FACILITATION & SUPERVISION

THERAPEUTIC WRITING INSTITUTE

Module 4 of the TWI Student Handbook

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Additional questions? Call us! 888-421-2298 or 303-986-6460, or email info@journaltherapy.com
Welcome to Facilitation and Supervision!

Congratulations! You’ve reached the stage of your Certified Journal Facilitator or Certified Journal Therapist training program when it’s time to leave the nest and spread your wings! You’re about to solo with your first therapeutic writing groups.

In this module, we’ll talk about this stage of intense personal and professional growth. It’s filled with emotions—anxiety, anticipation, awkwardness, authenticity, appreciation, awe—and those are just the A’s!

In the supervised facilitation stage, you’ll learn to responsibly and ethically prepare for, facilitate, and document therapeutic writing groups in your own community. All that you are learning in your theory and applied practice courses—therapeutic writing, professional development, psychological awareness, ethics—will come into play as you artfully create, deliver, and document therapeutic writing groups under the supportive guidance and ever-deepening exchange with your mentor/supervisor. Perhaps most importantly, you will learn to be deeply reflective about your work, how you bring yourself to it, and the values and standards your facilitation represents. You will dig down to think deeply and thoughtfully engage with your development as a competent, confident, ethical, reflective therapeutic writing professional.

“Supervision,” as we’re using the term here, refers to the facilitation training method of closely examining the process of leading groups, particularly focusing on the trainee’s response to the work. Where did you shine? Where did you falter? What surprised you? What did you discover? These are the types of gentle, penetrating questions that you and your supervisor will explore. Your relationship with your supervisor is one of the most important in your professional development, so we’ll make sure you’re matched up with someone who can best support and stretch you in this phase of training.

This module provides full information about the supervised facilitation stage at the Therapeutic Writing Institute. Please don’t hesitate to let us know if you have questions along the way.

Kathleen Adams LPC, PTR, MM/S
Founder/Director and Training Director, TWI
Registered Poetry-Journal Therapist, Master Mentor-Supervisor (IFBPT)
Additional questions? Call us! 888-421-2298 or 303-986-6460, or email info@journaltherapy.com
Facilitation

Best practice
A “best practice” is a methodology that, through experience and research, has proven to reliably lead to a desired result. For TWI students and graduates, best practice is the ethical, competent and confident facilitation of therapeutic writing to groups and individuals in their communities. The facilitation and supervision stage of the CJF or CJT training applies acquired learning and experience to embody these qualities as a therapeutic writing facilitator.

In the TWI program, best practice is acquired through a supervised practicum, during which the chosen or assigned mentor/supervisor, a professional with (in most cases) decades of experience as a credentialed poetry/journal facilitator or therapist, guides the trainee through site selection, facilitation planning, skill development, and reflective practice about self-as-developing-practitioner.

When does facilitation begin?
The short, if cryptic, answer: When the student is ready.

TWI trainees who come into the program with experience and skill in group facilitation, particularly Journal to the Self Certified Instructors who have taught at least two full Journal to the Self classes, can usually transfer that skill set to creating and facilitating original therapeutic writing groups after the core theory and curriculum design classes are taken. Others who do not have facilitation experience will likely be at least 50% through their program, including all required classes in therapeutic writing, professional development, and psychological awareness, before the original facilitation is undertaken.

The Journal to the Self workshops can be offered immediately after certification, without any further theoretical or applied learning needed. We encourage you to pay your tuition and supervision fees at TWI by teaching Journal to the Self classes in your own community!

If teaching Journal to the Self is the gateway to original facilitation, then taking the Instructor Certification Training Intensive is the gateway for teaching Journal to the Self. We ask that all CJF or CJT trainees come to Denver for one of our five-day intensives, offered in March and October each year. You will leave with everything you need—including a concrete marketing plan—to competently and confidently offer Journal to the Self groups, with attainable income of $1500-2000 or more per group.

There is a separate fee for certification as a Journal to the Self instructor.

We sometimes have trainees—often they are primary caregivers, international students, or have limiting health issues—for whom travel to Denver would present a genuine hardship. We do make exceptions in these cases and offer the home-study instructor certification training as an alternative. These exceptions are made on a case-by-case basis.

