



Training Curriculum for ISTFP Teachers & Supervisors

The ISTFP Training and Education Committee

1. Introduction

This curriculum prepares ISTFP therapists to become teachers and supervisors. The status quo is defined as “Level E” within the latest version of the ISTFP levels of certification document. Applicants have to be ISTFP members and paying their dues. This document will come into effect only after approval of the ISTFP T&S Committee and Board.

The ISTFP will offer a training curriculum that has to be completed by every candidate before taking the certification exam for becoming an ISTFP teacher & supervisor. The curriculum consists of four parts: (1) a theoretical course, (2) reading of selected books and papers, (3) co-teaching, (4) co-supervision.

2. Application procedure

Being certified as an ISTFP therapist and being member of the ISTFP is a condition for the application. Becoming an ISTFP teacher & supervisor is not a “natural next career step” for every TFP therapist. We welcome those of our community, who are engaged in TFP and continue treating patients with TFP under regular supervision for at least two years after the therapist exam. Moreover, a theoretical and didactic interest is of high relevance for becoming a teacher & supervisor. The decision about acceptance for the training curriculum will be made by the regional group, the previous supervisors of the candidate, and the ISTFP T&E Committee. The formal procedure for being accepted as a candidate is:

- (1) Certification as TFP therapist has to be obtained before. For two years after the exam the TFP therapist should have continued to treat patients with TFP under regular supervision. This training case should be treated in person. On-line treatments can only be accepted, if the external reality does only allow for in-person treatment. The decision about this has to be made with the supervisor. Two years after the therapist exam application is possible,
- (2) A formal application has to be sent to chair(s) of the ISTFP training and education (T & E) committee. An applicant can be proposed by his/her regional group, the previous supervisor, or self-nominate,
- (3) The application will be evaluated by the chair(s) of the T & E committee, the former supervisor(s) of the applicant, and the chair of the regional group. A written statement about the candidate’s expertise and suitability to become a TFP teacher & supervisor should be given by the former supervisors as well as

the chair of the regional group (these persons should feel responsible for maintaining high quality standards).

(4) The T & E committee decides about the acceptance of the applicant.

3. After acceptance

The candidate will join the open online training group for the theoretical training. At the same time, the candidate will be assigned a mentor, i.e., an experienced ISTFP teacher & supervisor, who will either accept the candidate as a co-teacher and co-supervisor him-/herself or will help to find an adequate senior teacher and supervisor for these parts of the training. The mentor will be the key person to support the development of the candidate and give regular feedback about the process.

4. Qualification of teaching staff

Those, who act as teaching staff should be experienced ISTFP teachers and supervisors. They should have at least five years of continuous experience in treating patients with TFP as well as five years of experience in supervising TFP therapists individually and/or as group. These senior staff members will be selected by the T & E committee – a list of senior teaching staff will be maintained by the chair of the T & E committee.

5. Theoretical training

The theoretical training can be offered locally in person, if there are enough members of senior teaching staff. In general, the theoretical training will be offered online, so that candidates from different regions can participate. The language of training will be primarily English, but curricula in other languages will be offered, (e.g., Spanish or German), if there are enough candidates. Open groups will be the most feasible way to offer the training, this means, a candidate can join the group at every point of time. A continuous repetition of the curriculum allows for attending parts a. – e. (see below).

Theoretical training consist of 40 units (à 45 minutes).

