

Graduate Diploma in Clinical Supervision

Accredited and Awarded by Swinburne University of Technology, organised by Executive Counselling and Training Academy

Recognised Continuing Professional Education (CPE) Hours by Singapore Association for Counselling (SAC)

Topics	Names of Lecturers	Duration (Hours)	Learners' Outcomes
<p>Introduction to Clinical Supervision</p> <p>Role of Supervision in Professional Practice</p>	<p>Dr Augustine Tan PhD (Counselor Education & Supervision)</p>	10	<p>On completion, supervisor-interns will have obtained the following tools and mind-set to:</p> <ol style="list-style-type: none"> demonstrate knowledge of theoretical models of supervision; demonstrate ability to apply methods of assessing supervisee's competencies within discipline areas; demonstrate the capacity to evaluate the supervisory process; and demonstrate awareness and attention to diversity.
<p>Supervisory Relationship using the Integrative Model</p> <p>Supervisory Competencies using an Integrative Model</p> <p>Group Supervision – Integrative Model</p>	<p>Dr Jessica Leong PhD (Counselling Psychology)</p>	21	<p>On completion, supervisor-interns will have obtained the following tools and mind-set to:</p> <ol style="list-style-type: none"> describe the basic concepts of Solution Focused Brief Therapy (SFBT); demonstrate solution building skills and solution focused techniques in supervision; conduct a structured SFBT supervision session; identify and distinguish the roles of therapist and supervisor in the supervisory context; and demonstrate skills in establishing rapport and contracting in supervision. provide individual supervision in different settings and different modalities; demonstrate ability to establish supervisory relationship; identify and demonstrate strategies to develop supervisees' confidence and competencies; demonstrate the ability to encourage supervisees to formulate their own interventions; and evaluate supervisee's progress and process skills.
<p>Developing and Practising SFBT Competencies among Supervisees</p> <p>Supervisor's Knowledge, Skills, Expertise, Professionalism and Development (Solution-Focused Brief Supervision)</p> <p>Group Supervision (Solution-Focused Brief Therapy Model)</p>	<p>Ms Debbie Hogan MSc (Counselling)</p>	17	<p>On completion, supervisor-interns will have obtained the following tools and mind-set to:</p> <ol style="list-style-type: none"> describe the basic concepts of Solution Focused Brief Therapy (SFBT); demonstrate solution building skills and solution focused techniques in supervision; conduct a structured SFBT supervision session; identify and distinguish the roles of therapist and supervisor in the supervisory context; and demonstrate skills in establishing rapport and contracting in supervision. provide individual supervision in different settings and different modalities; demonstrate ability to establish supervisory relationship; identify and demonstrate strategies to develop supervisees' confidence and competencies; demonstrate the ability to encourage supervisees to formulate their own interventions; and evaluate supervisee's progress and process skills.

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Systemic Theory and Models of Therapy in Supervision: <ul style="list-style-type: none"> ▪ Goals and Outcome of Supervision ▪ A Process Approach in Supervision ▪ Different Style of Systemic Supervision ▪ Congruence of Model and Supervision ▪ Developing Hypotheses Systemic Approach to Supervision ▪ Case Presentation and Example of Systemic Hypothesis 	Mr Benny Bong MSc (Social Work)	17	On completion, supervisor-interns will have obtained the following tools and mind-set to: <ol style="list-style-type: none"> a. have knowledge of, and ability to work, within a Systemic Model of Supervision; b. identify and describe the focus and outcome of supervision; c. identify and describe different styles of Systematic supervision; d. demonstrate the ability to work with process models in supervision; e. learn the stages of group processes; f. understand the process and dynamics within the group; g. clarify and demonstrate readings and theory through lectures, discussion, role-plays, clinical examples and video; and h. develop facilitating and intervention skills in running effective groups.
Group Based Interventions	Ms Joyce Chan MSocSc (Counselling)	16	
Introduction to the Ethical Decision-Making Model Overview of Common Ethical Principles and Legal Issues in Supervision	Dr Augustine Tan PhD (Counselor Education & Supervision)	14	On completion, supervisor-interns will have obtained the following tools and mind-set to: <ol style="list-style-type: none"> a. demonstrate knowledge of the ethical principles and guidelines for supervisors; b. demonstrate knowledge of the Ethical Decision-making Model and ability to apply the model to practical examples; c. skills in identifying ethical and legal issues in discipline specific professional work and supervision; d. demonstrate knowledge of professional boundary issues in the supervision; and e. ability to identify and appropriately respond to issues relating to confidentiality and liability in practical example.

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Group Supervision (Psychodynamic Model)	Mr Frederick Low, MAPsy (Counselling)	3	<p>On completion, supervisor-interns will have obtained the following tools and mind-set to:</p> <ul style="list-style-type: none"> a. provide individual supervision in different settings and different modalities; b. demonstrate ability to establish supervisory relationship; c. identify and demonstrate strategies to develop supervisees' confidence and competencies; d. demonstrate the ability to encourage supervisees to formulate their own interventions; and e. evaluate supervisee's progress and process skills.
Group Supervision (Reality Therapy Model)	Ms Evelyn Koh MSc (Counselling)	3	

Total CPE Hours : 118