



Workshop/Paper presentations: Abstracts and biographies

Day One: Friday, 20th May

Session A: Paper presentations

Bearing witness to gender based violence and abuse: A model of supervision for practitioners

The abuse of power to physically abuse, psychologically coerce and sexually violate others is of grave international and national concern, as is the increasing number of humans trafficked for sexual exploitation. Practitioners' responding to victims of these forms of abuse witness the impacts of deliberate acts of human cruelty; consequently, their work involves empathising with extreme emotional experiences of terror and trauma. This paper presents a model of supervision to support practitioners responding to victims of domestic, sexual and gender-based violence. There are three core tenets to the model. Firstly, I argue that supervisors must have extensive experience of direct work with victims of such abuse, a period of formation that instils necessary knowledge of the dynamics of violence, coercive control, and the nuanced psychological impacts of complex trauma. Knowledge thus embodied leads to transformation, the second tenet of this model whereby the supervisor with an imbued understanding of the intent and impact of "power-over" relationships provides the authentically collaborative "power-with" relationship with supervisees; the core elements of this relationship will be described in this paper. The third and final tenet of the model, restoration, recognises the potential for practitioners to become vicariously traumatised by empathic work with traumatised others. This paper will identify the ways supervision supports reflective self-awareness, and personal and professional resilience in order to maximise care of both practitioner and client.

Felicity Kennedy: I am a clinical supervisor, integrative psychotherapist and tutor with a specific interest in good practice responses to complex trauma. I provide clinical supervision for statutory and non-statutory agencies at the forefront of service provision for victims of domestic, sexual and gender based violence, including child abuse and human trafficking. My approach to supervision is informed by my qualitative research (MSc Clinical Supervision, Trinity College, 2011), my work as a research supervisor, and twenty years' experience managing crisis and counselling services for abuse victims I am a member of the Division of Counselling Psychology (PSI), IAHIP, IACP, SAI and ICP.

The benefits of supervision

This paper seeks to navigate the landscape of supervision in a pastoral context and to introduce a focused discussion on the benefits of supervision within this setting. To date the benefits of supervision tend to be based on a review of relevant literature rather than on the experience of those engaged in the process. The literature highlights the benefits of supervision in a number of professional contexts

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including the pastoral context but the literature does not always offer the empirical evidence to support the claims made in regard to these benefits. The rationale for this paper emerges from the vacuum in the literature with regard to the benefits of supervision in a pastoral context. The research question that drives this study seeks to identify the benefits of supervision in a pastoral context by considering the data that emerged from participants in focus groups who are engaged in supervision. The paper will pay particular attention to the benefits identified by the research participants and considers these benefits within the wider landscape of the research and literature. It gives voice to the benefits of supervision in a pastoral context from the perspective of the participants themselves in the light of their experience.

PJ Sexton is Head of the School of Education at Mater Dei Institute of Education. He holds a PhD from Fordham University, New York and three Masters Degrees: the most recent (2012) an MSc in Clinical Supervision from Trinity College, Dublin. He is Chairperson of the Programme Board for the BRelEd/English/History/Music and the MA in Chaplaincy Studies and Pastoral Work. His teaching is primarily in the area of Teacher Education, Leadership, Mentoring, Pastoral Counselling/Skills and Religious Education. He has international teaching and leadership experience at primary, post primary and third level. PJ is Director of the Centre for Research Across Teacher Education (CREATE) and a member of the Centre for Evaluation, Quality and Inspection (EQI). His research interests include: reflective practice, mentoring, supervision lifelong learning and teacher education.

Embodiment and relational – the core supervisory stance for these times

Context: Ireland is changing; a different world with a different set of pressures. We have recently experienced a great deal of social, economic, state and religious change. There has been a seismic shift in attitudes to gender, relationships, family and sexuality. Assumptions and structures that were familiar to us are being challenged, what was once a relatively stable experience of life is in a state of flux. This study discusses that the importance of us as Supervisor Practitioners to remain authentic, flexible and robust, whilst simultaneously remaining in relationship and connected.

