

**SUPERVISORS TRAINING**  
**PESSO BOYDEN SYSTEM PSYCHOMOTOR**

**TRAINING CURRICULUM**

January 2000

**Final, corrected version**

**Lowijs Perquin**  
**Willy Van Haver**

**Albert Pessa**  
**Daine Boyden Pessa**  
**Tjeerd Jongsma**  
**Liesbeth de Boer**  
**Robert Beloof**  
**Gus Kaufman**  
**Joel Rachelson**

# **SUPERVISORS TRAINING CURRICULUM**

## **in Pessó Boyden System Psychomotor**

**January 2000**

*This curriculum has been developed for both European and US purposes*

### **1. Application**

1. The applicant-PBSP supervisor has been a certified PBSP therapist for two years before admission to the supervisors training. Exceptions from this rule can be made.
2. The applicant PBSP supervisor has been working with at least one ongoing weekly PBSP structure-group (or an equivalent) for a minimum of four years.
3. It is recommended that the applicant PBSP supervisor is a psychotherapist of a recognized school of psychotherapy.
4. It is recommended that the applicant PBSP supervisor is a recognized supervisor in another school of psychotherapy or in psychiatry.
5. The applicant supervisor has to be a member of the local National PBSP association.
6. An intake interview by (one of) the trainers is not a standard procedure, but might be indicated in some cases, for instance when exceptions to the admission criteria have to be made, or when two or more of the trainers or supervisors request this.
7. Fulfillment of the supervisors training does not automatically give admission to the trainers training.

## 2. Supervisor training days

PBSP trainers will organize six training days and two evaluation days for supervisors. The trainers may invite experienced supervisors to be on the staff for the training days. The following subjects will be communicated in lectures, discussion, literature and demonstration, as well as by live supervision coached and evaluated by the trainers.

### Topics for the PBSP supervisor training

#### A. *Distinctive aspects of PBSP-supervision*

1. How to support and deepen the therapist's competency in applying PBSP exercises as therapeutic tools
2. How to supervise an overview of a client's biography from a psychodynamic-development perspective as well as from a PBSP viewpoint
3. How to stimulate the therapist to make working hypotheses from video-taped bodily information of the client and transference feelings as reported by the therapist
4. How to stimulate and support the body awareness of the therapist in relation to the client
5. How to help the therapist determine what is the central issue for the client
6. How to supervise the sequences of a structure: Possibility sphere, Center of Truth, True Scene, Historical Scene, Antidote, New Perspective
7. Teaching physical-technical steps (i.e. Limit-structures) and proper accommodation
8. Techniques to 'micro-analyze' small samples of video-tapes together with the therapist
9. How to recognize as a supervisor possible negative re-constructions in different phases of the structure, as shown on video-tape by the therapist
10. Different levels of structure work (reality, group, transference, history) - how to support the therapist to become aware of the various levels and types of pseudo-structures (magic, ruminating, acting out)
11. Elaboration on how to introduce knowledge and interventions on Abuse, Suicidal wishes, Early parental loss, Integration of Polarities, Soul projection during supervision
13. Elaboration on the newest developments in PBSP: 'micro-tracking'; 'inner scenes and outer stages', 'brain, memory and emotions'.

*B. General supervision topics*

1. Contract and motivation therapist-supervisor
2. Learning goals for supervision
3. Timeframes and planning
4. Safety, support and confrontation
5. Client-, Method- and Therapist-oriented supervision
6. How to measure the readiness of the therapist to learn
7. Sensitivity to the rhythm of learning and the individual style of the therapist
8. Didactical styles and learning styles
9. Transference and counter-transference in supervision
10. Dealing with personal issues of the therapist without changing the focus to therapy
11. Pitfalls in supervision: supervisor is too central, sets too many goals etc.
12. Supervising a 'therapist couple'
13. Group supervision: how to handle individual exposure in a group setting
14. Group supervision: involvement of the group; observational tasks
15. Parallel process: client-group-therapist and therapist-group-supervisor
16. Live supervision in a group, four different models
17. Role play in individual and duet supervision
18. Video supervision: privacy rules, handling the video equipment
19. The use of sound-tape for supervision sessions
20. How to teach the therapist to select and prepare videotape material
21. Tips for sound and picture quality of videotaped material
22. Evaluation of the supervision process
23. How to assist the therapist to prepare a certification evaluation
24. How to keep notes and reports of supervision sessions

*C. The intervision groups will elaborate on above mentioned topics as well as on relevant subjects (missing links) of the most recent PBSP Therapist Training Curriculum.*

*D. Video testing material tools will be used for training goals as soon as they are available*