The content of the theoretical training will be the following:

- a. Case formulation
 - syndromal diagnosis
 - structural diagnosis
 - transferential diagnosis
 - disclosure of diagnosis
- b. The supervisory process in TFP
 - pilot´s list
 - dealing with external reality
 - diagnosis and treatment goals
 - foci within the micro- and macroprocess
 - treatment contract and its violation
 - technical neutrality and deviations from it
 - countertransference use and analysis
 - use of the adherence and competence checklist
 - selection of a focus

- focusing affect and dyad – affect dominance and priority of interventions
 - typical transference patterns (“glossary”)
 - empathic perspective to role reversal“ tempo and timing
 - preparatory interventions before an interpretation is given
 - handling of special situations: emergencies, acting out
 - remote supervision
 - glossary of prototypical transference patterns
 - using group processes (parallel process)
 - Philipp Martius’ “Circular Model”
- c. General psychoanalytic theory of supervision including group processes/ parallel process, psychoanalytic listening and how to teach this.
- Kernberg’s papers on supervision
 - Balint’s group model
 - Bion’s concepts of groups
- d. Didactics of teaching TFP and co-supervision
- Ethical aspects: informed consent, video recording, storing, and presentation (in person vs. online), data protection
 - contents, slides and materials
 - role play
 - didactic methods
- e. Specificities of TFP-A supervision
- f. Introductory STIPO-R training

6. Readings

a. Obligatory readings

Balint M (1954): Training general practitioners in psychotherapy. *British Medical Journal* 1(4854): 115–120

Bion W (1961/2018): Experiences in groups. Complete Works, volume IV. New York: Routledge, p. 95-204.

Doering S, Schneider-Heine A, Lohmer M (2022). Outline of the *D-A-CH Model* of TFP Supervision. Vienna & Munich: unpublished manuscript.

Kernberg, O. F. (2010). Psychoanalytic supervision: The supervisor's tasks. *The Psychoanalytic Quarterly*, 79(3), 603-627.

Kernberg, O. F. (2019). Reflections on supervision. *The American Journal of Psychoanalysis*, 79(3), 265-283.

Kernberg OF, Yeomans F (2021): Guide to supervision. New York: Personality Disorders Institute, unpublished manuscript.

Yeomans FE, Clarkin JF, Kernberg OF: Transference-Focused Psychotherapy for Borderline Personality Disorder: A Clinical Guide. Washington DC: American Psychiatric Publishing: 2015

b. Recommended reading

A separate list will be provided.

7. Co-teaching

Ideally, candidates would participate in a whole training curriculum as a co-teacher and co-supervisor. The minimum attendance would be 30 units (à 45 minutes) – 10 units should be actively taught in presence of the senior teacher.

8. Co-supervision

Participation as co-supervisor in a TFP supervision group for at least one year (at least 10 x 2 units) with stepwise taking over more responsibility. This can be done in person or as part of an online supervision group.

9. Treatment of a case

A second case (different from the one treated during the training for becoming a TFP therapist) should be treated by the candidate with TFP twice per week with a preference for face-to-face treatment for at least two years with at least monthly supervision (individual or group). Two different supervisors should supervise the case for ca. one year each. This case will be presented at the examination for T&S.

10. Examination

After all elements of the training have been completed, candidates complete the form for application for the certification exam and send it to the chair of the T & E committee. He/she determines two certifiers either regionally or at an ISTFP conference in person or online.

The certifiers have to be members of the ISTFP board of certifiers and must not have been a supervisor, mentor, or senior teacher during the co-teaching.

Procedure (according to the standard procedure of the ISTFP T&E Committee):

Part 1 – The candidate presents his/her case (video-taped, recent session) with the second candidate acting as supervisor. (*≈ 60 minutes*)

Part 2 - supervision of the second candidate's case; in supervising, the candidate should be able to discuss both theoretical and technical aspects of the case. (*≈ 60 minutes*)

The examiners observe and may ask questions, the TFP concepts as well as obligatory reading can also be part of the examination.

A theoretical and practical expertise in treatment as well as in supervision is expected from the candidates.

The ISTFP supervisor certificate is issued by ISTFP T&E Committee.

11. Costs

The costs for the theoretical training are € 1,000, this amount might be reduced, if a larger group of candidates participate.

The costs for 20 supervisory sessions – preferably in a group, individual supervision is also possible. Co-supervision and co-teaching are free, but usually no fee will be paid to the candidate.

For the exam € 300 have to be paid. € 150 per person to each of the two certifiers.