

Guidelines for PPT Trainers

Approved by the Board of Directors of the World Association for Positive and Transcultural Psychotherapy (WAPP), as of September 2024

Educational supervision in PPT training

Educational supervision in psychotherapy is a key means by which therapist trainees learn to become effective psychotherapists. This type of supervision is recommended for candidate psychotherapists, those who attend the Master Course Part II.

The current general guideline is a framework for supervisors in the educational process of Positive Psychotherapy (Master Course part II). It is based on the experience of different countries where WAPP is active. In countries where psychotherapy is regulated (there is a law of psychotherapy) and there are specific requirements for supervision during training, those take priority. In countries where psychotherapy is not regulated, supervisors are guided by this general guideline which deals with the supervision part of training (Master Course part II), according to WAPP standards.

According to WAPP requirements, four areas play a central role in educational supervision:

1. Conceptualization of conflicts (theoretical knowledge)
2. Therapeutic relationship (understanding and using transference and countertransference)
3. Ethics (dealing with boundaries, ethical dilemmas, awareness about own limitations)
4. Mental health awareness (clinical knowledge and diagnosis, limitations of psychotherapy)

What is educational supervision?

Supervision is a formal process in which candidate psychotherapists regularly present their work with their clients to a designated or chosen supervisor as a way of enhancing their practice through careful reflection on the process. Educational supervision is a process where an experienced supervisor provides guidance, support, and oversight to a candidate psychotherapist.

Table 1.

What are the differences between Educational Supervision and Clinical Supervision?

	How does the candidate psychotherapist present?	What are the supervisor's tasks?
Educational supervision	<ul style="list-style-type: none"> - More focused on self, anxious, preoccupied with performing the right way, preoccupied with techniques - Overidentifying with client - Frustrated with the complexity of the psychotherapy process and intervention - Overconfident, overgeneralizes, overuses a skill - Gap between conceptualization, goals, and intervention - Ethics undeveloped or not sufficiently understood 	<ul style="list-style-type: none"> - Provide structure and minimize the anxiety - Supportive, address strengths first, then weaknesses - Suggest approaches - Start connecting theory to intervention <p>Later on:</p> <ul style="list-style-type: none"> - Less structure provided, more autonomy encouraged - Confront discrepancies - Introduce more alternative views - Process comments, highlight countertransference
Clinical supervision	<ul style="list-style-type: none"> - Focuses less on self and more on client or focuses intently on client - High degree of empathetic skills - Objective third-person perspective - Integrative thinking and approach - High responsibility for ethical aspects of the process 	<ul style="list-style-type: none"> - Supervisee directed - Focus on personal-professional integration and career - Supportive - Change Agent

Table 1. Difference between educational and clinical supervision. Source: [Stoltenberg, Delworth, & McNeil, 1998](#)

Special roles of educational supervision

- **supportive process** in professional development – facilitate professional development opportunities for the candidate psychotherapists and enhance skills and knowledge; inspire to develop his/her therapeutic style, develop the interest towards supervision process;
- **evaluation process** – evaluation of the ability of participant(s) to develop professional competencies, assessment of strengths and limitations, evaluation of the capacity to follow ethical standards, ability to accept feedback and ask for help and use it;
- **teaching process** – deepen the understanding of theory, establishing the relationship between theory and practice.

How is supervision organized?

Educational supervision can be provided individually and in group format. WAPP recommends a combination of individual and group supervision. From 150 hours of supervision requested by Master Course Part II:

- min 30 hours are recommended as individual supervision with the same supervisor
- min 70 hours are recommended as group supervision led by the same supervisor (main supervisor)
- max 50 hours of group supervision could be led by different supervisors

Supervision groups could be open or closed. There could be an open group with the same supervisor, or a close group with different supervisors (for people to have different models of supervision). A supervisee is free to supervise his/her all cases (all 150 hours of supervision) with the same supervisor (group and individual supervision).

In the case of individual supervision, the hours of work are equal to the hours of supervision (1 hour of work = 1 hour of supervision).

