



Teaching of psychotherapy

What I teach:

I am Provisional Teacher and Supervisor of Transactional Analysis (PTSTA) in Psychotherapy field. I run different workshops, connected to basic and advanced TA theory and practice. I also conduct workshops for specific topics in psychotherapy, not connected just with TA – such as Trauma, Depression and anxiety, Existential anxiety (for this workshop please find description file on this website), Psychotherapy with teenagers and young people, Creative techniques in psychotherapy, Shame... I can say for myself that I am creative in preparing workshops and I also use a lot of different creative techniques and methods to achieve workshop`s goals.

To whom:

I can prepare different lectures and workshops for students and practitioners of psychotherapy, school counsellors and counsellors in different fields of social care.

Methods of learning

Workshops usually include theoretical presentation of the material, an experiential exercise connected with the material and discussion on the experience and theory presented:

1. Didactic lectures (such as ego-states theory);
2. Discussions on the concepts or personal experiences;
3. Experiential exercises (individual, in pairs or in small groups);
4. Leading the process group;
5. Supervision and discussion of clinical cases and therapy tapes which the trainees bring to the training;
6. Using videos of psychotherapy sessions and therapy tapes which are relevant to the specific workshop;
7. Individual therapy in the group (in psychotherapy marathons).

My theoretical understanding of the teaching and learning process

I have found that the concepts of TA fit exceptionally well with my academic education in Pedagogy and Sociology of Culture. As a pedagogue, I believe into the power of learning and the change it can bring. What is more, I believe this is where the humanistic approach of Pedagogy meets the fundamentals of TA. To provide an example: Carl Rogers' (Rogers and Freiberg, 1994) belief that people are basically good coincides with Berne's concept of »I'm OK, You're OK«. As a sociologist of culture, I have learned about the different views on religion, art, social relations, society systems and social anthropology. I have found that this knowledge helps me when I work with clients who are of a different nationality or religious belief than me, who have a different view on certain things or the world per se, and who express their views in a manner to which I am not accustomed or familiar with. This seems to be of vital importance when it co



mes to adult learning. During all four years of my university study of Pedagogy, we explored the different theories of learning. This is why in addition to the humanistic, I am also familiar with the liberal, progressive, technological and radical (Napper and Newton, 2000) approaches to learning, which I incorporate into the practice of my TA training and other lectures, workshops. Moreover, I am well acquainted with the field of Andragogy, as my first apprenticeship was connected with adult education. In my work with adults, the following factors are important to me (Krajnc, 1997; Knowels and Swanson and Holton, 2011):

- **The motivation factor.** Most adult learning is voluntary and there are several areas that serve as sources of motivation for adults, for example community welfare, social relationships, expectation achievement, prestige, acquisition of knowledge.
- **The control factor.** Adults have an innate need to have some mastery or control over their own lives. They need to be self-directed and take responsibility for themselves (active rather than a passive role).
- **The experience factor.** Adult learners have already experienced a wide array of training, beginning at home, then in school, and then perhaps in various jobs. Some of those experiences have been positive and others not. Consciously or unconsciously, adult learners tend to link new learning to what they already know.
- **The goal factor.** Adults enter education with a specific goal in mind. They want to be able to apply what they have learned as soon as possible (information to be presented in a well-organised manner).
- **The diversity factor.** Adult learners vary greatly from one another in terms of experiences and age. The variety they bring to the classroom can greatly enhance the learning environment. By using collaborative efforts and group discussion or projects, adult learners can all benefit from their shared experiences.
- **The habits factor.** Adult learners may come into the classroom with behaviour patterns that are contrary to what we will be presenting. Their opinions about certain subject matter may not always be productive or appropriate, but should be recognised as important.
- **The ageing factor.** The speed of learning tends to decrease with age, but the depth of learning increases. While it may take us longer to learn as we get older, we do grasp what is learned at a deeper and more relevant level. Other physical factors should be considered as well.
- **The relevance factor.** Adults must be able to identify the reason for learning something. It must be applicable to their personal or professional lives if it is to be of any value.
- **The change factor.** While some adult learners are motivated by change, others tend to resist it. Learning usually involves changes in attitudes, actions, and behaviours and that can cause some learners to become suspect.
- **The respect factor.** All students deserve respect; adult learners expect and demand it.

