Supervisory Practice Supervisor?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>									
What is your professional relationship with the Applicant	Training Supervisor, team colleague									
How long has the Applicant's CBP Training Practice been known to you?	18 months									
What is the frequency and duration of the supervision arrangements?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Individual:</td> <td style="width: 30%;">Hours per month</td> <td style="width: 40%;"></td> </tr> <tr> <td>Group / Peer:</td> <td>Hours per month</td> <td style="text-align: center;">2</td> </tr> <tr> <td></td> <td>Number in group</td> <td style="text-align: center;">3</td> </tr> </table>	Individual:	Hours per month		Group / Peer:	Hours per month	2		Number in group	3
Individual:	Hours per month									
Group / Peer:	Hours per month	2								
	Number in group	3								

DETAILS OF APPLICANT'S CURRENT CBP TRAINING PRACTICE

Profile of Training Practice

<p>Type of Trainees</p> <p><i>Qualified or Accredited CBPs / Other health professionals / Any specialist areas, such a children & adolescents, psychosis etc.</i></p>	<p>Mental health and psychology students on IAPT HI Training, plus CBPs at varying levels of training and experience when delivering BABCP Workshops, plus qualified counsellors at Named Charity</p>
<p>Settings</p> <p><i>HEIs / Health Service / Independent organisation or charity / Private practice etc.</i></p>	<p>HEI, BABCP Local Named Branch, counselling charity</p>

Nature of Evidence

<p>What is the nature of the evidence you have of the Supervisee's Training Practice</p> <p><i>Live assessment / Organisational or Trainee Evaluation Reports / letters / role-play / discussion / contribution in groups etc.</i></p>	<p>Live assessment, co-facilitating training, trainee evaluations and feedback, feedback from other Lecturers, discussion and contribution in group Supervision</p>
--	---

Live Supervision

It is recommendation to include regular live sampling of Supervisee's Training Practice within the supervision arrangement; this includes live observation, one way screen, video or audio recording

<p>On how many occasions has live supervision been used in the last 12 months?</p>	<p>One formal in-vivo assessment of lecture / workshop Three co-facilitated lectures</p>
<p>How do you measure competency?</p>	<p>Trainee evaluations, Course outcome data, feedback</p>

Skills and Other Areas of Development

<p>What specific skills and competencies have been addressed in the last 12 months?</p>	<p>Refining presentation skills and making use of new technology, developing and using evaluation processes</p>
<p>Within the bounds of confidentiality, please give an illustrative example</p>	<p>Fred received some feedback on trainee evaluations that his style of delivery for a theory module could be a bit dry. He took the time to consider the feedback, and spoke to other Lecturers in the Supervision group who were receiving more favourable feedback. Fred made use of the group very openly to gain opinions and better insight, and decided to invest some time in learning how to use advanced features of PowerPoint and the interactive whiteboard liven up the lectures. He also employed his existing and successful techniques from skills development workshops to break up longer lectures so that there was some brief small group work. The feedback improved considerably</p>
<p>What other development areas have been addressed?</p>	<p>Managing difficult / failing students, time management</p>

Supervisee's Understanding of the Training Relationship, and Level of Competence

<p>What is the Supervisee's understanding of the development, maintenance and ending of Training relationships?</p>	<p>Fred takes his professional relationships very seriously, and has a pragmatic and compassionate attitude towards the trainees, who all respond well to Fred, even though they are a diverse population. Fred is aware of his own values and opinions and respects those of his trainees</p> <p>Fred is very personable and relaxed with the trainees, but also recognises the importance of boundaries within the training relationships; he has a sophisticated style for supporting trainees who present sometimes very complex contextual issues in university</p>
---	--

TRAINER REFERENCE SAMPLE

What evidence do you have of the Supervisee's competence in managing the Trainer-Trainee alliance?	Trainee evaluations and informal feedback, observation during live assessment and co-facilitation of training, and in tripartite meetings
Within the bounds of confidentiality, please give an illustrative example	There have been a number of teething issues with some of the IAPT provider sites in properly equipping the trainees with video cameras, iron keys, appropriate clients etc.. Fred has frequently had to manage groups of trainees who are unhappy with being under-resourced at their sites, which sometimes affects their ability to meet deadlines for assignments and also generates high levels of frustration. Fred has skilfully supported the trainees and where possible responded to their concerns by feeding back to the Course Director, but at the same time ensuring that lectures and workshops are not sabotaged by drawn out recriminations and discussions. He has been noted as being supportive to trainees, some of whom have been under high levels of stress

