

DYNAMICS OF CLINICAL SUPERVISION BETWEEN SPANISH-SPEAKING THERAPISTS AND SUPERVISORS CERTIFIED BY THE ISTFP: PRELIMINARY RESULTS AND FUTURE PROPOSALS

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Clinical Case

It all started when a 19-year-old man came into my office. He walked hunched over, he was tall, thin, and white-skinned, so pale that something agonized peeked out of his entire expression.

I supervised him and a colleague told me that it was clear that he had a Social Phobia and a high personality organization with avoidant traits.

I wondered if I was the one who was not being able to communicate my concern to my colleagues in the right way. I asked for help, again...

...The questions were simple. My patient spread, was exhausted and had to come back the next day... It took a total of 5 hours. What was going on in his mind? It was chaos.

Almost surrendered, I asked for help once again. I supervised the case with the whole team... I walked out of there without a clue, not knowing what to do. Without understanding who was in front of me.

A year later, his psychosis was evident to everyone... I wondered what was happening with the SUPERVISIONS. Something was MISSING. I didn't know what it was.

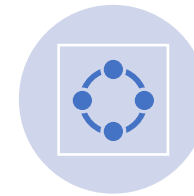
Research Problem



There is consensus that supervision is central to responsibly directed psychotherapeutic practice (Andreucci, 2011; Araya & Herrera, 2007; Daskal, 2008; Falender & Shafranske, 2007; Kühne et al., 2019).



Supervision: "...the behavior of one person in a dyad elicits a reciprocal response from the other in the same dyad" (Bernard & Goodyear, 2014).



Dynamics: the "way of something happening", in which we seek to capture the multiple interactions that take shape within a set or group.



Importance of training competent supervisors, seeking to identify the most relevant practices that help organize training experiences during clinical supervision (Ballesteros et al., 2019).



Empirical studies are scarce and little attention is paid to the process - minute by minute- of supervision (Kühne et al., 2019).

STUDY 1: DYNAMICS OF CLINICAL SUPERVISION IN AN ADULT CARE TEAM OF A TEACHING ASSISTANCE CENTER

(Pérez, J. & Saralegui, D).

- We carried out an investigation that allowed us to make a minute-by-minute analysis.
- Describe the dynamics of clinical supervision that are established between supervisors and supervisees within the adult care unit.
- A dispersed process was unfolding, enhanced by an ostentatious variety of views that helped to broaden the explanations about the patient's functioning, but not to clarify it.

We thought that the TFP had something key to offer for the training of therapists, especially with the supervisions.

STUDY 2: RESEARCH DESIGN PROPOSAL FOR SUPERVISIONS IN TFP

To describe the dynamics of clinical supervision between Spanish-speaking therapists and supervisors certified by the ISTFP.

- To describe clinical interventions related to the therapeutic **microprocess**, presented by therapists belonging to the ISTFP during clinical supervision.
- To describe clinical interventions related to the therapeutic **macroprocess**, presented by therapists belonging to the ISTFP during clinical supervision.
- To describe the **needs and concerns** related to the therapeutic process presented by ISTFP supervisees during clinical supervision.
- To describe **clinical interventions** delivered by the supervisor to the supervisee(s) belonging to the ISTFP.
- To describe the **perceptions** of the supervisees, belonging to the ISTFP, **of the interventions provided** by the supervisor for their clinical work.

STUDY 2: METHOD

- **Qualitative**, cross-sectional, exploratory-comprehensive approach.
- **Unit of analysis:** the supervision meetings of Spanish-speaking therapists and supervisors certified by the ISTFP.
- There will be **no requirements for supervisees**. A questionnaire will be applied to collect data on their professional experience and with the supervisions.
- These **sessions will be videotaped**, once the consent of each of the participants in the supervisions has been obtained, and subsequently transcribed and analyzed.
- **Analysis plan:** analytical strategy of Grounded Theory will be carried out.

PRELIMINARY RESULTS AND SOME INSIGHTS

- Analysis of twelve video recordings of supervisions at TFP.
- Regardless of the variation between styles, a TFP supervisor does not lose focus of what that is relevant to know in each meeting with their supervisees.
- We focused on looking at patterns that would give us an idea of a cross-cutting supervisory structure, but we have realized that there are other relevant variables to consider.
- Clinical supervision as the main learning device.

PRELIMINARY RESULTS AND SOME INSIGHTS: AFFECTIVE ECHO

- The instance of supervision as a time to help the therapist unleash his capacity to connect and resonate affectively with patients.
- Our focus is on allowing them to feel confused affects in a climate of contention, this is the supervision, in this way, they will be able to develop what we will call the **affective echo**, a receiving device for the patient's aggressive and positive affective projections, which, in combination with the therapist's own affects, are combined resulting in the fine-tuned ability to capture the dyad that unfolds in every encounter.
- If therapists are trained to resonate affectively, they will better capture the dyad and will be able to maintain the neutral position.

FUTURE PROPOSALS



Expanding our Study 2 proposal



Case Study