

Effectiveness and Cost Effectiveness Trial of Humanistic Counselling in Schools (ETHOS)

Supervision Manual

**Project Lead Organisation:** University of Roehampton

**Chief Investigator:** Mick Cooper

**Clinical Lead :** Peter Pearce**,** Metanoia Institute

**Collaborating Centres:** University of Sheffield, University of Manchester, the London School of Economics, University College London, Metanoia Institute, the British Association for Counselling and Psychotherapy, and the National Children’s Bureau. The study will be supported by the Manchester-based UKCRC registered Clinical Trials Unit (MAHSC-CTU).

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Contact: mick.cooper@roehampton.ac.uk

# Aims

The purpose of ETHOS supervision is:

* To provide supervision of school-based humanistic counselling to counsellors in the ETHOS study: a randomised controlled trial of counselling in schools for young people (13-16) experiencing emotional symptoms.
* To liaise with the ETHOS research team, and to organise and timetable supervision sessions in accordance with the study ratios for each counsellor allocated.
* To support each allocated counsellor to participate fully in the protocols required for the research project.
* To be an active member of the research counselling team, participate in the research orientation, undertake training, supervision, and adherence assessment.

# Responsibilities

ETHOS supervisors have the following responsibilities:

## Supervision practice.

* To participate fully in the protocols required for the research project.
* To provide supervision of school-based humanistic counselling.
* To support supervisees in practising school-based humanistic counselling as specified in the practice manual, including the use of a session-by-session tracking measure.
* To assess the adherence of supervisees to school-based humanistic counselling using the PCEPS-YP-S, and to discuss this with the supervisees and, where necessary, the research team.
* To collaborate with supervisees to undertake ongoing assessment, both of their individual competence to work with the young people involved, and of the risk of harm to self or others for any of the participating young people.
* To work in collaboration with the supervisee, research team, and any other relevant individuals, and raise any concerns early so that appropriate additional or alternative support for the young person can be arranged.
* To engage with feedback on supervision practice from the ETHOS team and to adjust practice where required.
* To help supervisees identify adverse events and risk, and be involved‑as appropriate‑in the reporting of these.

## Management and administration.

* To arrange regular supervision meetings with supervisees, as specified in the research protocols (1 hour supervision per fortnight during term time).
* To be an active member of the research counselling team: participating in the research orientation and training.
* To keep notes on supervision sessions as specified in the research protocols.
* To keep a log of supervision sessions as specified in the research protocols.
* To undertake personal administrative work (e.g. filing, word processing).
* To digitally record supervision sessions and make available (as per data protection protocols, including consent from counsellors) for independent auditing.

## Miscellaneous

* To be an active representative of the ETHOS Study.
* To work in accordance with Metanoia Institute’s and the University of Roehampton’s respective Equal Opportunities Policies, Codes of Ethics and Professional Practice, Complaints Procedures and Health and Safety Policies.
* To support allocated supervisees to work in accordance with the School’s Child Protection Policy.

## Information and Consent

Supervisors should read the *Supervisor Information Sheet* and, if willing to participate in the study, sign the *Supervisor Consent Form*. Supervisors should also complete the *Supervisor Demographic Form* at the start of their participation in the ETHOS trial.

## School-Based Humanistic Counselling

The practice of supervisees should be adherent to school-based humanistic counselling, as detailed in the ETHOS SBHC practice manual. Supervisors must familiarise themselves with this manual and should consult it when considering dilemmas of practice.

It is essential that the practice of supervisees remains adherent to SBHC practice, as detailed in the SBHC practice manual, and it is the role of supervisors to support this adherence. This does not deny the possibility that there may be many effective ways of helping young people to address their difficulties. However, this evaluation of SBHC will only be meaningful to the extent that counsellors in the trial are, indeed, delivering this intervention. In circumstances where supervisors believe that the delivery of SBHC will be detrimental to the clients concerned, or unethical, this should be discussed with the Chief Investigator of the study, Mick Cooper.