Methodology: The study involved interviewing 5 experienced Supervisors in order to explore how they manage to integrate the conflicting demands of the role, while remaining vital, appropriate and relevant in these changing times. The data was reviewed using thematic analysis.

Research Findings: The findings focus particularly on the themes of remaining relational and attuned. These are identified as being of core importance for a collaborative learning relationship. The basis of Supervision in the new evolution of our society needs to be embodied and anchored in the practitioner operating from their own integrated knowing. This embodied framework becomes a foundation for finding traction in shifting sands. Thus, practitioners can negotiate and grapple with difference allowing new meaning to come to the fore in the supervisory relationship, resulting in enriched growth, development and competence.



Michele O'Brien is a Psychotherapist and Supervisor who works from a Humanistic and Integrative perspective. With a Masters in Supervisory Practice, from Milltown Institute, Michele is developing reflective practice across the professions. Michele completed her psychotherapy training with Dublin Counselling and Therapy Centre becoming accredited with the Irish Association of Humanistic and Integrative Psychotherapy (IAHIP). She maintains a private practice in Kenmare, Co Kerry which has been home to her for the past 25 years. She has recently undertaken a thematic analysis exploring Supervision in light of these changing times.

Practitioner research in supervision: Exploring opportunities

This presentation will offer a brief overview of the field of research in supervision and will consider potential paths for further research, with an emphasis on naturalistic, practice-based research. Through a reflective exercise and group discussion, attendees will be invited to consider research questions, needs and opportunities in their own supervisory practice, as well as the potential for collaborative research with fellow practitioners.

Dr. Aisling McMahon is a Lecturer in Psychotherapy in Dublin City University and is also a clinical psychologist and an integrative psychotherapist with over 20 years' clinical experience in the public and private sector. Aisling has a specialist interest in the potentialities and intricacies of supervisory practice – she regularly runs supervision workshops for Irish practitioners, and has also presented at conferences and published articles in this area.

Session B: Workshop

On defining terms

This workshop will introduce the ethical significance of definition of terms.

Conflicting interpretations of human phenomena are not unusual in the psychological field. A simple example is the variety of answers to the simple question 'what is normal?' How can the ethical principle of informed consent apply in practice without precise definitions? Are any related issues covert or overt in the supervision process? These are some of the questions that this workshop will aim to address.

The method will be experiential within the framework of Page and Wosket's five stage cyclical model of supervision. Attendees will be invited to actively participate. The intention in selecting an experiential methodology is to best illustrate the ethical significance of the topic within the time available.

The aim of this workshop is to pioneer discourse on the ethical significance of defining terms based on the wisdom of the Aristotelian/Aquinas ethical tradition. The hypothesis is that the ethical implications of how terms are defined have yet to be realised across the spectrum of contemporary psychological

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thinking. Selective input on the fifteen-year interdisciplinary dialogue between Carl Jung and Victor White, as documented in *The Jung-White Letters*, will be presented to contextualise the topic.

Mary Stefanazzi, MIAHIP, ICP, ECP, MA in Ethics. Mary is an accredited psychotherapist, supervisor and trainer in private practice in Dublin and Westmeath. As a PhD candidate and resident research student at the Trinity Long Room Hub Arts and Humanities Research Institute at Trinity College Dublin, Mary's academic research argues in favour of the ethical imperative to confront the human condition in a multi-disciplinary way. Details of Mary's publications on ethics can be found on her website at www.marystefanazzi.ie. Mary was a participant in the President of Ireland's Ethics Initiative during 2015.

Session C: Workshop

Imaging the countertransference

Jung presented Image as the language of the unconscious (1916) and as clinical supervisors of therapists much of our work is located within this realm. As creative supervisors, it is important for us to develop an awareness, understanding and trust in the language of symbolism and imagery which can emerge from the unconscious for both client and therapist within the therapeutic frame. When we invite therapists in supervision to objectify their relational experience of their clients, through the use of projective and embodied approaches, we help them gain new perspectives on the work. The act of creating pictorial representations of therapist countertransference can not only help them shed overwhelming emotional affect absorbed from clients but can also aid in clinical decision making about future directions for therapy. So often in our creative supervisory practice, being open to this mode of functioning can reveal significant psychic material from the client which is transmitted through the therapist's countertransference. If we become respectful witnesses and creative facilitators of this material, we afford therapists rich opportunities to identify, understand and creatively work with what emerges as expressions of the therapeutic journey. In creative supervision, the supervisor encourages the therapist to be open to creative possibilities where "Often the hands will solve a mystery that the intellect has struggled with in vain" (Jung, 1916).

