‘This book is a breath of fresh air that blows through dusty institutionalised psychoanalytic corridors, cleansing them of sectarian dogma and theoretical driftwood. This collection of essays is independent thinking at its best; it is a real eye (and heart) opener. It might be a cliché, but it is true nevertheless: it needs to be read by every supervisor, and more importantly, by every psychoanalytic training institution.’

Farhad Dalal, Psychotherapist and Group Analyst, UK; Director of Training, Group Analysis, India, Bengaluru

‘Working therapeutically can at times be daunting for even the most experienced practitioners when we are faced with unthinkable trauma and psychic pain experienced by the children and families we work with. Yet good supervision makes it possible. Here some of the most respected child psychotherapists of their time with decades of clinical experience, show how supervision can be transformational in guiding practitioners in their work, helping to hold and think about difficulty whilst enabling them to find their own voice in their therapeutic practice. This assembly of carefully curated wisdom is a much needed addition to our reading and thinking.’

Jane O’Rourke, Psychodynamic Child, Adolescent and Family Psychotherapist, and Founder of MINDinMIND

‘This very welcome volume from the independent psychoanalytic child and adolescent psychotherapy tradition is long overdue. It covers different aspects of clinical supervision in a variety of settings and brings many of the tensions that supervisors, practitioners and trainees grapple with, in an engaging way. The supervisory superego is one that is inevitably ubiquitous but the papers in this collection address the contradictory task faced in the supervisory process, of transmission of the psychoanalytic tradition at the same time as facilitating the clinician to use their own creativity in their learning and development. It is to be recommended to supervisors and trainees alike.’

Angela Joyce, Fellow of the BPAS; Training and Supervising Psychoanalyst of Adults and Children
Supervision in a Changing World

*Supervision in a Changing World* explores the range of skills and knowledge a child and adolescent psychotherapist brings to the practice of supervision.

Featuring contributions from leading child psychotherapists drawing on their clinical and supervisory experiences, chapters highlight a range of individual supervision approaches. Key issues covered include the history of thinking around supervision; ethical considerations; the interplay between the supervisee and supervisor experience; the complexities of service supervision; working with trauma; and supervising work with children and adolescents with disabilities. The book will also give direct insight into preparing process notes and report writing, research supervision, supervising colleagues in different settings and countries and the training school perspective. Attention is also paid to diversity and power dynamics and the implications of ‘remote’ supervision (both before and since Covid-19).

One of the few works specifically dedicated to child psychoanalytic psychotherapy supervision, this book aims to meet the needs of child psychotherapist supervisors and those training to become supervisors. It will also be useful for professionals in allied professions, and those who are interested in therapeutic work with children.

**Deirdre Dowling** is a child, adolescent and adult psychoanalytic psychotherapist in private practice in Surrey, UK. She is also a teacher and supervisor. Previously, she worked on the Family Service at the Cassel Hospital, an NHS residential therapeutic assessment and treatment service, and at the British Foundation for Psychotherapy (bpf) as Curriculum Lead for the Independent Child and Adolescent Psychoanalytic Psychotherapy Association (IPCAPA) training.

**Julie Kitchener** is a teacher and training supervisor for IPCAPA at the bpf. Currently in independent practice, she has worked as a child and adolescent psychotherapist in both general and specialist NHS Child and Adolescent Mental Health Services, and for many years was lead psychotherapist in a children’s residential community.
Independent Psychoanalytic Approaches with Children and Adolescents series
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Ann Horne

An Independent Practitioner’s Introduction to Child and Adolescent Psychotherapy: Playing with Ideas
Deirdre Dowling

Supervision in a Changing World: Reflections from Child Psychotherapy
Edited by Deirdre Dowling and Julie Kitchener
In memory of Mani Vastardis, a beloved supervisor, colleague and friend
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Contributors

**Evrinomy Avdi** is an associate professor of clinical psychology at the Aristotle University of Thessaloniki, Greece, and research tutor in the Doctorate in Child and Adolescent Psychotherapy at the Independent Psychoanalytic Child and Adolescent Psychotherapy Association at the British Psychotherapy Foundation (IPCAPA at the bpf)/University College London. She is director of the Laboratory of Applied Psychology at the School of Psychology, Aristotle University, which provides psychotherapy services to the community, as well as training and supervision to mental health professionals, and she conducts research. She has trained in dramatherapy, clinical psychology and adult psychoanalytic psychotherapy; she teaches undergraduate and postgraduate courses in psychology and supervises clinical psychologists and psychotherapists in their clinical work and in research. Her research interests lie in using qualitative methods – particularly discursive and narrative research – to study the process of psychotherapy, as well as the experience of serious illness.