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How much facilitation is required?

TWI’s model is predicated on our observations over 15 years of training that about 80% of the time, when it is combined with a standards-based best-practice curriculum, competency in group facilitation can be achieved in about five groups of 12-16 hours each.

The most optimum learning curve, we have found, is a fairly rapid sequence of five facilitation experiences, where each facilitation experience is six to eight weeks long and follows a prescribed pattern:

- **First**: The *Journal to the Self* workshop (two full 12-hour, six-week sessions (total: 24 hours). Once you’re certified to teach, you’ll start with a structured curriculum—the 6-week Journal to the Self workshop—and teach it at least twice. With a tried-and-true program and a step-by-step teaching notebook, you’re free to focus on your facilitation and group process skills.

- **Second**: Your original curriculum (three full 16-hour, eight-week sessions (total: 48 hours). In the mandatory (and legendary) Curriculum Design class, you will create an original eight-week curriculum for a therapeutic writing group that addresses some need or provides some benefit to a particular audience, using writing as the primary process tool. You will learn Kay Adams’ signature method for creating original curricula, using your own evolving group as your living laboratory. When you are complete, you may use the one-sheet flyer you’ve created in the course to begin filling your original groups.

Now that you have developed some comfort and skill at facilitation and group process through your *Journal to the Self* teaching, you can shift the focus to facilitating an original curriculum and exploring deeper layers of mastery: transitions, timing, holding space, creating safety, making authentic and appropriate responses, managing deep sharing, and more. You will carefully examine all of this with your supervisor, who is your wise companion and guide through the process.

- **Thus**: If you’re a typical trainee, you’ll accumulate at least 72 hours of facilitation experience, at least 48 of which will be under direct supervision. If you enter the training as an experienced *Journal to the Self* certified instructor, you may document at least two *Journal to the Self* classes and, with TWI consent, transfer 24 hours of facilitation.

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What about facilitation that was completed but not documented or supervised?
Once training is begun, only supervised facilitation will qualify for training hours. Unsupervised hours are not credited.

*Journal to the Self* certified instructors who have facilitated at least two full 12-hour classes may transfer in these hours by documenting them in a report detailing the experiences and instructor learning.

When a trainee has facilitated therapeutic writing groups prior to beginning training at TWI, a limited number of hours may be eligible for transfer credit, reducing the original facilitation sets to two instead of three. This determination is made by the Director on a case-by-case basis with the understanding that any credit for the prior facilitation experience will be provisional until the supervisor and trainee agree that competence and mastery have been attained after two original facilitations. In that case, the prior experience will count as the remaining original facilitation.

With these exceptions, once training is begun, only supervised facilitation will qualify for training hours. Unsupervised hours are not credited toward the CJF or CJT completion requirements.
Supervision

How much supervision is required?
TWI requires as much supervision as it takes to prepare a trainee to be an ethical, competent, confident, reflective practitioner. For most trainees, this is at least 30 hours of supervision, which breaks down as follows:

- Up to 10 hours is imbedded within the 1:1 interactions with core and clinical faculty in the coursework of TWI.
- Up to 10 hours is imbedded as the supervisor reads and reviews facilitation plans and session notes in preparation for 1:1 or group facilitation and has other brief email or telephone exchanges for quick notes or redirections, over the term of the supervision period.

A minimum of 10-15 hours will be completed in 1:1 telephone, Skype, or in-person consultations individually or in small supervision groups. More individual or small group supervision may be required to meet credentials competency standards.

Process of supervision
In advance of each scheduled facilitation session, the trainee submits a written facilitation plan and, following each session, a written documentation. At regular intervals during the facilitation process, the trainee and supervisor will meet for consultation by phone, Skype or when possible, in person. Discussion revolves around the supervisee’s experiences, focusing both on strengths and areas of underdevelopment. The supervisor works with the trainee to synthesize all coursework and experiential learning into best-practice facilitation.

Sites for supervised facilitation
In consultation with the supervisor, trainees choose and negotiate their own facilitation sites, based on the trainee’s interests, experience and expertise. Many of our trainees are “solopreneurs” who utilize the required curriculum design and marketing classes to enroll community members into private fee-paying groups. Some trainees facilitate in their workplaces (e.g. coaching or psychotherapy practices, hospitals, corporations, clinics, universities, public high schools). Some trainees create strategic partnerships with local businesses (e.g. independent bookstores, yoga studios, community wellness programs, senior centers, after-school programs) to offer value-added programming in therapeutic writing to an audience that can benefit.

