

MBT Supervisor Course

Overview

The MBT supervisor competency assessment and development framework has been established in response to the emerging requirements for MBT supervisors. The framework offers the trainee supervisor the opportunity to assess their current competency in relation to the entry criteria for the MBT supervisor training programme. This assessment, completed in collaboration with the course tutor, will form the basis of a joint competency development plan, drawing on trainee supervisor local work resources and additional teaching days delivered in this course.

Collaborative Competency Assessment



Competency Development Plan



Record of Evidence

Framework Guidance and Process

The course tutor will liaise with the prospective MBT supervisor and collaboratively assess if **knowledge and experience** meet the required competency level. These are:

Practitioners applying for Supervisor training

- Mental health professional registered with a professional organisation
- Meet criteria for MBT practitioner and evidence of continued status.
- Show evidence of continuing education in MBT through attendance at additional training/learning events annually.
- Completed at least 6 MBT treatments under expert supervision dating from period after having acquired MBT practitioner therapist listing (supervision individually or in group supervision)

- Completed 2 x 18-month MBT groups as primary clinician following practitioner level with supervision individually or within group supervision.
- Supervision from a minimum of two recognised supervisors and satisfactory report from two or more of these MBT supervisors

Following this joint assessment, the Programme Tutor and trainee supervisor will agree if additional training input is required. The additional training and any related formative assessment will be a prescribed portfolio of study and teaching engagement and will enable the trainee supervisor to log and evidence how they have now met these additional required competencies. Any additional clinical and knowledge requirements may be done in parallel with the supervisor course if both trainee and tutor agree this is feasible.

Assessing Levels of Competence

When assessing knowledge, skill and experience in MBT informed Interventions, please refer to:

The Roth and Pilling CBT Competence Framework

<https://www.ucl.ac.uk/pals/research/clinical-educational-and-health-psychology/research-groups/core/competence-frameworks-12>

<https://www.ucl.ac.uk/clinical-psychology/competency-maps/pd-framework/Specific%20psychological%20interventions/Mentalisation%20Based%20Therapy%20web%20May%202015.pdf>

- MBT Curriculum Health Education England
- MBT Quality Assurance Anna Freud National Centre for Children and Families
<https://www.annafreud.org/media/7863/quality-manual-2018.pdf>

Further evidence to support the competency assessment can include:

- Personal statements on competency assessment form (essential)
- Evidence of professional qualifications (essential)
- Evidence of ongoing commitment to CPD
- CV (essential)
- Job descriptions (current and historical)
- Professional reference

The follow scale adapted from the Dreyfus system (Dreyfus, 1989) for denoting competence, is used to guide the collaborative assessment of knowledge and competency.

<i>Incompetent</i>	0	0 absence of knowledge and competence
<i>Novice</i>	1	1 Some evidence of knowledge and competence but major problems evident
<i>Advanced beginner</i>	2	2 evidence of knowledge and competence, but numerous problems or lack of consistency
<i>Competent</i>	3	3 Sound knowledge and competent, but some problems and/or inconsistencies
<i>Proficient</i>	4	4 good level of knowledge and competence, but minor problems and/or inconsistencies
<i>Expert</i>	5	5 very good knowledge and competence, minimal problems and/or inconsistencies
	6	6 Excellent knowledge and competence, or very good even in the face of difficulties

Evidence in support of successful knowledge and competency development includes:

- Registered attendance and engagement at relevant teaching days online or face to face
- Online CPD completion
- Signed statement of record in evidence of related additional self-directed study
- Reflective log on attendance at training and relevant additional self-directed study
- Completion of formative assignment as agreed in competency development plan. This include a record of clinical practice.
- CPD Certificate

MBT Supervision training should be assessed using a portfolio approach to assessment.

Curriculum

General learning outcomes

At the end of the course the MBT supervisor will

- Understand the aims, objectives and structure of MBT as outlined in the MBT Curriculum as summarised in:
 - MBT Curriculum – Health Education England
- Be able to describe and evidence the supervision competencies outlined by Roth and Pilling (2007)
- Show capacity to establish a framework for mentalizing competence-based supervision
- Understand the theories about what supervision is, what are the different types of supervision, what is competency-based supervision, what is evidence-based supervision practice
- Be able to make a self-assessment of their own supervisor competences and set personal goals as supervisor
- Generate a supervision process in keeping with the mentalizing model and develop personalised supervision trajectories for supervisees stimulating the integration of declarative, procedural and reflective knowledge about MBT clinical process
- Show competence in using the MBT Adherence scale in supervision and rate sessions to individualize goals for MBT supervisees
- Be able to use different ways of learning e.g. feedback, role-play, modelling, experiential learning
- Understand the importance of the supervisor-supervisee working alliance and the possible problems e.g. ruptures that may occur when using competence based supervision practice
- Be able to manage the failing supervisee and implement a pathway for learning and improvement

