

## Ability to supervise Interpersonal Psychotherapy

This section describes the knowledge and skills needed for supervision of Interpersonal Psychotherapy (IPT). It is not a 'stand-alone' description of competences, and should be read:

- 1) As part of the supervision competence framework. Effective IPT supervision depends on the integration of specific IPT supervision competences with the knowledge and skills set out in the other domains of the supervision competence framework.
- 2) With reference to the IPT competence framework, which describes the generic, basic, specific and problem-specific competences which contribute to the effective delivery of IPT

### Supervisor's expertise in Interpersonal Psychotherapy

An ability for the supervisor to draw on knowledge of the principles underpinning IPT

An ability to recognise (and to remedy) any limitations in knowledge and/or experience which has implications for the supervisor's capacity to offer effective supervision

An ability to ensure that supervision integrates attention to generic therapeutic skills (such as the ability to maintain a positive therapeutic alliance or an ability to respond appropriately to client's distress) while also focusing on the development and /or maintenance of competences specifically associated with IPT

### Supervisory stance

An ability to be reflective and to self-monitor the emotional and interpersonal processes associated with supervisor-supervisee interactions

An ability to adapt supervision in relation to:

the supervisee's stage of learning and development as a therapist

the supervisee's prior learning and therapy styles

An ability to be flexible about the application of theory and technical principles

An ability to take a respectful attitude to the supervisee, including an ability to be supportive and nonjudgmental, especially in relation to the supervisee's discussion of clinical errors or mistakes

An ability to integrate "training" and "therapeutic" aspects of the supervisory role

An ability to maintain a primary focus on the educational goals of supervision

An ability to maintain an appropriate balance between a collaborative and an authoritative stance

### **Adapting supervision to the supervisee's IPT training needs**

An ability to identify the supervisee's knowledge of, and experience with, the IPT model
An ability to identify and discuss any misconceptions that the supervisee may hold regarding the IPT model and techniques usually applied in IPT
An ability to monitor the supervisee's ability to make use of an IPT perspective to understand the client's presentation and the evolution of therapy
An ability to help the supervisee reflect on their development as a IPT practitioner in order to identify specific IPT learning goals
An ability to link material covered in specific supervision sessions to the supervisee's IPT learning needs
An ability to negotiate learning agreements which reflect the supervisee's learning needs

### **Specific content areas for supervision of Interpersonal Psychotherapy**

An ability to help supervisees review and apply their knowledge of IPT ideas and techniques, as they apply to the supervisee's clinical work
An ability to help the supervisee develop skills in assessment and in IPT focus selection and formulation, and to apply these skills to guide therapeutic interventions
An ability to help supervisees to constructively maintain boundaries appropriate to a time limited therapy
An ability to help supervisees observe and explore significant links between current symptomatic distress and current interpersonal relationships and roles, especially as these relate to the negotiated interpersonal focus
An ability to link IPT concepts and principles to therapeutic strategies and techniques with reference to the clinical material presented by the supervisee:
through direct observation (usually through the use of audio or video recordings, but including joint work in groups)
using process notes and self-assessment ratings (made contemporaneously or immediately after the therapy session)
An ability to model appropriate therapist behaviours and mental activities e.g.
by modelling the use of the IPT formulation to select between, and/or draw parallels across, complex strands of information
by role playing interventions during the supervision session
An ability to use recorded material in a structured manner (between and within supervision sessions) to identify learning needs and plan specific training tasks
An ability to help the supervisee maintain a therapeutic stance appropriate to the IPT approach they are employing

### **Specific supervisory techniques**

An ability to use a range of observational and participative methods (e.g. listening to and reviewing audio and video recordings of clinical sessions, role-play or modelling) to develop specific skills in the application of IPT techniques
An ability to summarise material discussed and identify any learning points or learning agreements, and to encourage the supervisee to make explicit self-assessment in order to establish their understanding of these issues
An ability to elicit feedback from the supervisee regarding their reactions to material discussed in the supervision session and/or any learning points (e.g. their sense of its applicability, its validity, its congruence/ incongruence with their current thinking)
An ability to help the supervisee identify any non-reciprocal expectations (i.e. disagreements about the terms of the relationship and/or behavior within the relationship) that interfere with therapy or with supervision

**Monitoring the supervisee's work**

An ability to use both the supervisee's self-assessment and standardised symptom and interpersonal outcome measures to guide the supervision discussion
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An ability to use recordings /direct observation to monitor the supervisee's ability to implement IPT techniques
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An ability to assess the supervisee's practice using IPT competences-based assessment instruments
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