Supervisors work with trainees to create a systematic approach to identifying and approaching potential internship or practicum sites.

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Record-keeping and documentation
Part of the task of the supervised facilitation is to learn and habituate best-practice standards for the “paperwork” of professional facilitation. Just as licensed therapists and other credentialed professionals are expected to keep accurate records of their work with clients, so are trainees and graduates of TWI. All trainees are expected to provide supervisors with facilitation plans prior to and session notes following each facilitation, in the form requested by TWI. Session notes will both narrate the facilitation experience and reflect on the trainee’s response to it. Together, you and your supervisor will explore this never-before-and-never-again gathering of people writing their lives. You will deconstruct it, be curious about choices, talk about what didn’t happen, and make plans for incorporating any learning from this inquiry into future sessions.

Trainees are also expected to learn the skill of record-keeping as they track hours spent in facilitation and supervision sessions, keep records on expenses paid and fees charged, and create an electronic and/or paper filing system to manage the records and documentation.

Core supervisors
The supervisors at TWI are uniquely qualified in their areas of expertise and thought leadership.

Most times a supervisor will be assigned based on the best fit for the trainee’s maximum development, although if the trainee has a strong preference it will be taken into account. TWI’s core supervisory team is comprised of:

- **Kate Thompson** is the Lead Supervisor and offers consultation and guidance to the other TWI supervisors. She is the premier journal therapist in the U.K. and has been a senior supervisor for nearly 20 years. Kate is particularly known for offering journal writing as a self-supervision strategy. When you work with her, you are the recipient of decades of wisdom and experience using journals with clients in private sessions and groups. Kate is core faculty at TWI and has relocated from England to Boulder, CO.

- **Leia Francisco** is a life and business coach who specializes in transitions of all types and has developed writing practices to navigate the stages of change. She is the author of *Writing through Transitions*, the expanded second edition of which is scheduled for publication in late 2015. Leia brings clarity, vision, superb insight, and decades of leadership coaching. A deft and nuanced supervisor, she will help you carefully examine your choices and the effects of those choices. Leia was one of the original faculty when TWI opened its cyberdoors in 2008.

- **Susan de Wardt** is a life and business coach who has shaped the direction of the therapeutic writing field. In her tenure as president (2009-2013) of the International Federation for Biblio/Poetry Therapy (IFBPT), she undertook a sweeping reform to bring standards of practice in biblio/poetry/journal therapy and therapeutic writing into a new technologically driven ecosystem.

Together, you and your supervisor will explore this never-before-and-never-again gathering of people writing their lives....

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century. Her particular strengths as a supervisor are her business acumen, the successful therapeutic writing business model she has created to support thousands of hours of paid work, the structure and rigor she brings to her work with trainees, her clarity, and her passion for the marriage of poetry therapy and journal therapy. She is on the faculty of TWI.

- **Mary Reynolds Thompson** serves as a consulting supervisor in the areas of marketing, messaging, and branding. She has been core faculty at TWI since its third term.

**Separate fees apply**

Fees are set by individual supervisors within the range ($60-90/hour) authorized by TWI. Payment is made directly to the supervisor. The Therapeutic Writing Institute receives no portion of the supervisor’s fee; it is an independently contracted relationship.

**How to begin: Letter of intent**

The facilitation/supervision stage is begun with a letter of intent, sent in a Word document as email attachment to Krista@journaltherapy.com. The letter of intent should include your contact information, the current date, and yes/no responses to these questions:

1. *Are you a Certified Journal to the Self Instructor? If so, how many full JTTS courses have you taught?*
2. *Have you taken Curriculum Design at TWI? If so, what was the title of your curriculum?*

Please continue with succinct and informative responses (suggested length 100-250 words, but write longer if you wish) to each of the following questions.

