
RELATION BETWEEN BELIEFS AND ATTITUDES TOWARD SUPERVISION IN COGNITIVE BEHAVIORAL THERAPY AND COMPETENCIES OF THE TRAINEES IN COGNITIVE BEHAVIORAL TRAINING

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Objective:

Cognitive behavioral therapy emphasizes the role of supervision during the training of the therapists. Our study measured the trainees' expectations from the supervision and relation of the expectations with the therapeutic competencies.

Method:

Beliefs and attitudes toward supervision were assessed by the Attitudes and Beliefs about Supervision Scale (ABSS). It is a 25-item questionnaire which measures the attitudes in 5 domains of therapy and supervision (therapeutic relation, skills, self-reflection, structure and process). Trainers and supervisors rate the level of competencies of trainees in Therapy Competencies Questionnaire (TCQ).

Results:

The trainees (n=50, mean age 34.8 ± 7.3 years) prefer helping with self-reflection and understanding of therapeutic relation (mainly counter-transference) during supervision slightly (but significantly) more than supervision of classical CBT domains like skills, structure and process. There were not the correlations of the most of ABSS domains with the trainees' therapeutic competencies measured by CTQ with the exception of domain 'skills', which statistically highly correlate with some specific CBT competencies like skill to reward patient, using conceptualization and leadership of the social skills training.

Conclusion: The trainees of cognitive-behavioral therapy courses expect from the supervision helping in the understanding of the therapeutic relation (mostly counter-transference) and the improvement of the self-reflection and these expectations are higher than the expectations about supervision of skills and therapy structure. Nevertheless, on the other side, only level of expectations of the supervision of domain 'skills' highly correlate with the level of some competencies of the trainees rated by their trainers and supervisors.