- Generate their own expert clinical and supervision skills by using reflective practice and from direct observation and feedback of their clinical and supervision work from senior MBT supervisors
- Have the ability to use their teaching and supervision skills to support novice and expert practitioners learning MBT
- Understand the importance of supervision as a key clinical activity within MBT services and practice
- Understand the importance of the supervisor as a change agent offering leadership and support to colleagues during the development and sustainability of MBT services.
- Understand the role of MBT in the wider context of treatments for personality disorder
- In addition to the specific competences of supervisors in relation to the MBT curriculum, it is expected that supervisors will have generic capacities to provide a learning environment that enables trainees to thrive.

Course Structure

- The training of supervisors requires
 - a) **3-4 training days** spread across a 9-12 month period to allow acquisition of knowledge and
 - b) observation of trainee clinical supervision in the workplace – ‘supervision of supervision’. Observation of trainee supervision of new clinicians i.e. inexperienced in any therapy or in treatment of personality disorder AND expert clinicians i.e. experienced in treatment of personality disorder is required.
- The training programme will need to contain workshops on theoretical / clinical skills in relation to supervision and then a minimum of 10 supervision or supervising sessions / implementation groups to support the supervisors with their developing supervisory skills and overcoming implementation challenges.
- The training may be delivered remotely or face to face. Trainee supervisors will have a clear learning plan with specific objectives and will access online teaching sessions accordingly.
- Content focuses on both generic knowledge and competencies to support effective supervision in MBT. The specific supervision knowledge and competencies about supervision approaches to supervising novices and supervising experts is included.

While knowledge, facts, theories, and approaches to problems and solutions will be taught, an equal weighting will be given in the course to learning through reflection on the process of supervision itself, underpinned by a peer support and coaching/mentoring process.

Supervisors will bring tapes of their own supervision to online days 3 and 4 and allow tapes to be viewed remotely or in person depending on the format of the session. These will count towards the 10 supervision of supervision sessions required by trainee supervisors for satisfactory completion of the course.

Each training day will therefore contain a combination of direct teaching, discussion, group work and experiential learning via:

- Discussion of relevant theory and practice
- Clinical skills practice
- Supervision of supervision / implementation groups

Workshops

The knowledge content of the workshops below will be delivered over at least 2 of the teaching days:

- ***Principles of supervision:*** The aim of this session is to ensure that supervisor graduates will understand the process of supervision in MBT.
- ***Promoting psychological knowledge in supervision:*** The aim of this discussion is to develop supervisor skills in broadening trainee therapists' understanding of psychological theory directly relevant to MBT practice, psychological knowledge in the context of working with people with personality disorder and their children, and families, and delivering MBT in complex mental health services
- ***The use of outcomes data in supervision:*** The aim of this session is to introduce supervisors to the use of outcomes data as part of routine supervision in MBT as a reflection of the outcomes monitoring expected with patients when implementing MBT to improve clinical decision making.
- ***Facilitating therapeutic processes in supervision:*** This session aims to equip supervisor trainees with the knowledge of how to guide trainee therapists in the core processes of an MBT programme. The emphasis is on a number of key characteristics central to delivering effective MBT therapeutic interventions based on the MBT adherence scale.
- ***MBT Adherence Scale:*** introduction to the MBT adherence scale and equipping the trainees to use the scale as a tool in supervision.
- ***Delivering modality-specific supervision:*** These sessions focuses on enabling supervisor trainees to understand and develop skills in providing direct modality-specific supervision to trainee EMHPs.
- ***Supervising new practitioners:*** These sessions focus on the specific competencies needs to supervise new practitioners in MBT
- ***Supervising experts in treatment of personality disorder and other therapeutic interventions:*** These sessions focus on interventions in MBT with emphasis on similarities and differences between MBT with other specialist therapies for BPD.
- ***Change process:*** purported mechanisms of change in MBT and other therapies will be discussed.

Assessment of trainees on the MBT supervisors' course:

Success of the trainee supervisors on the course will be assessed on a portfolio approach, using a range of assessments. It includes direct observation of supervision and/or observation of video recordings of supervision sessions:

Supervisor trainees will be assessed by a combination of:

- Presentation and Discussion in workshops on the theoretical underpinnings of delivering supervision in MBT
- Video tape of supervision session of
 - supervision of novice practitioners
 - supervision of experts in treatment of personality disorder
- Supervision portfolio – to be presented at the end of the course detailing an overview of supervision given and received and evidence of meeting supervision competencies. To include report by training supervisor.

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