In the case of group work, the size of the group cannot exceed 10 people. Group hours are counted differently from individual hours (see Table 1). The supervision process goes through 5 stages. In the case of group supervision, each supervisee from the group actively participates in each stage. Each supervisee must present at least 10 cases in different stages of therapy (each case is presented min 3 times), part of them being the cases for the final examination at the end of Master Course part II. Supervisors are responsible for the number of cases presented by a supervisee.

Table 2.

Counting the group hours.

Group Size	Number of hours	Counting of hours
Up to 6 people	Equal to the number of people For example: 4 people - 4 hours 5 people - 5 hours 6 people - 6 hours	All hours are counted if each participant has provided a case and is actively working on the analysis of other cases. One case - from 45 to 60 minutes. For example: 4 cases - 4 hours are credited to each participant
Up to 10 people	The number of hours of supervision is two times less than the number of participants. For example: 4 people - 2 hours 6 people - 3 hours	All participants are credited with half hours (0.5 hours for each hour) The one who presents the case gets half an hour +1 hours for his/her case. For example: Supervision of 4 people lasted 2 hours. All participants receive 1 hour, 2 case presenters - 2 hours. Supervision of 6 people lasts 3 hours. All participants receive 1.5 hours, 3 case presenters - 2.5 hours each

Developmental goals:

At every supervision, at least one goal should be chosen to focus on. Systematic development of all the therapeutic competencies:

1. Understanding and verbalizing the positive aspect of a symptom
 2. Establishing a therapeutic alliance
 3. Understanding unconscious processes
 4. Exploring the client's past
 5. Addressing values and meanings
 6. Encouraging the client
 7. Facilitating insight
 8. Fostering change and orientation to the future
- etc.

How to be a supervisor for MC Part II?

1. While conducting supervision, remember to always follow the 5 stages.
 - a. During the observation stage give space to the supervisee and his/her request, collect his/her questions and hypothesis about the case.
 - b. On the inventory stage the group and the supervisor ask the questions to clarify the hypothesis.
 - c. On the situational encouragement stage, the group and the supervisor appraise the professional capacities of the supervisee and his/her successes in this case and share metaphors and stories related to the case.
 - d. On the verbalization stage the group and the supervisor share their countertransference and hypotheses about all the parts of the case, answering the supervisee's question.
 - e. On the broadening of goals stage the group shares their perspective about the future work, possible interventions, etc. And the supervisee talks about his/her takeaways.

After the 5th stage, the supervisee shares his/her feedback about being supervised. Keep in mind that the length of each stage depends on the dynamic of the case, supervisee or/and dynamic of the group.

2. Keep the focus on two levels of request: explicit and implicit. And also noticed the blind spots and neglected parts of the therapeutic situation.
3. Understand and manage the focuses of supervision:
 - a. client and his/her experience
 - b. therapist's understanding (conceptualization of the case), actions, and instruments usage
 - c. therapist-client relationship
 - d. countertransference (inner experience of the therapist)
 - e. therapist/ supervisee-supervisor relationships (here and now)
 - f. supervisor's experience (countertransference)
 - g. cultural, social, professional, and organizational influences/relationships.
4. Educational supervision requires more attention to a didactical part and using explanatory models than clinical supervision.
5. Keep track of each participant and write what you saw during the supervision. This will help you to monitor participants' development, peculiarities, and strong points, and will help you to give final feedback and to decide about the next step for each of them.
6. It is important to notice the dynamics during the supervision process but to manage it in a way of keeps the focus on the didactical part while avoiding the neglect of the impact of these dynamics.
7. The supervisor should be able to manage their key conflict to balance between support of professional successes and strengths of a supervisee and adequate and constructive feedback about their limits, deficits, and areas of future development.

8. The accent on ethics is crucially important. The supervisor must pay specific attention to the development of ethical sensitivity of the supervisee, and their ability to question the ethical aspect of their behavior, interventions, and relationship in the therapeutic process.
9. During the Master Course part II (supervision) the supervisor and the supervisee are legally responsible for the cases presented during the supervision. They follow the law of the country and if the case arrives at WAPP, then the Ethical committee is the one who deals with it.
10. The candidate psychotherapist must have clients and/or patients to start the Master Course part II (supervision). Those who don't have clients are allowed to observe the supervision sessions, but the number of hours is not counted anywhere.