Overall Level of Competence as a CBP Supervisor

What evidence do you have that the Supervisee is capable of safe and effective practice with their Trainee population?	Live observation and in our group Supervision. Fred has demonstrated on numerous occasions his diligence in being aware of and managing difficulties within his trainee populations. He understands ethical issues and responds by making explicit use of our Supervision, and other colleagues.
Do you have any concerns about the Supervisee's current practice?	None. Fred is constantly reflective of his practice and identifies and addresses any concerns in a pragmatic and open way,
What is done to address these concerns?	There have been no concerns, but Fred makes use of our group Supervision appropriately and consults more widely for advice and support
From your knowledge of the Supervisee, does he/she adhere to the Standards of Conduct, Performance and Ethics in the Practice of Behavioural and Cognitive Psychotherapies (attached)?	Yes
Would you recommend the Applicant for Accreditation / Re-accreditation as a Trainer at present? IF NOT , please give details of what changes would be required	Yes
What additional comments can you make in support of this Supervisee's application for Trainer Accreditation / Re-accreditation?	Fred is highly respected with colleagues and trainees. He takes pride in his personal and professional development, and always demonstrates a high level of knowledge and skills, and professionalism

DECLARATION

This Report is an honest appraisal of the Applicant within the limits of my knowledge of them. Any areas of concern referred to in the Report have been discussed with the Applicant

Supervisor's Signature 	Date 30/5/10
---	---------------------

After completion, return this Report to the Applicant (in a sealed envelope signed across the seal, if you prefer)

If you wish to discuss the completion of this Report, please contact:

BABCP, Imperial House, Hornby Street, BURY, BL9 5BN

T: 0161 705 4304 E: babcp@babcp.com

SAMPLE

Standards of Conduct, Performance and Ethics in the Practice of Behavioural and Cognitive Psychotherapies – Summary Document

Adopted AGM 16 July 2009

Your Duties as a Cognitive Behaviour Therapist; The standards of conduct, performance and ethics you must keep to in CBT

- You must act in the best interests of service users
- You must maintain high standards of CBT assessment and practice
- You must respect the confidentiality of service users
- You must keep high standards of personal conduct
- You must provide (to us and any other relevant regulators and/or professional bodies) any important information about your conduct and competence
- You must keep your professional knowledge and skills up to date
- You must act within the limits of your knowledge, skills and experience and, if necessary, refer the matter to another practitioner
- You must communicate properly and effectively with service users and other practitioners
- You must effectively supervise tasks that you have asked other people to carry out
- You must get informed consent to give treatment (except in an emergency)
- You must keep accurate records
- You must deal fairly and safely with the risks of infection
- You must limit your work or stop practising if your performance or judgement is affected by your health
- You must behave with honesty and integrity and make sure that your behaviour does not damage the public's confidence in you or your profession
- You must make sure that any advertising you do is accurate

Introductory Statement

1. As a member of the BABCP you are required to make sure that you are familiar with the standards and that you keep to them. If you are applying for membership or Accreditation as a CBT practitioner, trainer or supervisor, you will be asked to sign a declaration to confirm that you have read and will keep to the standards.
2. It is important that you meet BABCP standards and are able to practise CBT safely and effectively. We also want to make sure that you maintain high standards of personal conduct and do not do anything which might affect the public's confidence in you, the BABCP or any profession to which you may belong. However, we do not dictate how you should meet our standards.

Each standard can normally be met in more than one way. The way in which you meet our standards might change over time because of improvements in technology or changes in your practice.

As an autonomous and accountable professional, you need to make informed and reasonable decisions about your practice to make sure that you meet the standards that are relevant to your practice. This might include getting advice and support from education providers, employers, your clinical supervisor, colleagues and other people to make sure that you protect the wellbeing of service users at all times.

Many BABCP members are also members of other professional bodies and will therefore be bound by codes of practice of those professions. BABCP recognises the valuable role other professional bodies play in representing and promoting the interests of their members. This often includes providing guidance and advice about good practice, which can help you meet their standards and those in this document.

3. It is expected that all members of BABCP approach their work with the aim of resolving problems and promoting the well-being of service users and will endeavour to use their ability and skills to service users' best advantage without prejudice and with due recognition of the value and dignity of every human being. If you make informed, reasonable and professional judgements about your practice, with the best interests of your service users as your prime concern, and you can justify your decisions if you are asked to, it is very likely that you will meet our standards.

By 'informed', we mean that you have enough information to make a decision. This would include reading these standards and taking account of any other relevant guidance or laws. By 'reasonable', we mean that you need to make sensible, practical decisions about your practice, taking account of all relevant information and the best interests of the people who use or are affected by your services. You should also be able to justify your decisions if you are asked to.

4. Throughout these standards, we have used the term 'service user' to refer to anyone who uses or is affected by a member's services. Who your service users are will depend on how and where you work. For example, if you work in clinical practice, your service users might be your patients/clients. In some circumstances, your service users might be organisations rather than individuals. The term also includes other people who might be affected by your practice, such as carers and relatives.

We have used the word 'treatment' in its broadest sense to include a number of actions members carry out. These actions could include diagnostic, monitoring or assessment procedures, therapy or advice.

Refer to the FULL document **Standards of Conduct, Performance and Ethics in the Practice of Behavioural and Cognitive Psychotherapies** for further detailed information www.babcp.com/silo/files/conduct-and-ethics.pdf