Andragogy strongly emphasises the value of the learning process, using problem-based and collaborative approaches to learning rather than didactic ones. Moreover, it puts greater weight on the equality between the teacher and the learner. As a TA trainer, I like to be receptive to the differences between the trainees and be open to hearing about their experiences. For the trainees, I wish them to acquire psychotherapy knowledge that can be efficiently put to use and placed into their frame of reference in a way that would benefit them and their clients the most, whilst complying with the ethical principles of psychotherapeutic practice. Furthermore, I wish the trainees would learn to view what I teach them with some critical distance and use constructive criticism when needed. As a teacher, I spend more time on facilitating learning in an efficient and interesting way by using different methods. I prepare my presentations to meet the needs of every learning style.



About supervision

SUPERVISION OF TA AND INTEGRATIVE PSYCHOTHERAPY

TO WHOM: STUDENTS OF PSYCHOTHERAPY, COUNSELLORS

My philosophy of supervision:

Gilbert and Evans (2000, p.1) wrote: »Generally, there is agreement that supervision is a learning process in which a psychotherapist engages with a more experienced practitioner in order to enhance their skills in the process of their ongoing professional development. This, in turn, promotes and safeguards the well-being of their clients.» My philosophy of supervision is firmly based upon the integrative relational approach (Gilbert and Evans, 2000, Safran and Muran, 2000). With the term »relational«, I want to stress not only the importance I attribute to the supervisory relationship, but also the relational context of supervision as the basis, and main tool, of successful supervision. With the term »integrative«, I would like to acknowledge that I see supervision as a discipline which reaches beyond any one school of psychotherapy. Nevertheless, as a supervisor, I see myself being firmly grounded within the TA theoretical and organisational model.

1. Therapeutic and supervision relationship

I understand the psychotherapeutic relationship as a two-way alliance between the client and the therapist, who develop their relationship based on joint expectations for reaching the agreed goals. I believe establishing a good initial rapport with the client is of crucial importance for the entire psychotherapeutic relationship, since it allows a working alliance to develop (Clarkson, 1997). I have found that methods of an Integrative Transactional Analysis can be applied to great effect in establishing contact with the client and nurturing the therapeutic relationship. Inquiry is useful in assisting the client to expand their awareness, to increase means acting in resonance with the client; it is a process of communion and unity of interpersonal contact which goes beyond empathy. The client senses my Involvement through my acknowledgement, validation, normalisation and presence in therapy (Erskine and Trautmann, 1997; Erskine, Moursund and Trautmann, 1999). For therapists, it is important to stay committed to the premise that each client strives to be the best they can be, and that the client's problems and pains have developed out of a set of beliefs and decisions, acquired over time, that constrict and distort their way of being-in-the-world. In order to understand the nature of therapeutic action, I observe to what extent I am involved in the therapeutic process. I have found Stark's (2000) conceptualisation of modes of therapeutic action to be of great help. Widdowson (2010) connects this model with TA, and agrees with Stark that effective therapists ought to be fluent in all three approaches (one-person, one-and-a-half-person and I-Thou relationship or a two-person relationship), and able to tailor their therapy to suit the individual client.

Although one cannot freely equate the therapeutic relationship with the supervisory one, we can, nonetheless, observe many similarities between them. Not only can the methods of an Integrative TA be successfully implemented into the relationship with the supervisee, the three types of relating can be observed within this kind of relationship as well. The difference seems to lie in the fact that supervision occurs in a specific relational context, which includes the supervisor, the supervisee and the client



concerned. However, they are all interconnected and in this regard, supervision is a co-creation of all persons involved.