**Teresa Bailey** was Head of Psychoanalytic Psychotherapy for Oxleas Foundation Trust before she retired from the National Health Service (NHS). She devised and ran IPCAPA intensive case supervisors’ training courses for experienced child psychotherapists. In Oxleas, she trained senior Band 7 and Band 8 child psychotherapists to supervise the clinical work of colleagues and trainees. She continues to offer clinical and management consultation to a range of mental health professionals including to senior child psychotherapists. One day a week, she volunteers at the Baobab Centre for young survivors/asylum seekers. She has an MA in screen writing and writes mostly female-led drama.

**Pamela Bartram** is a child, adolescent and adult psychoanalytic psychotherapist working in private practice. She has roles in assessing, teaching and supervising at the British Foundation for Psychotherapy (bpf). She chairs the bpf Infant Observation Committee and teaches infant observation for clinical trainees and external students. She started her career as a music therapist where much of her work was with children with disabilities. After training as a child and adolescent psychotherapist, she became a clinician/manager in the NHS and contributed to
the design and delivery of a multi-agency service for children with disabilities and their families. She has a special interest in the mutative effect in the clinical encounter of the nonverbal aspects of human communication, especially play and unconscious communication.

**Diana Cant** is a consultant child psychotherapist, living and working in Kent, who originally trained at the Tavistock Clinic. Although no longer doing direct work, she still offers supervision and consultation. Much of her professional life has been spent working in therapeutic communities, including the Henderson Hospital, the Caldecott Community and Childhood First, and accounts of this work have been published in the *Journal of Child Psychotherapy*. Recently she has returned to writing poetry and her pamphlet, *At Risk – The Lives Some Children Live* (2021), reflects both of her interests. She was poet in residence for the Association of Child Psychotherapists (ACP) Conference, 2021, and nominated for the Forward prize for best individual poem, 2023.

**Francine Conway** is an award-winning child psychologist and Chancellor-Provost of Rutgers University, New Brunswick. Formerly Dean of the Graduate School of Applied Professional Psychology at Rutgers, she is also a highly experienced clinician, treating children in hospital settings and private practice for more than 20 years. She has gained national and international recognition for her achievements in the fields of attention deficit hyperactivity disorder (ADHD) and black mental health and diversity, as well as her commitment to driving social change. Her particular interest in disability and learning difficulties has led Dr Conway to integrate services and research programmes for the support needs and lifespan of people with autism at Rutgers. She is the founder and director of the ‘Cultivating Compassion ADHD Project’, a funded clinical specialty training programme providing psychodynamic training and treatment for children with ADHD, and has an ongoing research project ‘Cultivating Compassion: Mentalization-Based Treatment for ADHD’. Dr Conway also serves as the research editor for the *Journal of Infant, Child and Adolescent Psychotherapy*. Her latest book is *Cultivating Compassion: A Psychodynamic Understanding of Attention Deficit Hyperactivity Disorder*.

**Martin Daltrop** is a consultant child and adolescent psychotherapist in a South London NHS Trust, having qualified in 2003 from the British Association of Psychotherapists (now IPCAPA at the bpf). Since qualification, he has worked in various roles in Child and Adolescent Mental Health Services (CAMHS), in several London boroughs, in specialist looked after children (LAC), adoption and adolescent teams as well as in generic CAMHS, treating young people across the age range 0–18. Over the course of the past nine years, he has worked as a service supervisor to qualified clinicians and trainees. In his current role, he is lead child and adolescent psychotherapist, having responsibility for the discipline as a whole within the Trust. He is also part of a leadership group which
is responsible for the delivery and planning of the CAMHS within the Trust. He has taught for many years on adult and child trainings and has been an intensive case supervisor.

**Deirdre Dowling** is a child, adolescent and adult psychoanalytic psychotherapist who trained at the British Psychotherapy Foundation. She is a teacher and supervisor for IPCAPA, where she was the curriculum lead from 2011–2015. Previously, she worked as head child psychotherapist at the Cassel Hospital, an NHS inpatient psychotherapeutic hospital for families in severe difficulties. She has published several chapters and a book entitled *An Independent Practitioner’s Introduction to Child and Adolescent Psychotherapy: Playing with Ideas* (2019) in the series Independent Psychoanalytic Approaches with Children and Adolescents published by Routledge. She has a particular interest in consulting to other professionals interested in applying psychoanalytic ideas to their work with children and families and she has taught in multidisciplinary settings both in the UK and overseas.

