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Chapter 1 : Supervision in Psychoanalysis and Psychotherapy: www.nxgvision.com: Diana Shmukler: Book

Clinical Perspectives on the Supervision of Psychoanalysis and Psychotherapy (Critical Issues in Psychiatry) th Edition.

Publications[edit] Bromberg, P. Standing in the spaces: Essays on clinical process, trauma, and dissociation. The shadow of the tsunami: Clinical perspectives on the supervision of psychoanalysis and psychotherapy. Contemporary psychoanalysis in America: Leading analysts present their work. Dissociation and the dissociative disorders: Infant research, neuroscience, and psychoanalysis. Handbook of interpersonal psychoanalysis. The psychodynamic treatment of eating disorders and addictions. Psychoanalytic musings on desire. Knowing, not-knowing and sort-of-knowing: Psychoanalysis and the experience of uncertainty. The Challenge of Self-Examination. Interpersonal Psychoanalysis and Regression. The psychopathology of stability. The Mirror and the Mask: On Narcissism and Psychoanalytic Growth. Clinical Perspectives on the Supervision of Psychoanalysis and Psychotherapy, ed. The Aesthetics of Unconscious Communication. Reply to Discussion by Enid Balint. The Difficult Patient or the Difficult Dyad? Perspectives on Psychoanalytic Treatment" by Walter E. A Relational Perspective on Clinical Process. Introduction to David E. Pioneers of Interpersonal Psychoanalysis, eds. A Rose by Any Other Name: Resistance, Object-usage, And Human Relatedness. Hysteria, Dissociation, and Cure: Emmy von N Revisited. Standing in the Spaces: Return to the Crucible. Staying the Same While Changing: Reflections on Clinical Judgment. Bringing in the Dreamer: Potholes on the Royal Road: Or Is It An Abyss? Reply to Reviews of "Standing in the Spaces: The Gorilla Did It: Treating Patients with Symptoms" and Symptoms with Patience: Reflections on Shame, Dissociation, and Eating Disorders. Speak to Me as to Thy Thinkings: Something Wicked This Way Comes: Trauma, Dissociation, and Conflict: More Than Meets the Eye: It never entered my mind: Some reflections on desire, dissociation, and disclosure. Psychoanalytic Musings on Desire. Reply to Reviews of "Awakening the Dreamer: Clinical Journeys" by Philip M. Response to Reviews of "Awakening the Dreamer: Dissociation, enactment, and clinical process. Infant Research, Neuroscience, and Psychoanalysis. Affect-regulation, Dissociation, and the Shadow of the Flood. Multiple self-states, the relational mind, and dissociation: Dissociation And The Dissociative Disorders: Truth, Human Relatedness, and the Analytic Process: Minding the dissociative gap. The nearness of you: Navigating selfhood, otherness, and uncertainty. Knowing, Not-Knowing and Sort-of-Knowing: Psychoanalysis and the Experience of Uncertainty, ed. Commentary on Carola M. A voyage from Sigmund Freud to Philip M. And the growth of the relational mind. If this be technique, make the most of it! Thoughts on imagination and the lived unconscious.

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Chapter 2 : Philip Bromberg - Wikipedia

Clinical Perspectives on the Supervision of Psychoanalysis and Psychotherapy Leopold Caligor, Phillip M. Bromberg, James D. Meltzer Springer Science & Business Media, Feb 29, - Medical - pages.