Supervision must be performed in accordance with the level of development of the supervisee. Erskine (1982) describes three main stages of the trainee's development: beginning, intermediate and advanced:

- In the beginning stage of training the aim of supervision is skill development. The focus is on gaining information, techniques and finding a solid theoretical base for clinical interventions. This can be done in a number of different formats: supervision of audio or video recordings of therapy work, descriptions of the client, role-playing a client with supervisor, another trainee, or self as the therapist. The aim is on connections between clinical observations and theory and development of treatment plan.
- In the intermediate stage, supervision is aimed at building an identity as a therapist and refining the therapy approach. Supervisor can ask trainee for self-evaluation, discuss theory used and ask for summary. There is a goal to integrate their sense of self and to work on their emotions in order to understand and solve any personal difficulties that might create obstacles to their contact with clients.
- In advanced stage (multi-theoretical), the aim is in developing trainee's flexibility and integration of multiple theoretical frames of references. Trainees must also pursue self-supervision and learn to distinguish between observations of behaviour and theorising about observations.
- It is important to take developmental stages into consideration, as well as the fact that each individual progresses at their own pace and with their own rhythm of learning (Gilbert and Evans, 2000, p. 23).

2. Therapeutic and supervision relationship

If we take developmental stages into consideration, as well as the fact that each supervision is something special, it may be helpful to our supervision if we implement Mazzetti's operational model (2007), which slightly modified Clarkson's checklist (1992). Mazzetti's model defines seven aspects of supervision:

1. Establish a clear and appropriate contract: The contractual discussion is a procedure for understanding and explicating, that is, putting words to the supervisee's needs, which leads to the establishment of a joint direction. Most frequently used are interrogation and specification, sometimes confrontations and/or explanations may also be useful. Statements are being made in positive terms, being understood, specific, and being framed in terms of a result that can be observed and achieved. When faced with a double request, it is generally more effective to invite the trainee to choose one to begin with and then to address the other issue later. The contract must not become too rigid. It is a direction one takes initially, not a one-way street. This is where the co-creation of relationship and the co-construction of meaning begin, as mentioned by Gilbert and Evans (2000, p. 16). In doing so, we must be aware of the importance of respectful relationship and phenomenology. For example, we may explore together with the trainee what something means, thus becoming »co-researchers«. Furthermore, Gilbert and Evans (p. 76) point out supervisor contracts, suggesting we ask supervisees to provide us with a comprehensive list of their caseload, and then ask them for a regular review. The other requirement is that supervisions are regularly.



2. Identification of key issues: Mazzetti suggests that discount matrix is useful for identifying key issues and this is a specialty of TA supervision. With beginning therapists, discounting will more frequently occur in the upper left quadrant (i.e. the existence and significance of stimuli and problems), so we can often identify areas of risk. The greater the trainee's expertise, the greater the likelihood that discounting will occur in the lower right quadrant (i.e. the person's ability to solve problems and the person's ability to act on options).
3. Effective emotional contact with the trainee: Good emotional contact is a precondition for good supervision. Emotions are part of the supervision – it is necessary to recognise them, name them and understand them in order to develop effective awareness, even though the aim is not to change the trainee's script as is done in therapy. Emotional issues experienced in supervision may trigger insights and have strong transformational efficacy, especially with advanced trainees who have greater self-awareness (Pope and Sonne and Greene, 2006).
4. Protection of both trainee and client: One must be especially careful with supervisees who are just beginning their training. As was pointed out with regard to identifying key issues, new trainees may discount at a high level and thereby underestimate the dangers for their clients. Protection of trainees is also essential in this beginning stage. Enthusiasm linked to their new professional activity, together with an as yet incomplete knowledge of oneself and one's limits, may induce the trainees to take on commitments that exceed their abilities, take on too many clients or take on clients with problems that are too difficult for their abilities. It is up to the supervisor to be on the alert and if necessary to confront the trainees about such potential difficulties. In the intermediate stage of training, such risks tend to decrease. However, as the trainee's professional engagements increase, aspects that had remained hidden may now emerge, such as unresolved script issues that the therapist may transfer to clients. In the advanced stage of training, the risks are greatly reduced, but it is necessary to remain alert.
5. Increasing developmental directions: Each trainee needs the supervision to end with developmental prospects for the specific case and long-term growth directions to follow. This can be new options for intervention in a particular case, as well as discoveries made during supervision. It can also mean understanding how to stimulate trainees' cultural growth and their long-term professional passion.
6. Increasing awareness and effective use of parallel process: Mazzetti suggests that a parallel process in supervision—that is, the therapist acting with the supervisor as their client acts with them—is the expression of a deep knowledge or understanding of the client. In other words, to be able to act like their client, the therapist must have a deep and thorough understanding of that person. Relational model assumes that there are many connections and influences between a therapy and a supervisory relationship (classical parallel process, top down and bidirectional process (Safran and Muran, 2002)).
7. Develop an equal relationship between supervisor and supervisee: Based on the TA assumption that each person is OK, we need to accurately distinguish between what the other "is" and what the other "does." In supervision, at times we need to give negative conditional recognition to trainees. It may be worthwhile to bear in mind that refraining from giving conditional negative strokes, when it is appro