**Iris Gibbs** trained as a child and adolescent psychotherapist with the British Association of Psychotherapists (now IPCAPA at the bpf). She is currently a member of staff on the IPCAPA training and teaches, supervises and runs workshops on issues of diversity. She worked for five years at the Anna Freud Centre and was one of the original members of the Parent Infant Project (PIP). She has a private practice and offers supervision to trained therapists and other healthcare professionals. She has also been a consultant to a therapeutic fostering organisation for a number of years and has contributed to the following books: *The Practice of Psychoanalytic Parent-Infant Psychotherapy: Claiming the Baby*, (2005) edited by Tessa Baradon; *A Question of Technique* (2006) and *Through Assessment to Consultation: Independent Psychoanalytic Approaches with Children and Adolescents* (2009), both edited by Monica Lanyado and Ann Horne as part of the Independent Psychoanalytic Approaches with Children and Adolescents series for Routledge.

**Ann Horne** is a Fellow of the bpf and an Honorary Member of the Czech Society for Psychoanalytic Psychotherapy. Trained as a child psychotherapist at the British Association of Psychotherapists (BAP) (now IPCAPA at the bpf), she was later head of training and then of postgraduate development. A former joint editor of the *Journal of Child Psychotherapy*, she co-edited with Monica Lanyado *The Handbook of Child and Adolescent Psychotherapy: Psychoanalytic Approaches* (1st edition 1999; 2nd edition 2009) and conceived the Independent Psychoanalytic Approaches with Children and Adolescents series for Routledge. Her selected papers (*On Children Who Privilege the Body*) were published by Routledge in 2018. Retired from NHS work, latterly at the Portman Clinic in London, she still retains a particular interest in children who use the body and activity rather than being able to access thought and reflection.
Julie Kitchener is a teacher and training supervisor for IPCAPA at the bpf. She trained as a child and adolescent psychoanalytic psychotherapist at what was then the British Association of Psychotherapy, after following a career in journalism. She has worked in both general and specialist NHS Child and Adolescent Mental Health Services, and for many years was lead psychotherapist then head of therapy in a children’s residential therapeutic community. Currently in independent practice, she retains links with local authority and CAMHS, working with children and families as well as consulting to fostering agencies. She previously contributed to Winnicott’s Children (2012), in the Independent Psychoanalytic Approaches with Children and Adolescents series.

Monica Lanyado is a training supervisor for IPCAPA at the bpf. She was founding course organising tutor of the Child and Adolescent Psychoanalytic Psychotherapy Training at the Scottish Institute of Human Relations (now Human Development Scotland). Now retired from clinical practice, she teaches, lectures and supervises in the UK and internationally. Her publications include The Presence of the Therapist: Treating Childhood Trauma (2004) and Transforming Despair to Hope: Reflections on the Psychotherapeutic Process with Severely Neglected and Traumatised Children (2018). She has co-edited six books with Ann Horne including The Handbook of Child and Adolescent Psychotherapy: Psychoanalytic Approaches (1999, 2009), and four books in the Independent Psychoanalytic Approaches with Children and Adolescents series for which she was joint series editor with Ann Horne from 2005 to 2019. She was joint editor of the Journal of Child Psychotherapy from 1995 to 1998.

Coretta Ogbuagu is a principal child and adolescent psychotherapist, leading a psychotherapy team in a CAMHS within the NHS in East London. She has worked in mental health services with babies, older children and adults in a variety of settings for more than a decade. Coretta is also a psychoanalytic parent-infant psychotherapist and provides this specialist treatment in CAMHS. She teaches and supervises on the Sino-British psychoanalytic psychotherapy training programme for children and adolescents in China. Coretta enjoys writing, teaching and giving talks on her clinical experiences at various conferences and events, and on a range of psychoanalytical teaching programmes. She currently supports trainee child and adolescent psychotherapists from the IPCAPA bpf training school as both a service supervisor and progress advisor, giving back to the institution where she trained.

