

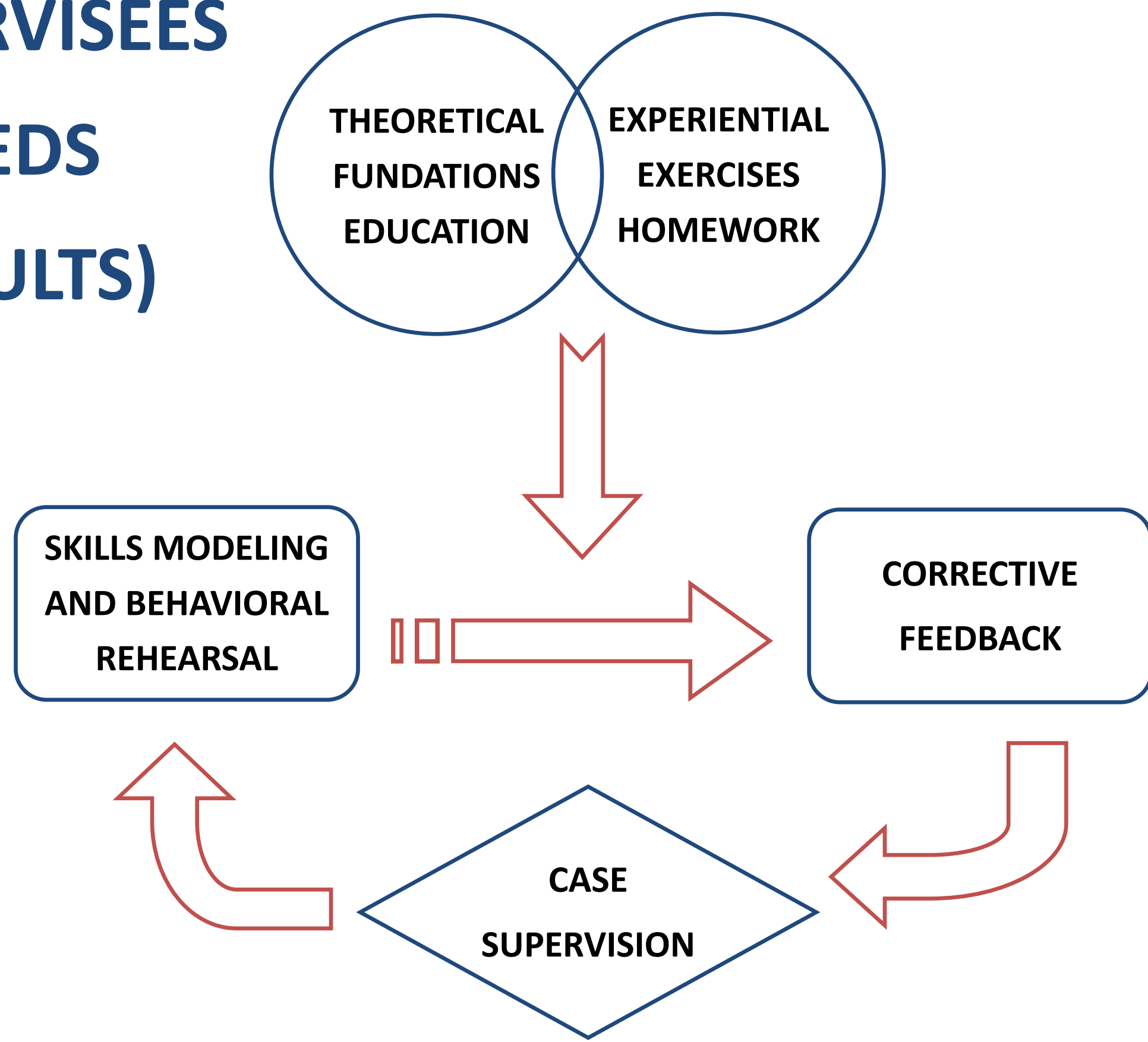
MEXICAN BEHAVIOR THERAPISTS

POSTGRADUATES PERCEIVED SUPERVISION NEEDS

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SUPERVISEES NEEDS (RESULTS)



INTRODUCTION

Clinical supervision is a needed condition in psychotherapeutic practice. In Mexico, most of the clinical supervisors lack of a formal training and supervision programs are based most on institutional requirements than on therapists and patients everyday needs. This study collects information about perceived supervision needs of a group of students and graduates of a public CBT Diploma and a private CBT Master program.

AIM

To develop a supervision program fitted to the satisfaction of a group of twelve behavioral therapists who participated on a structured ACT-DBT based group supervision program.

METHOD

1. The participants assisted to 12 supervision sessions.
2. To find supervision needs of participants, a ten items length open questionnaire was developed and answered by the supervisees.
3. Participants' answers were coded and used to develop a new supervision program.
4. The new model was discussed with participants and modified according to their satisfaction.

THE QUESTIONNAIRE

Developmental (Heppner & Roehlke, 1984; Stoltenberg & McNeil, 1997), CBT based (Norcorss 2001; Ricketts & Donohoe, 2000; Watkins, 1997), functions (Beinart, 2004; Bernard & Goodyear, 2004), and evidence based supervision models (Milne, 2009) were consulted to build a topics guide which latter was used to build an open ended questionnaire consisting of the next items.

1. Which do you consider were your main needs at the beginning of supervision?
2. What are your supervision needs now that you have finished the supervision program?
3. What do you think should be a clinical supervision aim?
4. How would you like supervision objectives to be established?
5. What are the functions your supervisor should take to satisfy your supervision needs?
6. How would you like supervision sessions to be structured?
7. How would you like supervision program to be structured?
8. Which learning activities do you need to be used in supervision, so that it can satisfy your needs?
9. Which way do you think your supervisor should evaluate your effectiveness across, and at the end, of the supervision program?
10. Which topics would do you need to be covered along the supervision program?