### **3. Supervision and 'supervising supervision' (SAS)**

1. The supervisor-in-training will supervise at least two different therapists for a minimum of 40 hours.
2. Supervision about supervision = 'SAS') will be given by trainers or experienced supervisors on request of the trainers
3. At least two different certified PBSP trainers or one trainer and one certified supervisor will supervise 10 hours of videotaped supervision or live supervision

### **4. Intervision**

The supervisor in training will meet in intervision groups on a national and on an European base, with a minimum of 15 hours meeting time. The goals are:

- to exchange individual experiences with supervising
- to 'rehearse' supervision together, using role-play and learning from feedback
- to discuss literature
- to discuss videotaped material

### **5 . Apprenticeship in a PBSP-training for therapists**

It is recommended that the supervisor-in-training will attend some training days of an actual real-life PBSP-training for therapists, in the role of observer. The goal is to update his/her knowledge of Pesso Boyden System Psychomotor and to expand his/her capabilities as a supervisor by observing supervision work performed by experienced trainers.

The supervisor-in-training will visit these days as a 'non paying guest'. There will be some time for exchange of ideas and feedback at the end of each training day on a collegial level.

## 6. Evaluation and Certification

1. When the supervisor-in-training
  - has given 20 hours of supervision
  - has received a minimum of 5 hours of supervision about supervision
  - has followed 3 training days
  - has attended 7 hours of intervision, the next evaluation steps will follow:
    - a self-evaluation report, addressing learning goals of the supervisor-in-training
    - a report composed by the supervisor-in-training containing the supervision-process of the work with one therapist
    - an evaluation report by one of the trainers who did (most of) the SAS
  
2. Before application for certification the supervisor-in-training writes an article on a relevant PBSP subject, to be published in a national PBSP-journal or in the proceedings of a conference, or a public psychotherapy journal.
  
3. The supervisor-in-training will be certified by three trainers:
  - A. demonstrating 60 minutes of supervision work, live or on videotape
  - B. a collegial interview focussing on the trainee's supervision attitude and knowledge and theoretical/technical PBSP issues
  - C. on request, the coordinator of the supervision training arranges appointments for the trainers for this certification procedure.

## 7. Organization of the Supervisors training

- Certification as a supervisor counts as international recognition as a PBSP supervisor
- One of the trainers will be appointed as coordinator for the supervisor training curriculum
- The coordinator of the supervisors training is responsible for informing certified PBSP therapists about curriculum, costs, trainers and 'SAS' supervisors
- The supervisors training will be announced by a letter and/or brochure  
Requirements with regard to literature will be included in the brochure
- Financial arrangements will be coordinated by the coordinator-trainer and one supervisor-in-training
- Trainers will facilitate that supervisors in training will be able to fulfill the 40 hours supervision requirement
- Number of training days: 8  
2 x 2 training days by Al Pessa and one of the other trainers  
2 days by other trainer(s); 2 certification days
- Intersession days: minimal 2

## EVALUATION CRITERIA FOR CERTIFICATION OF SUPERVISORS

1. Does the supervisor create an amount of safety in the supervisory relationship that is sufficient enough to enable the therapist to show his/her uncertainties and anxieties?
2. Does the supervisor stay in charge of the supervisory relationship?
3. Does the supervisor stay in touch with the therapist's rhythm of learning and understanding?
4. Is the supervisor aware of his/her own relationship issues with the therapist without them getting in the way of the learning process?
5. Does the supervisor explore and follow the learning goals of the therapist?
6. Does the supervisor demonstrate understanding of the hypotheses presented by the therapist?
7. Is the supervisor able to clarify and define hypotheses in terms of Pesso Boyden System Psychomotor if they are not clear?
8. Is the supervisor able to present what is essential in the structure without getting lost in too many details?
9. Is the supervisor able to see whether the therapist picks up pre-structural issues in the clients' work and able to help the therapist to see this as the highest priority if necessary?
10. Did the supervisor integrate the theories and techniques of PBSP in his/her own way so that he/she can communicate the essentials from his/her own personal understanding and in his/her own language, especially concerning body movements, body-symbolism?
11. Does the supervisor demonstrate his/her own competence and ease in working with PBSP-psychotherapy theories and techniques, especially in finding individual procedures that assist the therapist in developing his/her own style of looking at and understanding PBSP-exercises and structures?
12. Is the supervisor able to note personal issues of the therapist that block the professional development? In other words, can he/she shift gears to those personal issues in the service of the supervision, without doing a therapy?
13. Is the supervisor able to confront in a clear, direct and emphatic way?
14. Is the supervisor able to keep a balance between empathy for the client and empathy for the therapist?
15. Is the supervisor able to place individual supervision in a group, in a way which enables the whole group to gain from the supervision of the individuals?