

## **CTP TRAINING PROGRAM CLINICAL PHASE SEMINAR**

The Centre for Training in Psychotherapy offers in Canada a full program for training psychodynamic psychotherapists

### **Supervision Group**

TIS-003-SG

CTP - Seminar

(60) Meetings of (2) hours (over 2 academic years)

Lecturer: Cathleen Hoskins – Tuesday 5:15 to 7:30  
Peter Dales – Wednesday 7:00 to 9:00

Prerequisite:

Enrolment in CTP theory and Practice of Psychotherapy, TIS Phase, in second year of seeing clients – or Graduate

### **Course Description**

Group learning is highly prized at CTP. Students attend seminars that track the lecture series in the first two years, advanced seminars in subsequent years, 4 years of psychotherapy training group and, though it is recognized that nothing can replace the value of individual supervision, yet there is also a group component to supervisory experience.

Two years of group supervision are required. A supervisory group typically involves 8 students and a faculty facilitator. Meetings are 2 hours long and occur for 120 hours over 2 years. At the beginning of each year every student selects one client to be presented for the whole year. There are 2 presentations in each class by two different students. If any particular client concludes therapy before the year is finished, another client is presented. Ideally, of course, it is hoped that each student will be able to present his/her chosen client throughout the year. Students enter group supervision in their second year of working with clients; this respects their need to become grounded and oriented in their therapy work with their individual supervisor.

The purpose and intention of this course is to deepen and broaden one's experience as a therapeutic worker. There is great value in hearing responses and reactions from a number of other fellow workers when presenting. The field of action is widened from the relatively limited area with one's individual supervisor. Likewise the individual student has the opportunity to hear several other colleagues wrestle with their own work and to be a commentator. This experience helps to deepen

one's respect and empathy for the human struggle and to encounter one's current areas of strength and weakness. Dialogue and relationship, as in group psychotherapy, prove to be the most effective media of change and development. There is much in common in group psychotherapy. However, with group supervision there is also an important difference. In group psychotherapy, through relationship with others, one learns much about the 'subjective self', in group supervision there is more of a movement between subjective and objective experience. In group supervision, that is, one is beginning to wear the hat of a therapist; in group therapy this is not so much the case. Because of the variety of clinical cases brought forth group supervision provides an excellent opportunity to integrate theory and clinical practice that the students are simultaneously engaged in studying. As well, of course, respect for confidentiality ("What happens in the room, stays in the room.") provides the necessary security for exploring vulnerable matters. Finally, being in supervision group provides a unique opportunity to have fun while learning the rigors of the therapeutic enterprise.

### **Course Objectives**

By the end of 2 years of group supervision, the student will/should be able to:

- 1) integrate psychodynamic theoretical knowledge with clinical practice
- 2) assimilate various points of view about a client's psychodynamics while respecting, finally, one's own internal experience of the client
- 3) initiate collegial (peer) experiences as an ongoing feature of one's practice
- 4) have assimilated the centrality and complexity of the transference/countertransference matrix
- 5) confront (firmly, but kindly) the wide range of boundary issues that the student therapist is subjected to
- 6) deal with equanimity clients' complex life situation to which the student therapist is exposed
- 7) identify ever more honestly one's biases and blind spots that could impede the therapeutic process
- 8) handle confidently clients of 'diverse social-cultural identities'
- 9) assess with certainty whether one is suited to work with a particular client or if a transfer to another worker is warranted.