3. *What has been the primary learning so far for you at TWI?*
4. *What has been the biggest surprise since you began your program?*
5. *Who has particularly shaped you? In what way?*
6. *What is your current vision for yourself as a CJF or CJT?*
7. *What most excites you about facilitation/supervision? What scares or intimidates you?*
8. *Do you have a preference for a supervisor? Why?*

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Forms

Supervision Agreement
for the Facilitation Stage of Therapeutic Writing Institute Training

Supervisor’s name and contact information:

Trainee’s name and contact information:

The supervisor and the trainee agree as follows:

1. “Supervision,” as used here, refers to the facilitation training method of closely examining the process of leading groups, particularly focusing on the trainee’s response to the work. In addition, the trainee will learn to be deeply reflective about the work, how the trainee brings the self to it, and the values and standards that facilitation represents. The trainee will dig down to think deeply about and thoughtfully engage with the facilitation as preparation to becoming a competent, confident, ethical, reflective therapeutic writing professional.

2. I, the trainee, understand that I will be asked to regularly submit facilitation plans in advance of sessions and written session reports to document facilitation sessions to my supervisor, who will give me feedback and notes to shape and guide my learning.

3. I, the trainee, understand that regular voice-to-voice supervision must accompany my written documentation. This may be conducted by phone, Skype, other technology, or in person. Some hours may be done in a small group supervision cohort.

4. I, the trainee, understand that the supervision relationship is a structured aspect of the TWI program but that it is a separately contracted relationship with separate fees paid directly to the supervisor. The hourly rate is $___________ with these payment terms:

5. I, the trainee, agree to keep accurate records of my facilitation history, including facilitation plans and written session notes as assigned, as well as records of all client/group and supervision contact hours.

6. If for any reason I, the trainee, decide to discontinue supervision I will discuss my reasons in a termination meeting with my supervisor and will submit a written notice of my decision to

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terminate, with a summary documentation of all hours completed for both facilitation and supervision. This will be prepared as a Word document and submitted by email to Krista@journaltherapy.com.

7. The circumstances under which the supervisor may terminate the agreement include:

   a. If, in the supervisor’s discretion, s/he determines that s/he is not able to responsibly serve as an effective supervisor
   b. For a continuing pattern of nonpayment or late payment of supervision fees
   c. For a continuing pattern of late compliance or noncompliance
   d. For ethical or professional misconduct on the part of the trainee that has not been resolved through the supervision process.

   If termination happens under any of the above reasons, no refunds or fee adjustments will be made, and any outstanding fees will still be owed.

8. Both the trainee and the supervisor enter into this relationship with a commitment to uphold the ethics and best-practice standards of the profession of therapeutic writing.

9. Other provisions:

   TRAINEE:
   Dated:
   Signed:
   Printed name:

   SUPERVISOR:
   Dated:
   Signed:
   Printed name:

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Session Facilitation Plan, Form 1

Today's Date: 

Session #: 

Length (in hrs): 2

Your Name: 

Title of Group: 

Title/Theme of Session: 

Big Take-Away Goal (Learning Objective) (for the whole series): 

Smaller Take-Away Goals (Learning Objectives) (for this session only): 

Warm-Up 

List two or more warm-up writes you might offer for this group. Remember to keep them simple!

Psychoeducation 

If there is psychoeducation, describe it briefly and include sources. Otherwise, leave blank.

Main Write 

List two or more main writes that you might offer for this group. Briefly explain your choices of writing techniques/topics.

:

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**Closing**

List two or more ways you might close the group.

**Handouts for this session:**

**Other notes to self for session:**

**Writing processes/prompts offered as homework:**

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Session Facilitation Plan, Form 2

Title: Subtitle

Session X of 8

# Participants Max.

Goal for Series:

Goals for Session:

Set Up: [Notes to yourself about what you want to bring, snacks, room logistics, etc.]