Claire Colreavy Donnelly has a BA and MA in Fine Art. She qualified as an art psychotherapist in the UK in 1998. She has worked as a youth counsellor, art psychotherapist, clinical supervisor and arts therapies trainer. She is an occasional lecturer on the CIT art therapy MA and runs the DPAT Art Therapy Course in Dublin. She has a private practice in Kildare and works in an adult psychiatric hospital and an inpatient adolescent unit. She has published articles for peer reviewed journals, presented at healthcare conferences and has just written a chapter for the new Routledge book 'Creative Psychotherapy'.



Session D: Workshop

Creative techniques for facilitating awareness in psychotherapy supervision

This experiential workshop focuses on the use of creative techniques in psychotherapy supervision. Influenced by Page & Wosket's (2015) steps in supervision, it uses their concept of the creative play space to consider how the supervision process can be deepened. The workshop focuses on creativity as facilitating exploration, experimentation, reflection, insight and understanding. Through creativity the supervisee's client case work can be facilitated. The supervision space can be viewed as a place for collaborative investigation which can lead to new awareness and insights into casework. You will learn when and how to effectively use a range of techniques and be given the opportunity to practise. In debriefing a focus will be placed on the benefits and the opportunities for learning. The main premise of the workshop is that supervision can be a playful and transformative experience, where both supervisor and supervisee collaborate to provide opportunities for change. This approach may challenge our thinking, and allow us to consider other possibilities in an energetic and enquiring manner. The process of exploration in supervision enables us to bring the client into the space more fully, facilitate disclosure and frees a supervisee from what might be characterised as being stuck. Encouraging both supervisors and supervisees to use their awareness of bodily sensations, internal cues, and affective reactions while engaged within the supervision process can open up pathways for understanding clinical processes. This workshop will be fun, engaging, and abound with learning opportunities in an environment that nurtures and supports exploration.

Nicky O'Leary is a Humanistic and Integrative Psychotherapist, Counselling Psychologist and Educational Psychologist in private practice in Dublin. She is currently a student on the doctorate in psychotherapy programme at DCU. Nicky works therapeutically with adults, adolescents and children offering assessment, short-term counselling and more long-term psychotherapy. She also provides supervision. Nicky's primary research interests are gifted and talented, the achievement of potential and moments of therapeutic change.

Victoria Harris is an Integrative Psychotherapist and Play Therapist. Victoria has a background in psychology and psychoanalytic theory and often uses creative mediums in her private practice in Dublin. She works with children, adolescents and adults. Victoria is a student on the DCU doctorate in psychotherapy programme and has been recently training as a supervisor. She has research interests in the use of creativity in psychotherapy and psychotherapy supervision.



Session E: Workshop

Supporting character evolution in supervision

This workshop will provide a theoretical, experiential and practical overview of an approach to Supervising and Consulting gained from practice working with individuals, groups and systems in high challenge environments in Belfast, Dublin, London, the Netherlands, South Africa and Sri Lanka over the last 26 years. This practice has ranged from prisons, trauma trainings for psychologists and psychotherapists, interface areas, special need schools, crisis telephone counselling helplines, and senior practitioners in private practice. The workshop will begin with a story from 'The Tao of Pooh' followed by an experiential activity on evoking 'Wu Wei' / the embodied consciousness of being and presence that has room for whatever arises and is spacious, resourceful and grounded. Case examples that have been anonymised will be offered with a theoretical framework that supports practitioners to embody an approach to Supervision that includes the physiology of trauma healing and the innate wisdom of 'less is more', as well as awareness of five distinct survival patterns that can block practitioners and their clients. Paying attention to relational character development will be encouraged to support the agency of the client and supervisor. Live consulting on cases will be made available to participants along with a one page overview of the workshop with relevant readings and resources.

