

Relational Psychotherapy XII

Relational Processes in Psychotherapy & Supervision

Instructor: Lawrence E. Hedges, Ph.D., Psy.D., ABPP

Third Mondays	10:30-12:00
Third Tuesdays	10:30-12:00
Third Thursdays	11:00-12:30

8-month Reading and Discussion Seminar—October 2012 through May 2013

Tuition for the year (12 hours of continuing education credit) is \$320 to be paid in 3 installments of \$100. **Early Bird fee of \$275 due by September 1, 2012**

Course Description:

A recent task force of Division 29 of the American Psychological Association has summarized thousands of empirical studies and revealed that the single most consistently important factor determining the overall outcome of all psychotherapies is *the relationship between therapist and client*. It follows that the single most important factor in the supervisee-supervisor experience is the imparting of an appreciation of the power of the therapeutic relationship and how to cultivate it. This course explores the psychodynamic and relational processes involved in psychotherapy and supervision.

We have witnessed a sea-change in the mental health professions over the past two decades attributable to technological advances in neurological and brain studies, infant research, post-modernism, constructionism, and relational psychotherapy as well as to cultural shifts in the direction of diversity, egalitarianism, and social justice. What has become absolutely clear is that *we are a relational species*, and that our brains and neurological systems *actually form* in the context of whatever intimate relational opportunities are available to us in early development and throughout our life-spans. This dawning knowledge clarifying our fundamental relational nature has massive implications for all forms of psychotherapy as well as for the relational processes involved in teaching and supervising psychotherapy.

Topics to be Considered:

- The relational nature of all forms of therapy and supervision
- The impact of contemporary neuroscience and infant research on our understanding of dynamic and relational processes
- Multicultural and diversity concerns in the supervisory triangle
- “Parallel processes” that explain and that fail to explain supervisory dynamics
- Issues in the teach-treat controversy
- The function of the frame in supervision
- The dynamics of the “therapeutic instrument”
- Group supervision

- The Supervisory Alliance
- Case vignettes that illustrate how psychodynamic and relational processes operate in supervisory triangles

Learning Goals:

At the conclusion of the course the participant will be able:

- To identify and work with parallel processes in therapy and supervision
- To balance treatment and teaching needs appropriately in supervision
- To establish an appropriate frame for supervision
- To work with shame as an expectable learner variable
- To initiate supervisory conversations about the supervisee, the supervisor, and the supervisory process
- To work with transference and countertransference in therapy and supervision
- To notice and work with the invisible trends that the therapeutic instrument reveals toward the end of sessions
- To participate as a leader or peer in group supervision

Note: This course satisfies continuing education requirements for supervision. **This is an advanced course** that presupposes that participants already have a working knowledge of and competency in the situational requirements and limits of their own psychotherapy supervisory settings—be they academic, agency, or government imposed.

The Listening Perspectives Study Center is approved to provide Continuing Education Credits for Psychologists, Marriage and Family Therapists, Social Workers, and Nurses. The exact number of credits awarded is equal to the number of contact hours for each event and is specified on the Syllabus and the Registration Form. Marriage and Family Therapists and Social Workers Provider Number: PCE348. California Board of Registered Nursing Provider Number: CEP12038 The Listening Perspective Study Center is approved by the American Psychological Association to sponsor continuing education for psychologists. The Listening Perspectives Study Center maintains responsibility for the program and its content.

Optional Introductory Reading: Hedges, L. E. Introduction to: *Relationship: The Essence of Psychotherapy and Supervision*, pp 1-26.

Required Reading:

Session 1: Overview of Supervision

Date: October, 2012

Readings:

Levenson, E. A. (1982). Follow the fox — An inquiry into the vicissitudes of psychoanalytic supervision. *Contemp. Psychoanal*, 18: 1-15.

Alphin, C. (2005). Supervision as an alchemical process. In Driver, C. and Martin, E. (eds.). (2005). *Supervision and the Analytic Attitude*. London: Whurr Publishers, pp 98-113. [Total Pages: 38]

Session 2; Historical Sketch

Date: November, 2012

Readings:

Searles, H. F. (1965a). Problems of Psycho-Analytic Supervision. In *Collected Papers On Schizophrenia and Related Subjects*. NY: International Press, pp. 584-604.

Teitelbaum, S. H. (2001). The changing scene in supervision. In Gill, S. (ed.) *The Supervisory Alliance: Facilitating the Psychotherapist's Learning Experience*. Northvale, NJ: Jason Aronson, pp. 3-18. [Total Pages: 34]

Session 3: Parallel Processes

Date: December, 2012

Readings:

Bromberg, P. M. (1982). The supervisory process and parallel process in psychoanalysis. *Contemp. Psychoanal*, 18:92-110.

Stimmel, B. (1995). Resistance to awareness of the supervisor's transferences with special reference to the parallel process. *Int. J. Psycho-Anal.*, 76:609-618. [Total pages 32]

Session 4: The Treat-Teach Controversy

Date: January , 2013

Readings:

Sarnat, J. E. (1992). Supervision in relationship: resolving the teach-treat controversy in psychoanalytic supervision. *Psychoanal. Psycho!.*, 9:387-403.

Frawley-O'Dea, M. G. (1998). Revisiting the "teach/treat" boundary in psychoanalytic supervision: when the supervisee is or is not in concurrent treatment. *J. Amer. Acad. Psychoanal.*, 26:513-527. [Total pages 48]

Session 5: Intersubjective Views

Date: February , 2013

Readings:

Brown, L. J., and Miller, M. (2002). The triadic intersubjective matrix in supervision: the use of disclosure to work through painful affects. *Int. J. Psycho-Anal.*, 83:811-823.

Herman, E. (2004). Psychoanalytic supervision: the intersubjective turn. In *Impossible Training: A Relational View of Psychoanalytic Education*. Hillsdale, NJ: The Analytic Press, (pp. 185-225). [Total Pages 62]

Session 6: Self Psychological Views

Date: March , 2013

Readings:

Schindelheim, J. (1995). Learning to learn, learning to teach. *Psychoanal. Inq.*, 15:153-168.

Martino, C. (2001). Supervision as a selfobject experience. In Gill, S. (ed.). *The Supervisory Alliance: Facilitating The Psychotherapist's Learning Experience*. Northvale, NJ: Jason Aronson Inc., pp. 107-122. [Total Pages 30]

Session 7: Interpersonal Views

Date: April, 2013

Readings:

Fiscalini, J. (1985). On supervisory parataxis and dialogue. *Contemp. Psychoanal.*, 21:591-608.

Epstein, L. (1986). Collusive selective inattention to the negative impact of the supervisory interaction. *Contemp. Psychoanal.*, 22:389-408. [Total pages 32]

Session 8: Relational and Group Supervision

Date: May, 2013

Readings:

Frawley-O'Dea, M. G. and Sarnat, J. E. (2001). A relational model of supervision. In *The Supervisory Relationship: A Contemporary Psychodynamic Approach*. New York: The Guilford Press, (pp. 50-73

Hedges, L. E., (In Press). Group Supervision. *In Relationship: The Essence of Psychotherapy and Supervision* pp. 272-284. [Total Pages 10]