priate, is a way of discounting the trainees' OKness and their ability to accept confrontations that will be useful for their professional growth. An equal relationship is also fundamental in modelling the process, because the outcome of any transaction is determined at the ulterior or psychological level. Therefore, the most effective way of supervising is through modelling the desirable process. For the process of supervision, the above-mentioned I—Thou relationship is very important.

As a supervisor, I find it important that I am in my own regular personal therapeutic process and in supervisory process for the benefit of my clients. Furthermore, I attend supervision of supervision sessions. I am aware that I have my own blind spots, that my personal themes will continue to pop up both in the psychotherapeutic and the supervision process, but above all, that I will need professional support if I want to provide good supervision to my trainees and grow in supervision myself.

References

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4. Gardner, H. (2006). *Multiple Intelligences: New Horizons in Theory and Practice*. USA: Basic Books.
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CURRICULUM VITAE

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Personal data

Name and surname: Barbara Repinc Zupančič

Address: Jelendol 1, 4290 Tržič, Slovenia

E-mail: brepinc@gmail.com, barbara@psihoterapevt.si

Skype: brepinc

Phone number: + 386 41 35 85 93

Education

- University of Ljubljana, Faculty of Arts - Diploma in Pedagogy and in Sociology of Culture (5 years study) (2001)

Professional training:

- Other workshops from the social work field from 2002 to 2009 (title of Independent Consultant, Ministry of Labour, Family and Social Affairs, 2009)

Psychotherapy educations:

- Advanced Transactional Analysis training and theory TA-101 and TA-202 from 2005 to 2009*
- Education of Psychotherapy of Trauma (incl. EMDR I and EMDR II) (IPSA Institute, 2006-2012)*
- Regular personal individual and group therapy since 2006*
- Regular individual and group supervision since 2007*
- Psychiatric Placement, Psychiatric Hospital Begunje*
- Professional training course in Psychotherapy for Children and Youth (3 years Study, IPSA Institute Ljubljana; 2012-2015)
- Other workshops from the field of counselling and psychotherapy
- Training Endorsment Workshop – contract to do teaching and supervision in psychotherapy under supervision (EATA, 2013)

* On the basis of this education I have got CTA (Bilbao, 2011), Slovenian Diploma of Psychotherapy (June 2012) and EAP Diploma in Psychotherapy (2013)

Professional experience and psychotherapeutic practice

Professional experience:

- Apprenticeship at a Centre for social work Tržič (Counselling with supervision – problematic youth, individuals with mental health problems, prisoners); 2001/2002)
- Educator in a youth educational centre; 2002, Youth Educational Centre Kranj
- Counsellor in a youth crisis centre; 2003;
- Manager of a youth centre (project work preparation, activities for youth, organisation and mentor-



- ship to volunteers working with youth; starting with family therapy); 2004-2006
- Counsellor in a centre for social work (working with problematic youth, drug addicts, families in crisis, domestic violence, fostering and adoptions); 2003, 2006 – 2009; centres for social work in Tržič, Kranj and Jesenice)
- Co-leading preparatory work for future adoptive and foster parents; 2007-2009; Centre for Social Work Kranj

Psychotherapeutic Practice:

- Private psychotherapeutic practice since 2008 (individual, couples and family therapy, burn-out prevention programme)
- Therapeutic work for individuals and couples without income; 2010-2011; Youth Crisis Centre Lesce
- Psychotherapeutic support to young ski-jumpers (Sport Association Tržič) since 2011