THE PARTICIPANTS

A convenient sample of 12 CBT therapists. 8 females, 4 males. Ages ranged from 24 to 35.

7 participants were 1st year Diploma students and 5 graduates of a Master program.

6 were practitioners on public health institutions, one worked on a public mental health clinic, other worked on a private general health hospital, and four worked on their private practice.

THE SUPERVISION PROGRAM

PRE-SUPERVISION STAGE

Introduction to Supervision Program Method
Establishing individual and group Goals

FASE 1 CASE CONCEPTUALIZATION

Session 1 CASE FORMULATION

Readings: *Mindfulness and Acceptance...* Chapters 1 An acceptance-Based Conceptualization, and 2: Clinical assessment...
Learning ACT... Chapters 1: The Six Core Processes of ACT and 2 Conceptualizing Cases using ACT.

FASE 2 EFFECTIVE EMOTION REGULATION

Session 2 INITIAL INTERVIEW

Readings: *Learning ACT...* Chapter 8: The Six Core Processes of ACT and 2 Conceptualizing Cases using ACT.

Session 3 CASE PRESENTATION THE CLIENT

Readings: *Learning ACT*, chapter 2 Developing Willingness/Acceptance
Mindfulness and Acceptance, chapters 4 Setting the Stage for Therapy and 5 Offering the Client an Acceptance-Based Behavioral Model...
Experiential exercises: *Get Out of Your Mind* chapters 1: Human Suffering, and 2: Why Language Leads to Suffering

Session 4 MINDFULNESS AND DEFUSION STRATEGIES

Readings: *Learning ACT*, Chapter 3: Undermining Cognitive Fusion
Mindfulness and Acceptance... Chapter 6 Mindfulness and Acceptance Based Strategies
Experiential exercises: *Get Out of Your Mind...* Chapters 3: The Pull of Avoidance, and 4: Letting Go

Session 5 PRESENT MOMENT AWARENESS STRATEGIES

Readings: *Learning ACT*, chapter 4: Getting in Contact with the Present Moment
Mindfulness- and Acceptance-Based... Chapter 6: Mindfulness and Acceptance Based Strategies
Experiential exercises: *Get Out of Your Mind...* Chapters 5: The Trouble with Thoughts, and 6: Having a Thought Versus Buying a Thought

Session 6 DEVELOPING SELF AS CONTEXT

Readings: *Learning ACT*, Chapter 5: Distinguishing the Conceptualized Self from Self as Context
Mindfulness- & Acceptance-Based... Chapter 6: Mindfulness and Acceptance Based Strategies
Experiential Exercises: *Get Out of Your Mind...* Chapters 7: If I'm not my thoughts, Then Who Am I? and 8: Mindfulness

Session 7 DISTRESS TOLERANCE SKILLS

Readings and Experiential Exercises: *The DBT skills...* Chapters 1 and 2: Basic and Advanced Distress Tolerance Skills

Session 8 EMOTION REGULATION

Readings and Experiential Exercises: *The DBT skills...* Chapters 6 and 8: Basic and Advanced Emotion Regulation Skills

Session 9 INTERPERSONAL EFFECTIVENESS SKILLS

Readings and Experiential Exercises: *The DBT skills...* Chapters 8 and 9: Basic and Advanced Interpersonal Effectiveness Skills

FASE 3 COMMITED ACTION

Session 10 VALUED BASED LIVING

Readings: *Learning ACT...* Chapters 6: Defining Valued Directions, and 7: Building Patterns of Committed Action
Mindfulness and Acceptance... Chapter 7: Setting the Stage for Behavioral Change
Experiential exercises: *Get Out of Your Mind...* Chapters 11: What Are Values? and 12: Choosing Your Values

Session 11 INTERPERSONAL STRATEGIES

Readings: *Learning ACT...* Chapters 9: The ACT Therapeutic Stance: Using ACT To Do ACT, and 10: Bringing It All Together
The Practice of FAP. Chapters 1 Introduction to the Practice of Functional Analytic Psychotherapy, and 5: FAP and Behavioral Activation
Experiential exercises: *Get Out of Your Mind...* Chapters 13: Committing to Doing It

FASE 4 ENDING TREATMENT

Session 12 RELAPSE PREVENTION

Readings: *Mindfulness- & Acceptance-Based...* Chapter 9: Evaluating Progress, Relapse Prevention, and Ending Treatment
Experiential exercises: *Get Out of Your Mind...* Chapter 13: Committing to Doing It / *The DBT skills...* Chapter 10: Putting It All Together

SUPERVISION METHOD

12 sessions of 3 hour lenght:

45 mins. of topic study

45 mins. of role playing for training and assessing clinical skills

45 mins. of supervisees case presentation or video sessions analysis.

Experiential exercises as homework

SUPERVISION MATERIALS

Hayes, S. C. & Spencer, S. (2005), *Get Out of Your Mind & Into Your Life*, Oakland, New Harbinger Publications Inc.

Kanter, J. W., Tsai, M. & Kohlenberg R. J. (2010), *The Practice of Functional Analytic Psychotherapy*. Nueva York: Springer.

Luoma, J. B., Hayes, S. C. & Walser, R. D. (2007), *Learning ACT, An Acceptance & Commitment Therapy Skills-Training Manual for Therapists*, Oakland, New Harbinger Publications Inc.

McKay M., Wood, J. & Brantley, J. (2007), *The Dialectical Behavior Therapy Skills Workbook: Practical DBT Exercises for Learning Mindfulness, Interpersonal Effectiveness, Emotion Regulation, & Distress Tolerance*, Oakland, New Harbinger Publications, Inc.