All are or have been involved as trainers, supervisors, external examiners and seminar leaders with WPF Counselling and Psychotherapy Training in Supervision in London and provincial centres. Foreword [Page ix] I am very pleased to welcome a book on supervision from a psychoanalytic perspective. This book has been written by people who designed and taught on the supervision training at WPF Counselling and Psychotherapy, one of the first places in the UK to recognise the importance of supervision as a discipline in its own right. The history of the concept of supervision as such is well known. It has developed out of the early methods of training psychoanalysts and analytical psychologists although it is now recognised as essential for all who use talking therapies. Originally, the training analyst also supervised the training cases of their analysands. Even when supervision had become clearly separated from analysis as a distinct activity in its own right, there was still a long way to go before supervision would be a discipline, studied, taught and practised with recognition of all the complexity that it entails. Analysts to begin with merely followed their instincts. Some conducted supervision exactly like analysis. They might have been silent and withholding, interpreting when moved to do so. This sort of supervision would give little opportunity for exploration, discussion or debate and missed the magnificent opportunity to discover the dynamics of the supervisory relationship and its resonance with the therapeutic relationship. Now the discipline is coming of age. This book is a distillation of the thinking and learning that has taken place from all the experiences of analytic supervision during the second half of the twentieth century. Its usefulness is clear. The British Association for Counselling and Psychotherapy has always firmly decreed that all counsellors must be supervised whenever they are working. Sue Wheeler Counselling, made clear that although there is a great demand for supervision, there is also a shortage of well trained supervisors. New courses to train supervisors have been set up but as Sue Wheeler points out, there has been some uncertainty about what should constitute the curriculum for such training. This book should provide a useful text for any training course that covers the dynamic aspects of the supervisory [Page x]relationship, which can be discovered and structured by an understanding of analytic theory in its broadest sense. Although counsellors are clearly convinced of the value and importance of supervision, psychotherapists have tended to consider that after training was completed, supervision became optional and as one became more senior in the profession, it could be dispensed with completely. Guggenbuhl Craig famously described the difficulties of the senior therapist or analyst who cannot go to anyone for supervision, because he either knows everybody or is senior to them. This argument implies a teacherâ€™pupil model of supervision and this book does much to point out that supervision may be a very different process of exploration in which both halves of the couple are engaged in discovering how the client will affect what happens between them as well as what happens in the therapy sessions. The national regulating bodies for psychotherapy e. The British Association for Counselling and Psychotherapy on the other hand does accredit supervisors. UKCP is currently considering registration for supervisors and will engage in a debate about the necessity for compulsory supervision or consultation. At the moment it is still a matter for each psychotherapist to decide for him or herself. Whatever happens in the future in terms of regulation, this book will give food for thought, particularly for those who work analytically although it should be useful for anyone who is aware that more happens in human interactions than can be accounted for by common sense. In other words, there is room for a concept of depth and of patterns of behaviour, thought and feeling that are not immediately obvious at first sight. Acknowledgements [Page xi] This book has taken several years to gestate and write and the authors would like to thank all their families and friends for their support and encouragement. In addition we would like to thank all the supervisees, supervisors and colleagues who have enabled us to creatively consider the supervisory processes, and WPF Counselling and Psychotherapy for their

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commitment to the exploration and study of supervision. The bringing together of this experience by the supervisory team of the authors has enabled this book to emerge.

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Chapter 3 : Clinical Perspectives on the Supervision of Psychoanalysis and Psychotherapy - Google Books

