TF-CBT Supervision: A parallel process
Parallel Process Points: Part I

- Setting agendas
- What does a TF-CBT case presentation look like?
- How to “staff” cases in supervision similar to TF-CBT principles.
- Using fidelity checklists
- Engaging/Building a relationship with your counselors
- Taking care of your counselors
Setting Agendas

- What does this look like in TF-CBT?
- What are some effective supervision agenda styles?
  - Check-in, Organization of cases, Active learning, “fun/play”
  - How structured should you be?
- Considerations in agenda-setting
  - Comfort with presentation/role-plays
  - Group dynamics
  - Number of supervisees
TF-CBT Case Presentation

- Age and sex of client
- Brief family/living situation
- Reason for treatment (trauma history in brief)
- Identified symptoms/clinical diagnosis
- How many sessions did the client agree to/are you planning on doing?
- What components you've done so far?
- What questions you have?
- What is your plan for next week?
“Staffing considerations”

 Goals:

- Understand where cases are at in TF-CBT treatment
- Gain a sense (depending on # of cases running) about the ability of each counselor to implement components.
- Everyone gets regular turns for ALL clients.
- Objective Reporting
Fidelity Checklists

- What part of TF-CBT do they mimic?
- How are they helpful for you?
  - Organization
  - Identifying challenges/concerns
  - Gaining that “sense” of where all the counselors are at with different cases.
  - Help with monitoring fidelity (one of your “jobs” as a supervisor)
Engaging/Building a Relationship with Counselors

- What component(s) of TF-CBT does this mimic?
- Effective strategies to do this?

Goals:
- Honest communication
- Comfort in reporting objectively (not making up, or distorting reporting)
- Openness about ability to do trauma work
- Lighten mood? More fun?
Taking Care of Your Supervisees

- Vicarious traumatization can be an occupational hazard for professionals who work with victims of trauma

- What are things supervisors can look for? (things we can “see”)

- Ways to address this:
  - Proactive/Prevention ideas?
  - Modeling direct approach (rather than avoidance) in addressing possible issues with counselors
  - It is important to address early in training because it is possible to be proactive and take preventative steps to minimize the harm.
  - When it gets in the way of a client’s progress
Parallel Process Points

- Role-plays
- Using the triangle in supervision
- What if a therapist doesn’t want to move forward with TF-CBT on a case you think they should?
- Transfer of knowledge and skills
Use of role-plays

- Where is this seen in TF-CBT?
- How much should you use role-plays?
  - Number of supervisees and cases
  - Skill of supervisees
  - Supervisors ability to gauge counselors skills
- How do you use role-plays?
  - See what happens in session
  - Observe skills
  - Demonstrate differences in implementation techniques
  - Preparation for counselors
  - Preparation for possible client responses and how to deal with them
Using the cognitive triangle in supervision

- Having a challenging situation with a “resistant” caregiver
- Frustration with EBTs
- “Fed up” with paperwork in relation to EBTs
- Failure to move forward with a client
- Backing down in the TN when you feel like they should move on
- Fear/Lack of confidence in using model
Therapists who don’t move forward

- What are the reasons?
  - How do you assess these in a TF-CBT way?
  - Resistance to the model?
  - Avoidance of trauma-related material?
  - Too much attention to COWs?
  - Separate supervisor’s recommendations?
  - Others?
Transfer of skills/knowledge

- How does this mimic TF-CBT?

- Goal: independent counselors who do not have to rely on you to make good tf-cbt decisions.

- How?
  - Early direction; clear with rationale and actions
  - Questioning – encouraging responses (what and why?)
  - Eventually letting others in the team direct
Transfer of knowledge & skills:

- What to look for in your counselors eventually…
  - Balance of fidelity and flexibility
  - Core understanding of “goals” that need to remain intact, while being able to “flex” the model appropriately.
  - Ability to implement components across the ages
  - Balance of positive feedback and constructive criticism to others
  - Movement through model
  - More natural flow of components (rather than each component being a “silo”)