Janine Sternberg was clinical course director until 2022 of the Independent Psychoanalytic Child and Adolescent Psychotherapy training, a University College London accredited clinical doctorate offered jointly by IPCAPA at the bpf and the Anna Freud Centre. Previously she worked as a consultant child psychotherapist at the Portman Clinic, Tavistock and Portman NHS Trust, having worked for many years before that at the Tavistock Mulberry Bush Day Unit, a small unit for children with complex difficulties. She trained originally
as a child psychotherapist at the Tavistock Clinic and subsequently as an adult psychotherapist at the British Association of Psychotherapists. She is very involved in training issues and active in the professional body for child psychotherapists, the Association of Child Psychotherapists. She has been editor of the *Journal of Child Psychotherapy* and editorial co-ordinator of the *British Journal of Psychotherapy*. As well as numerous other chapters and briefer publications, she has written a book that addresses what capacities and skills are needed for psychotherapeutic work and how these may be enhanced by infant observation, *Infant Observation at the Heart of Training* (2005) and co-edited, with Cathy Urwin, a book on infant observation as a research methodology, *Infant Observation and Research: Emotional Processes in Everyday Lives* (2012), both published by Routledge.

**Lydia Tischler** is a Fellow of the British Psychotherapy Foundation (bpf) and currently a teaching member of the staff at IPCAPA. She is a graduate of the Hampstead Child Therapy training, graduating in 1957. Lydia joined the British Association of Psychotherapy (now bpf) in 1984 and was chair of the Child and Adolescent Training Committee, 1991–1994 and 2001–2005, and chair of Council, 1995–1998. Between 1991 and 2003, Lydia held various positions within the Association of Child Psychotherapists, of which she is an Honoured Member, including chair of the Training Council, 2001–2004. She was a founder member of the European Federation of Psychoanalytic Psychotherapy (EFPP), initiated the training programme in child and adolescent psychotherapy in the Czech Republic in 1995 and, over the years, taught in Estonia, St Petersburg and in Croatia at the Psychoanalytic Institute for Eastern Europe summer school for child and adolescent psychoanalysis. Lydia has published a number of articles on her work at the Cassel Hospital and co-edited *The Family as Inpatient* (1987). Her article ‘Anna Freud: A new look at development’ was published in the *British Journal of Psychotherapy* in 2014.

**Ben Yeo** is a child and adolescent psychoanalytic psychotherapist who trained at IPCAPA. Ben currently works in independent practice and with families and children aged pre-birth to four in a Parent and Infant Relationship Service in CAMHS. Prior to training, Ben worked as a family engagement manager in East London and for the Children’s Commissioner for England. He is also National Clinical Advisor at the Parent Infant Foundation. Ben won the Louise Emanuel Essay Prize for Infant Mental Health in 2019.
We are indebted to Ann Horne and Monica Lanyado for recognising the importance of gathering the ideas that inform and inspire child psychotherapists working in the Independent psychoanalytic tradition, and who brought those ideas to life in this series. Thanks, too, to Teresa Bailey for continuing the tradition alongside Ann. It was Ann who identified the need for a book on supervision written by child and adolescent psychotherapists, and *Supervision in a Changing World* was her conception. We are delighted to have had the opportunity to see the project through and to have been given the freedom to do so in our own way. Nonetheless, our work as editors would not have been possible without Ann’s tactful oversight and eagle-eyed proof-reading. Our husbands, Harry and Damian also deserve a mention for their patience, presence and support.

A particular thank you to Diana Cant for her lyrical encapsulation of the supervisory experience, ‘Flight path’ – a poem she wrote especially for this book.

We are grateful to Taylor & Francis Ltd and the editors of the *Journal of Child Psychotherapy* for permission to use M Lanyado’s (2016) ‘Transforming despair to hope in the treatment of extreme trauma: a view from the supervisor’s chair’ *Journal of Child Psychotherapy* 42(2): 107–121. Chapter 2 is a version of a paper presented at the Anna Freud National Centre for Children and Families Colloquium in November 2021. Thanks to participants for their comments and reflections.

This is a book that draws, first and foremost, on the experience of supervision. It is, therefore, the culmination of many diverse supervisory encounters and discussions. We are grateful to all those whose contributions to each of the various writers are acknowledged in their chapters – peer group, co-trainees, supervisees and supervisors and those who have taught in this country and abroad. In a book about supervision, writers are mindful of complex issues of confidentiality – bearing a responsibility to patients, families, supervisees, supervisors and colleagues. This means that, even where permissions have been sought and granted, details have necessarily been disguised or changed, and illustrative vignettes imaginatively re-created from the experience of working with a variety of
individuals who may also share common themes. It is not possible to name each of these ‘invisible’ contributors, but the authors owe significant thanks to all their supervisors and supervisees past and present for the ideas and insights they have shared. And, finally, thank you to the children whose development has been enabled by those who recognise the necessity to seek supervision.
The book *Supervision in a Changing World: Reflections from Child Psychotherapy* addresses a void in child psychotherapy by offering a rich and thoughtful discourse on the complex and multifaceted issue of child psychotherapy supervision. I approached this book through a lens informed by my experiences as a clinical psychologist, doctoral faculty and researcher. My perspective is also informed by my experience in providing psychodynamic therapy for traumatised children and young people diagnosed with attention deficit hyperactivity disorder (ADHD). From this perspective, I appreciate the critical and timely questions the book raises about the role of supervision for any professional working with vulnerable groups.