## Practical Arrangements

The following arrangements have been established for supervision in the ETHOS trial:

* Supervision can be delivered face to face, by telephone, or online (e.g., Skype). However, supervisors are responsible for ensuring that they are able to listen to audio recordings of client work when supervision is not delivered face to face, as well as for the digital recording of supervision sessions.
* Supervision of supervisors will be provided by Peter Pearce (Metanoia Institute) twice termly, on an individual basis.
* Each supervisor will likely manage a case load of between 3 and 5 supervisees
* Supervisors will provide 1 hour of supervision to each supervisee every two weeks, during term time
* Every planned supervision hour will be paid at a rate of £50 per session

## Supervision Competences

Supervisors should familiarise themselves with the following set of competences: Roth, A., & Pilling, S. (2015). [*A competence framework for the supervision of psychological therapies*](https://www.ucl.ac.uk/pals/research/cehp/research-groups/core/competence-frameworks/Supervision_of_Psychological_Therapies) (revised ed.). London: University College London. Specific sections of this competence set that should be read are:

* Background document for clinicians and commissioners
* Generic supervision competences
* Specific supervision competences
* Application of supervision to specific model/Supervision of humanistic‑person-centred/experiential therapy
* Meta-competences

Supervisors are expected to supervise in a way that is consistent with these competences. Supervisors should advise the research team in any areas where they feel additional training or experience is required.

## Recording of Supervision Sessions

## Supervisors are required to record all supervision sessions using a digital recording device.

Please follow the method detailed in the, ‘How to upload audio recordings’ PowerPoint slides on your device. This includes:

1. Opening the audio recorder from the device home screen
2. Starting, stopping, and renaming the recording appropriately (Client code YYYY-MM-DD)
3. Uploading the file through Boxcyptor to the EthosCO# Recording Upload folder
4. Checking the file has been uploaded
5. Deleting the device copy of the file from the audio recorder

To play recordings of supervisee’s counselling sessions, the study is currently investigating the use of a secure, cloud software that will be available through Roehampton. Alternatively, the study will adapt the current encryption and upload process to provide selective access to supervisors.

## Supervisor Adherence

Supervisor’s practice will be assessed using the School-Based Humanistic Counselling Adherence Scale. This will be conducted by independent auditors, who will listen to a random selection of recordings segments.

Where supervision practice is assessed as not meeting adherence, this will be discussed with the supervisor and steps will be explored to enhance levels of adherence.

## PCEPS-YP-S

As part of the supervision process, supervisors should ask supervisees to play recordings of client work.

Supervisors should note the session recordings listened to on the Supervision Session Note Form.

# Counsellor Adherence Auditing Procedures

## Client level (Lead responsibility: Peter Pearce)

* The function of auditing adherence to SBHC at the client level is to ensure the best quality of practice for the young people. This case level monitoring occurs in ‘real time’ (i.e., soon after the actual counselling session), and has the capacity to feed in to the counselling work, hence enhancing levels of adherence to SBHC. It is also an opportunity to identify any major difficulties in ensuring adherence to SBHC practice. This procedure places supervisors in a key role for ensuring high quality practical delivery of SBHC.
* Client level adherence will be audited in supervision using the PCEPS-YP-S (Appendix M). This is a shortened version of the PCEPS-YP (Appendix M17) which was based on the Person-Centred and Experiential Psychotherapy Scale (Freire et al., 2014) and adapted for work with young people.
* To audit sessions, supervisor and therapist should listen to a segment of minimum 10 minutes in length together, with each doing ratings, comparing and discussing. Supervisors and counsellors should ensure that they retain their ratings of the segments.
* Each of the counsellor’s clients should be audited in this way at least once, although it may be that cases will be presented at supervision more than once (and therefore receive more than one set of ratings). As it will be unknown how long a client stays in counselling, it is recommended that an audio tape of each client is listened to, and rated, at first presentation.
* Counsellors’ adherence to the SBHC competences, as articulated in the PCEPS-YP-S, should be explored in supervision. A score of 3 or lower on any one scale suggests that further work may be needed on that element of SBHC practice.
* If a counsellor consistently scores an overall average of less than four on the PCEPS-YP-S (e.g., three or more consecutive sessions), the supervisor and/or counsellor should explore this in more detail and inform the Project Manager of the situation. Further steps will then be considered by the Project Team (e.g., further SBHC training).
* Counsellors may also choose to use the PCEPS-YP-S to audit themselves by retrospectively rating how they think they did overall in a session.
* Supervisors may also choose to audit counsellors globally at periodic intervals by rating and feeding back to a counsellor their general view of a counsellor’s performance.
* The integrity of the ETHOS trial is dependent on counsellors’ adherence to SBHC, as defined by the PCEPS-YP, and this will be assessed at the counsellor level by independent raters. It is essential, therefore, that supervisor and counsellor assess the counsellor’s adherence to SBHC in a critical and reflective (as well as supportive) way, and are open and honest about any areas that may need further work and development.

