

Experienced Supervisors' Quick Start Guide to Supervising Salomons Trainees



Many thanks for offering to supervise a Salomons' trainee. Since you have supervised on another programme/s before, there is no requirement to undertake our introductory supervisor training although of course you would be most welcome if you would like to. Instead, this is a quick guide to the Salomons programme and what might be different when supervising one of our trainees.

The main thing to look at in advance of the placement is the [Supervisor Pages on our website](#) and our Practice Learning Handbook which together should tell you everything you need to know. The handbook covers the following topics:

1. Introduction

2. **Overview** of the programme including the University and the Institute, the programme's history, its values and philosophy, structure and assessment framework, together with our approach to practice and to learning. It outlines our threefold aim to produce critical, reflective scientist practitioners. It explains trainees' employment arrangements: they are employed by a host Trust (Surrey and Borders) and there are formal three-way agreements in place between the host Trust, the Programme, and the Trusts where trainees complete placements. All mandatory training is organised by Surrey and Borders at the start of the programme and this is included in the agreements.

3. **Models of learning and practice** including the difference between competence and capability and our approach to experiential learning and reflective practice.

4. **Placement arrangements** including placement days (generally Monday to Wednesday with a possibility of Thursday for third years) and order of placements (one long adult placement in the first year followed by six-month child and disabilities placements in the second year, and older people and supplementary placements in the third year). This section also describes the role of

the Trust Representatives who link Trust and Programme and who are responsible for finding and supporting placements.

5. **Guidelines** for setting up and managing placements including the pre-placement visit (**trainees visit the placement** before it starts to discuss arrangements) the placement contract (**NB this has to be submitted to Salomons within four weeks of the start of the placement**), induction arrangements and the role of the 'observation week', the role of the trainee's manager at Salomons, arrangements for any changes in the course of the placement, leave arrangements and sources of advice and support.

6. **Supervision** including HCPC and BPS requirements, the roles of co-coordinating and clinical supervisors, models of supervision, good practice guidelines, sources of training and development and suggested reading. The BPS stipulates that total contact time between supervisor(s) and trainee(s) must be at least three hours per week. The Programme expectation is that as part of this, the trainee will normally have a **minimum of two hours scheduled supervision** per week, at least one hour of which should be on an individual basis. The second can be as part of a group. The remaining hour may be informal contact e.g. in the office, in the course of work together, telephone or email contact.

7. **Learning outcomes:** this section outlines what we hope and expect trainees to learn on placement, including core and model-specific competencies as well as metacompetencies. It also outlines expectation about workload for trainees, and arrangements for the placement visits undertaken at least once in each placement by the trainee's Salomons manager.

8. **Assessment and monitoring** of trainee progress. This section covers placement visits and also formal evaluation including the forms that need to be completed (Evaluation of Clinical Competence, Practice Learning Portfolio, Practice Learning Feedback and Placement Audit), arrangements for and implications of possible placement referral or failure, and finally sources of support with assessment. Supervisors are encouraged to review progress with the trainee in advance of the placement visit so that there are no surprises. If there is a possibility of a failure or referral on any competency, a **clear plan needs to be agreed in writing**, outlining what the trainee needs to demonstrate and how he/she will be provided with opportunities to do this during the remainder of the placement.

9. **Professional Practice Report: Direct Work** On some placements (see the handbook for details) trainees submit a formal report of a piece of direct work (roughly equivalent to a case report). As a supervisor you will help the trainee to decide on a suitable case to write up, help him or her to plan the report, and comment on drafts.

10. **Assessment of Clinical Skills.** In the first year only, trainees submit a summary of a piece of work together with an annotated recording of a session. As a supervisor you will help them to select a suitable client and session.

11. **Professional Practice Report: Quality Improvement Project.** In their first placement trainees undertake a small-scale research project designed to provide information requested by the service in order to improve some aspect of quality. The supervisor or another Trust psychologist supervises the work, with backup from a member of Salomons staff.

12. **Feedback and Quality:** this section describes how the quality of placements is ensured, together with the process for managing any trainee concerns about placement.

13. **Appendices.** Here you will find all the paperwork you need including

- Placement Outline Form (which you use to describe your placement for the programme)
- Placement Audit Form
- Pre-placement meeting checklist
- Example of Placement Contract
- Examples of Observation Week Tasks
- Guidance on video and audio recording
- A suggested template for a Clinical Supervision Contract
- Evaluation of Clinical Competence Form
- Service User Evaluation Form (in the majority of placements, the trainee asks one client to complete a feedback form about the work they have done with them)
- Practice Learning Portfolio (A log of experience/competence kept by the trainee over the three years)
- Guidelines and marking criteria for formal assessments.

Both the trainee and his/her manager should contact you before the placement starts.

The first port of call for any queries is our Placements Officer Louise Froude louise.froude@canterbury.ac.uk or our Clinical Director Anne Cooke anne.cooke@canterbury.ac.uk.

Thank you again for offering a placement and helping to train the next generation of clinical psychologists!