

## Supervision of psychoanalytic/ psychodynamic therapy

This section describes the knowledge and skills needed for the supervision of psychoanalytic/ psychodynamic therapy. It is not a 'stand-alone' description of competences, and should be read:

1) As part of the supervision competence framework. Effective psychoanalytic/ psychodynamic therapy supervision depends on the integration of modality-specific supervision competences with the knowledge and skills set out in the other domains of the supervision competence framework.

2) With reference to the psychoanalytic/ psychodynamic therapy competence framework, which describes the generic, basic, specific and problem-specific competences which contribute to the effective delivery of psychoanalytic/ psychodynamic therapy

### Supervisor's expertise in psychoanalytic/ psychodynamic therapy

An ability for the supervisor to draw on knowledge of the principles underpinning psychoanalytic/ psychodynamic therapy

An ability for the supervisor to draw on personal experience of the clinical applications of psychoanalytic/ psychodynamic therapy

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 skills specifically associated with psychoanalytic/ psychodynamic therapy

### Supervisory stance

An ability to be self-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 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 non-judgmental, 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

if applying psychodynamic ideas and models usually associated with therapy, 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 training needs and their developmental stage**

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

### **Specific content areas for psychoanalytic/psychodynamic supervision**

An ability to help the supervisee to review and apply knowledge about psychoanalytic/ psychodynamic ideas and technique, as it applies to the supervisee's clinical work
An ability to help the supervisee develop skills in assessment and in analytic/dynamic case formulation, and to apply these skills to guide therapeutic interventions
An ability to help the supervisee maintain a balance between supportive and expressive interventions (e.g. building and maintaining a positive therapeutic alliance before moving to more specialised technical interventions)
An ability to help supervisees observe and explore significant patterns in the clinical material, especially as these relate to unconscious dynamics and communication
An ability to link psychodynamic 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 working where this is feasible and appropriate)
using process notes (made contemporaneously or immediately after the therapy session)
through modelling appropriate therapist behaviours and mental activities e.g.
modelling the process of clinical inference (e.g. by "thinking out loud" to illustrate the development of ideas regarding clinical material)
observation and discussion of the supervisor's clinical work (i.e. through joint working, or through the use of audio or video recordings)
using taped therapy material in a structured manner to plan specific training tasks (e.g. to help recognise patterns of transference/ countertransference)
An ability to focus on the client's patterns of interaction with the supervisee as well as the client's intrapsychic dynamics
An ability to focus on the supervisee's experiences, mental processes and behaviour, as well as the client's dynamics

### **Specific supervisory techniques - “Parallel process”**

An ability to draw on knowledge of the ways in which similar interpersonal dynamics may be concurrently enacted in the therapy dyad and in the supervisory dyad

An ability to maintain a focus on the therapy with the client, while recognising the possibility of re-enactment within supervision of significant dynamics between the supervisee and their client

An ability to develop a relationship which facilitates the discussion of the processes that are happening both within supervision and the therapy, and the way in which these relate to one another

An ability to help the supervisee identify when they have been drawn into enactments with the client

an ability to help the supervisee discuss their thoughts and feelings about their clinical work, using this to understand the client’s transference and the supervisee’s counter-transference

### **Monitoring the supervisee’s work**

An ability to make use of recordings/ direct observation to monitor the supervisee’s ability to use of psychodynamic strategies and techniques

### **Specific sources:**

Binder, J.L. (1999) Issues in teaching and learning time-limited psychodynamic psychotherapy *Clinical Psychology Review*, 19, 705-719

Binder J.L. and Strupp, H.H. (1997) Supervision of psychodynamic psychotherapies pp 44-62 in C.E. Watkins Jnr, (Ed) *Handbook of Psychotherapy Supervision*. New York: Wiley

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Jacobs, D., David, P. and Meyer D.J. (1995) *The supervisory encounter: A guide for teachers of psychodynamic psychotherapy and psychoanalysis*. New Haven: Yale University Press