

P-1152 - PILOT SURVEY OF COGNITIVE BEHAVIORAL PSYCHOTHERAPY (CBT) SUPERVISORS TO DETERMINE THEIR SUPERVISORY PRACTICE AND LEARNING NEEDS

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Introduction: Substantial empirical support for cognitive behavioral therapy (CBT) effectiveness in treatment of various psychiatric disorders has been demonstrated. However, we do not have a complete and accurate understanding of how CBT supervisors themselves acquire competence in CBT or of the methods of CBT supervision they use.

Objectives:

- Become familiar with styles and techniques used by CBT supervisors
- Become familiar with educational needs of CBT supervisors

Aims: Learn about supervisory practice of CBT supervisors and determine their learning needs.

Methods: We piloted an anonymous self-administered questionnaire survey to CBT supervisors. The survey included questions on kind of training CBT supervisors have had both in CBT and in CBT supervision, supervisory methods they currently use and their perceived educational needs.

Results: 12 supervisors were invited to participate, and 7 responded (58 % response rate). Only 43% have attended a formal teaching/supervision course.

Modeling of the structure of CBT session during the supervision was done always or often by 57% of respondents. More than 50% of responders never or rarely observed trainee's therapy session.

100% of the respondents were interested in receiving further training in CBT supervision with 86% of the respondents believing that this training should be done through a formal course.

Conclusions: Surveyed CBT supervisors have expressed a strong need to receive further training in CBT supervision through a formal course. The needs assessment will serve as a platform for the development of a faculty development program for CBT supervisors.