Other experiences:

- Regular student work in Library 1994-2000
- Apprenticeship in school counselling service (counselling for youth in crisis); 1999, Elementary School Bistrica
- Foster parent from 2001 to 2012

Teaching and supervision activity

- Mentorship to 18 volunteers working with youth, Youth Centre Tržič (2005-2006)
- Preventive seminars for parents, youth and local community, Youth Centre Tržič (2005-2006)
- The various contributions to discussions in social protection at local and regional level - treatment of violence and area of foster care (CSD Kranj, 2007-2009)
- Mentorship to 2 students of Faculty of Social Work in 2006/2007 and 2007/ (202 hours, Centre for Social Work Kranj)
- Comentorship to 8 students or trainees (Centre for Social Work Kranj, 2006-2008)
- Preventive burnout workshops (Social Chamber Slovenia, Zavod Korak, Znanka d.o.o.)
- Workshops for stress reduction for young athletes (Sport Association Tržič), 2013
- Workshop presentation: Existential Anxiety in the therapeutic Process. Rogla (2011): 9th Study Days of Slovenian Umbrella Association for Psychotherapy.
- Workshop presentation: What will You say when it is Time to say Goodbye?. Ljubljana (2011): 2nd Summer School of Transactional Analysts.
- Workshops for TA-202 students (IPSA Institute Ljubljana) since 2012
- Workshops for new volunteers on children and youth website (Slovenian Association for Youth Friends) 2012-2015
- TA presentation (history and core concepts): workshop in Propedeutic Study, Institut of Psychotherapy Slovenia, 2013; Sigmund Freud University Ljubljana, 2014, 2015
- Workshop presentation: Dressed for dancing or be carried on a stretcher? – Dealing with existential anxiety. Ljubljana (October, 2013): 7th European Integrative Psychotherapy Conference.
- Workshop presentation: Path to the yellow ribbon – how to pass CTA Exam? Zagreb (2013): 2nd International Psychotherapy Conference of Croatian Umbrella Association for Psychotherapy (SPUH).



- Workshop presentation: Existential anxiety in transactional analysis. Russia, Ryazan (May, 2014): 1st National Congress on transactional analysis.
- Workshop presentation for primary school teachers: Children and Youth who selfharm. Ljubljana (August, 2014).
- Workshop presentation: I am, therefore we are. Professional TA meeting Sloventa. Ljubljana (February, 2015).
- Workshop presentation: Psychotherapy of trauma and TA. Croatia, Zagreb (March, 2015): Centre for preventive work Budi svoj.
- Workshop presentation: We are, therefore I am: psychotherapy of trauma and relationship. Russia (June, 2015): Development Trust Relationship: Russian on line Conference.
- Leading of TA-202 group since January 2015, IPSA Institute, Ljubljana
- Supervision since 2012 (individual supervision for counsellors at Association for nonviolent communication and group supervision for volunteers who are working as e-counsellors for children and youth (Slovenian Association for Youth Friends), TA students)

Membership

- Slovenian Association for Integrative Psychotherapy and Transactional Analysis (SINTA) – Head of the TA Section and Website administrator
- Metulj – Centre for Helping Children, Youth and Adults in Crisis – President of the Management Board
- Slovenian Umbrella Association for Psychotherapy (SSKZP) – member
- Association for Transactional Analysis Slovenia (SLOVENTA) - member, delegate for EATA
- European Association of Transactional Analysis (EATA) – Slovenian delegate and member of Commission of Certification (COC)
- European Interdisciplinary Association for Therapy with Children and Young people (EIATCYP) – Ethics Officer

Volunteer work

- Volunteer work (help with learning, socialising with problematic youth, working on prevention programmes); 1993 – 2006, Centre for Social Work Tržič
- Volunteer Therapeutic work for individuals and couples without income; Youth Crisis Centre Lesce, 2010-2011

Expert commission

- Member and head of the jury in centers for social work decision-making in matters concerning the protection of children's rights (2004-2011)
- Member and head of institutional teams in the treatment of violence at local and regional level in the Centre for Social Work (2007-2009)
- Member of Commission of Certification (COC) in EATA since 2013