

MY PERSONAL APPROACH TO SUPERVISION

I am thrilled that you are considering working with me as your Supervisor. I have been using EFT as a therapist since 2004 and started working toward my Certification as an EFT Therapist in 2011 and reached my goal of being an EFT Supervisor in 2018. I have a full-time Private Practice that comprises mostly of couple work, with some family therapy and individual therapy. I have deeply connected with the EFT approach and I have a strong desire to continue diving deeper and spreading my love of EFT to other therapists who want to work toward perfecting their own skills.

In the next few paragraphs I will detail my supervision approach and how it fits into the principles of EFT.

Even though I had been doing supervision for many years, I feel I gained a much greater focus and confidence as a supervisor after I both took the EFT on-line supervision course and started my own mentorship hours with one-on-one feedback. Just like EFT provided me a map as a therapist, I can easily see a similar map to use as a supervisor, focusing on building a strong alliance and creating experiential learning with my supervisee. What made a world of difference in developing my own approach to supervision was understanding that we all have our own personal triggers as therapists in session and part of my role was to help my supervisees unravel those blocks without getting into counselling.

As a supervisor my end goals are to attune with my supervisee's needs, bring clarity and new awareness to them, work through some of their blocks, and create a new emotional experience that helps them feel more confident in their work with EFT. I use the following strategies to reach these goals.

- 1) When I first meet a new supervisee I focus on creating a strong working alliance and maintaining it throughout our work together. I prioritize making them feel very proud of taking this step in their learning process and emphasize that EFT is not about being perfect. I emphasize the experiential learning that will take place both for them and for me as a supervisor (normalizing that everyone has room to grow and learn - including me). I set the stage for complete openness and I take pride in my ability to offer plenty of encouragement to my supervisees and work hard to identify their strengths and unique gifts. Bottom line, I make sure to be Accessible, Responsive, and Emotionally engaged.

- 2) I make sure both the supervisee and me are well prepared to maximize learning within the time we have together. I ask supervisees to watch their recording ahead of time and send it to me so I can also view it before we meet. I ask the supervisee to explain what they were trying to accomplish in their recorded segment and to clearly identify their needs for supervision. When I meet them for supervision, the first question I ask them is how they felt the session went. This helps me get a sense of where they see their strengths and challenges and it allows me to expand on what they already realize themselves. Also, I prioritize keeping our session tailored to their supervision questions so I don't get lost in other details that don't pertain to their conceptual and experiential learning of the approach. For example, if someone was concerned about their ability to set-up enactments properly, I would focus on that even if I see other things they could improve such as tracking the cycle. This is exactly what we do with our clients, staying close to their experience and not venturing too far ahead of that. This helps to keep it simple for the supervisee and not overwhelm them with too many details. At the end of the session, I finish by exploring their take-aways from the session and see if there is anything they would have liked differently from our time together.
- 3) When I work with my supervisee I try to understand where they are when observing them in their recording. Three questions float in my mind: Do they know what to do (conceptual)? Do they know how to do it? (experiential) If they know what to do and how to do it, what stops them from doing it - What are the blocks? (self-as therapist). Those three questions frame my approach and help me stay close to the needs of the supervisee. This is where my focus changes with newer therapists whose conceptual understanding of EFT is still at its beginning. With them I take on more of a teaching role, encouraging what they do well and explaining aspects that will help them understand more 'why' we do certain things in EFT (such as explaining the cycle, where to notice the attachment framework, and how to set up your first session and individual sessions to make a proper assessment). It is also where I help them conceptualize EFT further by introducing helpful resources such as the EFT Workbook, videos, or articles in the EFT Newsletters. I gradually work to create more autonomy in the person's learning by encouraging them to come up with additional responses when reviewing a video excerpt or asking them for their conceptualizations.

With more experienced therapists, I have found that they have less conceptualization struggles and require more skill-building and self-as therapist support. For example, one of my supervisees had a block around creating enactments. She knew that the importance of enactments is to bring in more withdrawer re-engagement and she knew how to do enactments, but she wasn't taking the opportunities to shape enactments with a particular couple. She would deepen the emotion but stop before the

enactment. What I did was to explore her internal processing just as we do with clients in order to get to her fears of enactments (the trigger, thoughts, interpretation, feelings, and action tendencies she took with the couple). This way I didn't get into counselling with her, but simply helped her become aware of what was happening internally and the cycle this was creating in session. At a very non-judgmental place she was able to self-reflect and go into her next session with more awareness and confidence to change her own cycle of interaction with the client. Often the fear just needs to be heard and validated to take the pressure off and try a different way (usually telling themselves a different internal message). Role-playing can also help to practice and gain confidence after exploration of a person's blocks.

- 4) Experiential learning has been the biggest improvement in my supervision approach. I now look for the opportunities to model skills to the supervisees when needed (such as words to use or demonstrating RISSC) and giving them a chance to gain more confidence by role-playing. When role-playing with my supervisees I give them the option to play the client or the therapist so they can enter the learning experience with more comfort. I have found that the common micro-skills being demonstrated or role-played are around the steps of the tango, especially deepening the emotion in Step two of the Tango, or setting-up an enactment.

In conclusion, I feel I have a strong skill-set as a Supervisor, but I will always feel like I have room to grow; that's just part of my nature to want to keep learning and improving. I feel my biggest assets are my ability to create a strong working alliance where supervisees can take risks and be celebrated for taking those risks! My transparent and authentic nature helps me to take risks myself and always check-in and re-attune with my supervisee whenever needed. And lastly, my ability to stay close to my supervisee's needs and focus on the right type of intervention with them goes a long way (conceptual, experiential, or self-as therapist).

I love EFT and I think my passion for the approach and my work with couples is contagious. My goal is to continue spreading the news on EFT and build a stronger EFT community in New Brunswick.

Are you ready to join me?