## Counsellor level (Lead responsibility: Meg Stafford)

* The function of obtaining data at the counsellor level is to ensure that the scientific integrity of the delivery of SBHC in the ETHOS trial – that is, that it adheres to and is consistent with the theoretical model of SBHC. The aim of the ratings is both to determine the level of adherence achieved, and also to feed back into the system to ensure that the delivery of the intervention is at the required level.
* Counsellor adherence will be rated using the full Person-Centred and Experiential Psychotherapy Scale (Freire et al., 2014) adapted for work with young people (PCEPS-YP) (Appendix M17).
* Ratings will be based on session segments of 20 minutes.
* ‘Calibration tapes’ will first be developed, which will consist of six PCEPS-YP ratings by independent Raters with expertise in humanistic counselling for children and young people as well as experience with the PCEPS/PCEPS-YP. These will then be used as the basis for training of prospective Raters, and for assessing their rating accuracy.
* Prospective Raters will need to demonstrate an interrater reliability (Cronbach’s alpha) of .7 against the calibration tapes before they are used to formally assess adherence for the ETHOS trial.
* For each counsellor, we will assess work from a minimum of four clients, spread across the duration of their involvement in the trial.
* The 20 minute segments will be randomly selected (using random.org) from one session in the first half of their work with each selected client (excluding the first session), and one session from the second half of their work with that client (excluding the last session).
* The 20 minute segment will also be selected at random (using random.org), but we will exclude the first 5 minutes and the final 5 minutes of the session, such that, if the session is 50 minutes in length, the starting time will be a randomly generated timepoint between 5 and 25.
* Each segment will be rated by two Raters working independently, and levels of overall interrater reliability should achieve at least .7 (Cronbach’s alpha).
* Where ratings do not reach this level, the segments will be rated by a third Rater. Overall interrater reliability should achieve at least .7 (Cronbach’s alpha) for the rating to be considered valid.
* At intervals over the duration of the trial, Raters will be provided with calibration tapes to rate, to re-assess reliability of their ratings
* Ratings will be collated during the trial and key points will be fed back to counsellors and supervisors. This will be as general learning points to enhance the adherence of practice.
* The Project Manager will be informed by the Raters of any instances in which a counsellor’s segment is scored an average of 4 or less. This will be reviewed with the Chief Investigator and further action may be taken to support the counsellor in achieving adherence to SBHC competences. This is likely to involve, in the first instance, informing the counsellor and supervisor; but may also include establishing provision for further training, general feedback to the counsellor cohort, or reviewing the suitability of the counsellor for the trial.

## Supervision Session Notes

The supervision should use the Supervision Session Notes form (L4) to record notes following supervision sessions. This can be completed either digitally or manually, and should be stored according to ETHOS Data Storage and Protection Guidelines.

## Supervision Session Log

Supervisors should keep an updated Supervision Session Log (L8) for the duration of the ETHOS trial. This can be completed either digitally or manually, and should be stored according to ETHOS Data Storage and Protection Guidelines.

## Contact with the core team

Supervisors should update the Clinical Lead for the trial, Peter Pearce and HR Officer, Toyin Allen with their Supervision Session Logs every other week during term time (i.e. after having completed supervision sessions).

Questions that arise for supervisors related to the study protocols should be directed to the ETHOS Trial Project Manager, Meg Stafford or Chief Investigator for ETHOS, Mick Cooper.

**DETAILS**

Peter Pearce [peter.pearce@metanoia.ac.uk](mailto:peter.pearce@metanoia.ac.uk)

Toyin Allen [toyin.allen@metanoia.ac.uk](mailto:toyin.allen@metanoia.ac.uk)

Megan Stafford [megan.stafford@roehampton.ac.uk](mailto:megan.stafford@roehampton.ac.uk)

Mick Cooper [mick.cooper@roehampton.ac.uk](mailto:mick.cooper@roehampton.ac.uk)

## Documents

* Supervisor Information Sheet
* Supervisor Consent Form
* Supervisor Demographic Form
* Roth, A., & Pilling, S. (2015). [*A competence framework for the supervision of psychological therapies*](https://www.ucl.ac.uk/pals/research/cehp/research-groups/core/competence-frameworks/Supervision_of_Psychological_Therapies) (revised ed.). London: University College London
* ETHOS Clinical Practice Manual
* Instructions for digitally recording supervision sessions
* School-Based Humanistic Counselling Adherence Scale
* PCEPS-YP-S
* Supervision Session Notes
* Supervision Session Log
* ETHOS Data Storage and Protection Guidelines
* Counsellor Session Notes
* Counsellor Session Log
* Current View
* ORS
* 11-18 Competence Framework