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Underlying this assumption is an appreciation for the therapist as the instrument of cure, an appreciation that was rooted in early psychoanalytic writings Kramer, and subsequently developed into a focus on the therapeutic relationship by Carl Rogers and other humanistic and existential psychologists. Based on this reasoning, the concept of process-oriented supervision found its way into the field, with psychoanalytic and humanistic supervisors, in particular, focusing their efforts on helping trainees become more self-aware and more conscious of the unfolding process of change in their relations with clients. In this article, we describe our view of effective interpersonal, or process-oriented, supervision, by discussing how supervisors can bring about meaningful change in their supervisees through the use of specific relational strategies. As our view evolved from earlier theoretical and empirical literature on the supervision process, we begin our comments with a brief mention of some of this literature and then move to a more focused discussion of my Friedlander perspective on supervisor responsiveness, which I believe is at the heart of effective supervision. The article concludes with my Shaffer reflections on becoming a clinical supervisor, having researched relationally-oriented supervision for my dissertation. These findings, alongside a fair amount of evidence for the importance of a strong supervisory working alliance e. An Interpersonal Approach, a book that introduced a task analytic model for understanding and researching in-session supervision processes. Based on the extant literature and our own experience as clinical supervisors, we wanted to draw attention to the complex reciprocity of the supervisory and therapeutic relationships. For instance, in helping a supervisee understand her difficulty with a client based on a lack of cultural competence i. Indeed, responsiveness is the primary teaching function of clinical supervision. Supervisors teach responsiveness to trainees explicitly e. Example of Responsiveness within Critical Events To illustrate our critical events model of supervision practice, we described seven critical events that are common occurrences in the course of clinical supervision: To work productively toward a resolution of these critical events, we further identified 11 interactional sequences: Tasks may be accomplished and resolved successfully, such as when a rupture to the supervisory alliance is repaired. Alternatively, tasks may be partially resolved or unresolved. Those that remain unresolved can damage the supervisory relationship. To illustrate, consider one kind of critical event, a culturally based misunderstanding with a client. The critical event ends successfully if the task is accomplishedâ€”if, for example, the supervisee becomes more aware of the basis for his feelings about working with Muslim clients and proposes a course of action to become more culturally sensitive in this regard. For my Shaffer dissertation, I conducted a confirmatory factor analysis CFA with trainees who rated on a 5-point scale the extent to which their primary supervisor used each interactional sequence in their most recent supervisory session. Results indicated that the 5 behaviors that the experts had identified as most clearly relational Exploration of Feelings, Focus on the Therapeutic Process, Attend to Parallel Process, Focus on Countertransference, and Focus on the Supervisory Alliance constituted a single factor. Relational Supervision from the Perspective of a Novice Supervisor Being a responsive supervisor develops with time. For me Shaffer , the process of becoming a clinical supervisor felt oddly familiar. There was fear, on my part, about setting up appropriate expectations and boundaries and about balancing my relative power in the relationship: How was I supposed to be a supervisor, a position imbued with evaluative authority, while still encouraging Jamie to feel safe and willing to share herself with me? Not surprisingly, I felt awkward and unsure of myself in the role of supervisor. Suffice it to say, I was genuine in my fear and uncertainty in this new role. At the outset of our work together, Jamie also seemed uncertain in her role with me, speaking in vague terms about her work with clients. Although confident in her role as a therapist, she was obviously ambivalent about the need for our supplementary supervisory arrangement. Was I doing anything useful here? In the video, I saw that at one

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point, rather than respond to my questions about her practicum site, Jamie aired her frustration with what her primary supervisor expected of her. Although during our session I had been vaguely aware of the struggle between us I was trying to focus on what she was doing in practicum, whereas she wanted to vent her feelings about her experience at her site, I kept doing more of the same. Reviewing the video, I realized I had missed a marker! This time I did recognize the marker! Her frustration signaled a need to talk about and figure out how best to handle the experience at her site. In order to be more responsive to Jamie, I initiated exploration of feelings. She heaved a sigh of relief and cried for a long time. The task for this supervision session was now clear—we were on the same page about our respective roles in this supplementary supervision. She wanted and needed my help to process what she was experiencing on site, and I was fine with that. From a critical events perspective, I used various relational sequences: I shared with her my beliefs about the importance of trust and genuineness in supervision focus on the supervisory alliance, which apparently had become obscured at her site in favor of institutional policy. Jamie was eventually able to confront her site supervisor about feeling unsupported and about her discomfort with specific site policies that were negatively affecting her clients. My experience with Jamie taught me a lot about relational supervision and responsiveness. I learned how to relax and use the listening skills of therapy to identify critical events for supervisory intervention. In addition, I came to understand how the foci of supervision shift constantly among the supervisee, the therapeutic relationship, the supervisory relationship, the institution, and the interaction among all of these. Relational supervision cannot take place without the use of the same basic listening and reflection skills we learn as therapists. This responsiveness shifted my focus in supervision toward relational behavior, and ultimately toward a rich and rewarding experience for Jamie, for her clients, and for me.

Chapter 4 : SAGE Books - Supervising Psychotherapy: Psychoanalytic and Psychodynamic Perspectives

Clinical Perspectives on the Supervision of Psychoanalysis and Psychotherapy Clinical Perspectives on the Supervision of Psychoanalysis and Psychotherapy.

Chapter 5 : It's (Still) All About the Relationship | Society for the Advancement of Psychotherapy

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