

TRAINING TO BECOME A SUPERVISOR

OBJECTIVES, PREREQUISITS, PROGRAM, ELEMENTS

OBJECTIVES OF THE TRAINING

Supervisor can hold the space for the supervisee to learn and to develop their skills. Therefore the supervisor starts with naming what's already there, what they see as qualities. It means the supervisee starts to see and verbalize what they are satisfied about in the way they see themselves working with their clients.

Supervisor guides the supervisee through the different stages of a session:

- Finetuning the beginning with a clear presence during attunement and clearly naming the positive intention.
- Take more distance, ask for the topic of the session, check if the topic is visible in the body and which character defense is named and start from there.
- Energize the supply of this character defense and what's visible in the body.
- Where is the client when it comes to the 4 stages and can the supervisee move this forward?
- Is the supervisee aware of the transference and is it used for the benefit of the client?

Supervisor is willing to explore with the supervisee what's going on in the process with the client and is also willing to do interventions on a bodily level. It means creating a safe environment for the supervisee to become more creative and the supervisor is willing to demonstrate techniques so the supervisee can experience the impact of this technique.

Supervisor can help the supervisee to diagnose where the client is at that moment, what character defense is brought forward. Supervisor is also helping to keep the focus on this defense and let the client not jump to another defense in order to lower the resistance and keep the process aligned.

Supervisor helps the supervisee to transform the counter transference from subjective towards objective by sharing their feelings without disclosure but to name what is present on the level of feelings and make it beneficial in the client's process.

PREREQUISITES

To participate in this training, you need to be willing to bring to every module your material with one of your clients. It means to bring the questions you have yourself in your work with your clients. This will show your insecurity and your vulnerability and if are you willing to be present with this.

For the first module it will be a reflection report of a session (written); for the second module a filmed session and for the third module you bring your client. It means you will switch roles between supervisor and supervisee.

PROGRAM OF THE TRAINING

Program 1st module

These first two days are an online training where you start to work as a supervisor.

The main topic is: How to supervise from a reflection report and how to work when there is no report. What is the information you do need from your supervisee in order to work properly? How to encourage your supervisee to bring reflections and not the verbatim, where are the questions they have regarding these sessions with their clients and are they willing to look deeper.

Program 2nd module

In this second module you will continue this learning process based upon filmed material.

The main topic is: How to supervise from and with filmed sessions. What works best; to watch the filmed material on beforehand or to watch it together with the supervisee? How to deal with this when you work online and how when you meet in person. In-person you will see way more from your supervisee and will perceive the energy, the used techniques and the transference and countertransference on a bodily level.

Program 3rd module

In the third module you will be together in person and work with each other as supervisor and supervisee.

The main topic is: How to supervise a live session. How to be present in the room when your supervisee is working with a client. You stay out of their energy field and will never ever interfere. It means: can you as the supervisor hold your own impulses. The supervision starts when the client is left and is based on the notes of the supervisor and her/his observations.

ELEMENTS OF THE TRAINING

- Getting to know each other. Is there a compatible fit between supervisor and supervisee? What parameters are involved?
- Privacy and rules regarding the presented material.
- Presenting the content of the training. In the content of the training, are there agreement on the content and the agreement to go forward? Openness to discuss elements of the training, is there any resistance to the content?
- Vision on supervision. Resolving and evolving a mutual agreement as to the vision of supervision, and an orientation of the purpose of therapy and the vision of supervision consistent with that orientation.
- Theoretical concepts. Framing supervision with a shared language and definition, understanding of concepts. Supervisee agrees to be open to instruction and study as the supervision progresses.
- Difference of the approach when we work as body-psycho therapists and supervisors. Training supervisors to detect the indications of somatic responses, to understand and assist therapists to read subtle bodily responses, Working from the outside in, rather than just interpreting and analysis of content. Emphasizing observing somatic clues, and as supervisor retain an ongoing emphasis on the somatic expression of experience.
- How somatic transference appears and works. Supervisors reminding the supervisee to support the awareness of the therapist's emotional reaction to their client as a mean to perceive the client's state (using one's countertransference in the service of the work). I.e. how does each character structure feel in you when you are in the energy of that structure?
- How do you pick up the non-verbal signals. This will be practiced in pairs. Encouraging supervisees to assist their therapists to discern non-verbal cues and to feel the effect of those cues in themselves. To encourage their therapists to emphasis and focus on the indicators that they perceive.
- How to define a goal and different stages in the supervision. What are the stages of supervision, how do we understand the differences? Helping supervisor to move fluidly in those stages, assessing when areas of instruction are needed and when one needs to move in a more supportive and reflective manor.
- How does the working relationship between supervisor and supervisee need to be? Supervision can morf into therapy, what are the guideline to follow in the supervision process? How is it different than therapy?
- What do you need to develop in your attitude. What is a proper and effective attitude for a supervisor?
- How to deal with transference and countertransference in this relationship. Is there an attitude of trust and openness by which transference and countertransference can be explored in the supervisor-therapist relationship? Is there an ability to expound on the relationship aspects to increase consciousness in the therapist?

- Ethical boundaries Understanding and applying the rules of ethics for body psychotherapy (EABP) guidelines and the ethical boundaries stated in the Core Energetics handbook.
- How to handle supervision based on a reflection report.
- How to give supervision when there is no report; no reflections on forehand.
- How to increase the attitude of the therapist that you are supervising in a more reflective way and that they come forward with questions. Increase the curiosity of the therapist, encourage the trust and safety in the supervision to expose vulnerability, and exploration of aspects that are unknown.
- How to give supervision based upon filmed material.
- How to give a live session.
- How to create correct boundaries in order not to start therapy with your supervisee. Understand the distinction between supervision and therapy. Clearly define, “What is supervision”. What are the stages of supervision and there different characteristics?
- What do you observe in the body of your supervisee when they work as a therapist? Body language, what does it indicate? How can the supervisor use the information for the therapist?
- How to deal with being stuck.
- How do character defenses of the supervisor and supervisee interact? The supervisor understanding their own character defenses and how they react to their supervisee’s defenses. How to use that information for the purpose of raising awareness in the supervisee.
- How do you reflect as a supervisor.
- How to report to the institute and what elements do you need to name.