SESSION ONE [7 – 9 pm] [state time]

<table>
<thead>
<tr>
<th>TIME</th>
<th>LENGTH</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 – 7:xx</td>
<td>xx mins</td>
<td>Welcome &amp; Warm-Up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• List welcome/entry activities, if any</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• List preferred warm-up activity [Put second choice in “Alternative Activities,: below]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Share</td>
</tr>
<tr>
<td>[Time span]</td>
<td>xx mins</td>
<td>PsychoEd:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• List psychoeducational content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Make any notes to yourself about handouts, process, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Anything else you want to be able to see at a glance</td>
</tr>
</tbody>
</table>
### Main Write

- List the main write you’re planning to use – put 2<sup>nd</sup> choice in Alt Activities, below
- Any notes about entrance meditations, set-up, etc.
- Anything else you want to be able to see at a glance
- Share

### Session Wrap Up

- Homework:
- Answer questions/challenges
- Closing write (other choices in Alt Activities)
- Any take-aways (poem, handouts) for session

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### Alternative Activities

**Warm Up:**

**Main Writes:**

**Close:**

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**At end of the session, participants will:**
Session Notes Form with Annotation

Session I.D.  
Session #3 of (YourName)’s Writing and Wellness group at St. John’s Hospital’s community outreach program, Mo/Day/Yr

Date written:  
Please write up your session notes and submit them within a day or two of the session to maximize your recall and supervisory experience. Each session must be written up and submitted before the next session is held.

Participants:  
Keeping confidentiality in mind (confidentiality extends to your supervisor, but you don’t want written material in your records that has full names), list first names with last initial.

Literature:  
If you use accompanying literature, e.g. a poem or other reading as a warm-up, name it here and attach it to the document. Otherwise, skip.

Other mat’ls:  
Any other handouts or accompaniments you might be using, e.g. collage materials, take-aways, etc. Otherwise, skip.

Goals:  
Briefly list the take-away goals for the session, from your curriculum/plan

Report:  
Give a narrative report of the session. How did it go? What happened? What went like you expected? What was unexpected? Did you struggle? Where did you shine? What worked? What didn’t work as well? What is the quality of the group interaction? Reflect on your own facilitation. What are you doing well? What needs work? Were the session goals met? Be sure each report includes information on:

Group Process: What are you noticing about group dynamics? Is there any behavior – sidetalking, conflict, overtalking, rescuing, advice-giving, etc.—that needs redirection? How are members responding to each other?

Feeling Response: What were you feeling before, during, and after this session? What self-talk do you give yourself now that the session is behind you and you are reflecting on it?

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Plan for Future: Where you’ll go from here, based on your facilitation plan arc, with an eye toward anything that needs adjustment, particularly anything you can note for adjustment from your reflection and observations in your session notes.

Questions or topics for supervision: What questions arise for your next supervision session? What themes might be developing or emerging that you want to target? What do you want to examine further?

Date reviewed: Supervisor will complete this

Notes and comments: Supervisor will complete this
Do you know about the Journalverse, our online membership community for journal writers and facilitators worldwide?

For only $19/month ($17.50/month with 6-month professional subscription) OR only $70/year for Journal to the Self certified instructors) you have access to the thought leaders, experts, authors, thinkers in the field of therapeutic writing! You’ll receive all-star, backstage access to:

- **LIVE! with Kay**: A monthly interview with leading authors, thinkers, experts. Recent and upcoming guests: Dr. James Pennebaker, Christina Baldwin, Ruth Folit, Dan Wakefield, Mark Matousek
- **Ask the Experts**: A monthly conversation and/or mini-writing workshop on areas as diverse as dream journals, digital journals, simplifying, wild soul stories, the journal in cinema, writing from the deep creative
- **Consultation Clinic**: A monthly clinic for professional members only. Recent topics include: troubleshooting writing groups; qualitative research; writing in prisons; writing and neuropsychology; incorporating writing into 1:1 sessions; writing in cancer treatment.
- **Animal Wisdom Writing Circle**: Join Linda Barnes for her monthly exploration of animal wisdom and power, and how we can utilize the symbolism of animals for personal and professional development
- **Prompt Jar**: A weekly round-up of writing prompts, one for each day of the year.
- **Poem of the Month**: Always with writing prompts!
- **From Kay’s Journal**: In-depth musings and reflections from a pioneer in journal therapy
- **Notes from the Journalverse**: Our “town hall” where you get all the news, links to archived recordings, book and product reviews, and much more!
- **Weekly newsletter**: In your mailbox every Tuesday with news on what’s orbiting in the Journalverse this week

*Kay Adams, Director*

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Expressive Writing: Counseling and Healthcare, edited by Kate Thompson and Kathleen Adams

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