Dr. Rosie Burrows works as an independent Psychotherapist, Supervisor, Trainer, Consultant and Practitioner Researcher specialising in Relational Healing/Resilience in Belfast, Dublin and internationally. Her commitment is to deepened connection to ourselves, one another, nature, and our sources of aliveness. Her practice over 30 years has been both an engagement (and disengagement/rest) on how to (and, how not to) support development and creativity of society, community, organisations as well as ourselves. Her main trainings have been Gestalt Psychotherapy and Organisational practice, Somatic Experiencing and NARM (Neuroaffective Relational Model). Her academic background was in social anthropology, politics and psychology, with a PhD on holistic approaches to consciousness and embodied well-being.



Day Two: Saturday, 21st May

Session A: Workshop

Asking transformative questions in supervision

The presenter puts forward the hypothesis that asking the right questions is a core skill in supervision because it is essential to the reflective process. His goal is to enhance participants understanding and practice of asking transformative questions in supervision. He will begin by describing a transformation question and how it can lead to a transformative moment. He will illustrate how to ask such questions by giving examples of how they can be used at each stage of the reflective process. He will further illustrate how these questions can be formulated drawing on different theoretical models such as systems theory, solution focused therapy, motivational interviewing and existential psychotherapy. He will include an element of research by drawing on his own post-supervision reflection sheets to explore his use of these questions. Participants will be invited to practice the skills illustrated by engaging in a supervisory dialogue drawing on a list of "existential" questions provided by the presenter. Finally, the presenter will draw from the Buddhist tradition to illustrate an exercise called "walking with the question."

Dr. Kevin Egan is a native of Drumshanbo Co. Leitrim. He graduated from UCG with a BA honours in 1967. He studied at Loyola College Baltimore graduated with an MS in Pastoral Counselling in 1991. He obtained his doctorate degree (D.Min) in Pastoral Counselling from Andover Newton Theological College Boston in 1993. He returned to Ireland and helped to set up a new MA degree in Leadership and Pastoral Care at All Hallows College Dublin. He was appointed Head of the Dept of Behavioural Science and worked there until 2013. He is an accredited member and supervisor with IACP and a Board of ACPE Ireland. His most recent publication is a chapter entitled Pastoral Care Today: Widening the Horizons in *The Bloomsbury Guide to Pastoral Care* (Flanagan Bernadette & Thornton Sharon eds.; Bloomsbury Press 2014).

Session B: Workshop

Eco supervision

"We strongly agree that supervision should not be reduced to the human and material realms, but should also be open to the 'more than human world'" (Peter Hawkins & Robin Shohet, *Supervision in the Helping Professions*).

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For many the relationship with nature, with animals, with the wind, the rain and the sun is constrained when one comes into a room that is neat, warm, square- or rectangular-shaped. Eco Supervision is a term coined by Therese O’ Driscoll (SIAHIP, MASP) to describe a modality of supervision that involves:

- a) working with place (indoors and/ or outdoors) as living, animate and not merely a backdrop to the human to human relationship;
- b) working with the body in movement as distinct from in stasis.

This allows for new voices and faces to emerge in the supervisory relationship and for fresh perspectives to be afforded to the work.

This workshop will explore:

- how to incorporate the supervisory relationship and conversation into the natural environment
- alternative ways for both supervisee and supervisor to work in supervision through the body moving.

Therese will present a broad theoretical outline for this work and offer practical applications of the theory to help participants develop their “internal supervisor”. Participants are invited to bring case material with them to explore using this methodology. There will be opportunities for outdoor work (if weather allows). An outline of this modality can be found on the IAHIP website for Inside Out, Autumn 2015: <http://iahip.org/inside-out/issue-77-autumn-2015/eco-supervision-toward-an-ecological-consciousness-in-supervision>.

Therese O’Driscoll, SIAHIP, EAP, MASP, is an accredited supervisor and psychotherapist. Therese qualified as a psychotherapist in 1999 and has been supervising individuals and groups since 2009. She currently works in Sligo in private practice and as a CIPC therapist. Working in relationship with place, both indoor and outdoor, and through the language of movement, she has a particular interest in the development of an ecological consciousness in her work. She was awarded a Masters in supervisory practice through All Hallows/ DCU in 2014 and her portfolio on Eco Supervision received the Michael Carroll award for excellence.

