

## The Role of Supervision in Homoeopathic Education and Practice

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Supervision has increasingly become recognized as a necessity for homoeopaths and many other health professionals throughout professional life, from participation in supervised student clinics to supervision of the private practice of experienced practitioners.

LICH courses provide a training that encourages practical involvement right from the start through student clinics, study groups and private case work under supervision. The aim is to develop confidence and practical skills like case taking and case management as well as personal skills like empathy, detachment and self reflection. Supervision plays a vital part in this, at first as a way of teaching what other colleges often call 'practitioner development', and later on, as the students' case load increases, as a way to safeguard good practice and to ensure continued development and support.

During the third and fourth year of their studies students are expected to carry a considerable case load, the teaching is largely structured around case work and private study and self reflection become increasingly important. Therefore supervision takes on a central role at this stage of the course.

After graduation supervision is encouraged, either as peer-, group- or individual supervision.

Supervision has three main functions:

- 1- to help students integrate theory and practice and to develop competent practice (i.e. training function)
- 2- to maintain a student's/ homoeopath's personal and professional well being with respect to their work with patients (i.e. supportive function)
- 3- to afford a degree of protection for the students/ homoeopaths and for their patients(i.e. safety).

Supervision is offered at different levels:

- 1- practical: diagnosis, case work, case taking, case analysis, case management, obstacles to cure, miasms, remedies, potencies, etc.
- 2- skills: listening, wording, observation, intuition, body language, etc.
- 3- psychodynamic: teaching use and aiding awareness of concepts like projection, transference, counter transference, etc.
- 4- developmental: e.g. child development, life stages, attachment issues(e.g. mother, father, siblings), death and dying
- 5- humanistic: empathy, detachment, respect, boundaries, unprejudiced observer
- 6- ethical: code of practice, liability, referrals, confidentiality, etc.
- 7- personal: helping the practitioner to develop their identity as a homoeopath, debriefing and offering support in personal issues, that are being sparked by the work with patients, discovering "blind spots", etc.
- 7- clinic management

Group supervision is offered in the clinics, where visiting homoeopaths demonstrate practitioner skills and supervise individual students in their work. This also includes a degree of assessment.

Fellow students are encouraged to offer their observations and to thus contribute to the supervision process and to develop their skills of observation. In this way the supervision groups become an important learning tool under the facilitation of the visiting homoeopath.

Study groups can provide peer supervision.

Students have to prepare a number of assessed case studies and are in this way receiving individual feedback and supervision.

Some weekend teachings will focus on the supervision process.