‘Supervisors oversee the work of others’ (*Webster’s Dictionary*). The supervisor and supervisee’s relationship is the cornerstone of psychotherapy among psychotherapists. Supervisors establish the parameters for the relationship. For example, supervisors ensure confidentiality; adopt a listening stance; encourage curiosity and creativity; and support the reflections of the supervisee. Equally important, supervisors work to create an environment where the supervisee can deepen their understanding and appreciate the complexities of the work. However, child psychotherapy supervision extends beyond other types of supervision in some critical ways. It occurs in a complex multidimensional matrix of interwoven elements. *Supervision in a Changing World* discusses the perspectives of the supervisor and supervisee in diverse settings and against current cultural and societal challenges. Together, the chapters present the *dimensions of child psychotherapy supervision* as a dialectic and invite us all to explore the options, much like the processes in psychodynamic child psychotherapy.

Before considering the dimensions of the supervisor/supervisee’s work, I would stress that both therapist and supervisor must acknowledge the complex world of the child – the child’s ecosystem. The child’s world is composed of a constellation of systems that the child navigates. The individual components of these systems do not necessarily interact or may not even be aware of each other’s existence, importance or impact. The most visibly impactful members of this constellation are the parents or caregivers. As children are minors, parents consent to treatment and are responsible for bringing the child to the therapy sessions. The therapist will have to
interact with parents, however briefly or extensively, depending on the therapist’s therapeutic orientation. Other components of the child’s orbit, such as schools/education system and peers, may or may not be accessible to the therapist but constitute a large percentage of the child’s world. Less visible contributors include the legal system, which sets standards about how children should be cared for with clearly outlined responsibilities for therapists and other relevant professionals in the network to intervene when these standards are not met. And even less visible are the immediate and extended family interactions and dynamics that may impact the treatment but are not necessarily readily identifiable. These systems shape the child’s world, although children have little choice in deciding who inhabits their universe. As a result, the child in psychotherapy treatment is more vulnerable than adult clients, and treatment is hugely dependent on the adults in their lives. Understanding this context is essential for the therapist and the supervisor as they navigate multiple relationship constellations during the treatment.

The dimensions of the supervisor’s and supervisee’s work are reflected in the poignant stories and case examples underlying their perspectives. While discussing my view of some of the critical dimensions of the supervisory matrix, I believe supervisors’ awareness of the inherent dialectic of each dimension is essential. Some of the supervisory matrix dimensions worth elaborating on here include the child’s development, the societal challenges stemming from heightened racial and social justice consciousness and the changing therapeutic environment.

One dimension of the supervisory matrix centres on the importance of the child’s development. The child’s physical and emotional developmental stage is an essential backdrop for evaluating the child’s behaviour, especially when the child experiences developmental trauma (see ‘Enhancing practice: consultation to a therapeutic fostering agency’, Iris Gibbs, Chapter 9). The tension between belonging and the rift trauma visits on one’s connection to others requires additional consultation and support for fostering agency teams. Therapists also work with children with other developmental experiences that diverge from what is considered neurotypical. For example, when working with a child with a disability, supervisors can help to guide the therapist to evaluate the disability as part of the ‘clinical picture’ (see ‘Supervising work with children and young people with a disability’, Pamela Bartram, Chapter 8). Under these circumstances, Bartram highlights a dimension of supervision that requires balancing the traditional role of the supervisor as offering containment and insight versus providing room for the supervisee to develop their understanding and refine their technique independently. Managing this balance between dependence and independence in supervision will allow the therapist to work through detailed clinical presentations and consider issues of separation and individuation, such as those presented by children with disabilities. In sum, the factors impacting the child’s development shape the child’s sense of belonging versus feeling isolated or separate, whether it stems from trauma or disability. Simultaneously, the authors highlight the therapist’s developmental experience as