Session C: Workshop

How do we talk about self-injury in supervision?

Self-Injury, which refers to a class of behaviours such as self-cutting, burning and bruising, is as common as it is complex and confounding. Numerous studies across the helping professions and health disciplines have revealed that working with people who self-injure, can bring forth a range of complicated challenges for the professional; this holds true for the psychotherapist. Consequently, clinical supervision is considered particularly crucial for psychotherapists working with self-injury

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presentations, because of the singularly demanding nature of working with this client group. However, the intricacy and nature of supervising therapists in this area is poorly understood.

This workshop will address this through using case vignettes, material from psychotherapist supervisory sessions, discussion, and will explore some of the particular challenges inherent in this work. The workshop will aid in building awareness and clarity on how we consider, manage, and discuss some of the complexities regarding presenting clinical issues. Through examining what theoretical stance or conceptualisation the supervisor and supervisee may hold towards self-injury, workshop participants can consider approaches and principles to help both the therapist and supervisor explore useful ways to respond to potentially difficult personal and professional issues.

Karl Tooher, MSc, is a Cognitive Therapist, Ericksonian Psychotherapist, and Development Modeller. He has over 15 years' experience working with clients who self-injure. He provides supervision, training, and education to individuals and organisations working with or affected by self-injury. He delivered key presentations at the Self-Injury Awareness Day Conferences held in Trinity College. Karl is the Chair of the Association of Agency Based Counselling in Ireland, the centre director of Northside Counselling Service; he is a guest lecturer at a number of universities, including, Dublin City University and Queens University Belfast. He is currently working on his Doctorate in Psychotherapy in DCU.

Evelyn Gordon, PhD, MSc Psychotherapy, MSc Management, RPN, Reg. Family Therapist & Supervisor (FTAI, ICP, IACP). Dr. Gordon is a lecturer and research/academic supervisor of undergraduate and postgraduate students in Psychotherapy and Mental Health at Dublin City University. She is actively involved in overseeing and supervising a range of research projects in psychotherapy, suicidology and mental health practice. She has presented at national and international conferences and published in the areas of suicide and mental health. She worked for many years as a psychotherapist and psychotherapy supervisor in adult and adolescent mental health and she continues to practice in the field of psychotherapy.

Session D: Workshop

Coping with the Burden of Supervisory Responsibility through Existential Analytic Supervision Consultation

This workshop considers the inescapable nature of responsibility in supervision. It provides participants with an opportunity to reflect on how they cope with experiences of heightened responsibility in supervisory encounters. Standout stories of supervisors' actual experiences of responsibility in worrisome supervisory encounters will be recounted. Consideration will be given to how existential angst is intertwined with supervisory experiences of heightened responsibility. Supervisors grapple in different ways with the burden of responsibility, for example, some *leap-in* and take over direct responsibility for client work, potentially disempowering supervisees. While other supervisors *leap-*



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ahead of their supervisees in a bid to solicitously guide and empower them to safely navigate their way through troubling therapeutic situations. The manner in which supervisors cope with the weight of responsibility often leads to hidden and unintended consequences on the dynamics, tasks and processes of supervision. The workshop facilitator proposes that an existential analytic approach to supervision consultation which privileges actual lived experience is beneficial to supervisors who are grappling with the pervading burden of responsibility. Through experiential exercises, supervisors who attend this workshop will have an opportunity to engage in existential analytic style supervision consultation and potentially gain insight into how they cope with heightened responsibility in anxiety provoking supervisory encounters.

Dr. Rita Glover is a lecturer on the M.Sc. and Doctorate in Psychotherapy programmes in Dublin City University and has conducted research on the experience of being-responsible in psychotherapeutic supervision. Dr. Glover is an experienced, accredited supervisor and psychotherapist. She provides individual and group supervision to novice, pre-accredited and experienced therapists in educational, not for-profit and private settings and has responsibility for the design and delivery of the psychotherapy supervision strand of the Doctorate in Psychotherapy programme.