

Greetings, It is my intention in these “newsletters’ to initially expose our readers to some of the classic texts that laid the foundation for our supervision training this century. I have not included but acknowledge the works of past masters such as Alfred Adler, Carl Rogers and uncle Sigmund in the development of supervision training.

OFF THE SHELF

Classical texts and "Bibles" of Supervision

Bernard, J. M., & Goodyear, R. K. (2019). *Fundamentals of Clinical Supervision (6th ed.)*:

I have used this text in its evolving editions for fifteen years in my Supervision 101 course. It is “widely considered the "bible" of clinical supervision”. Its contents cover all major models, research, and the “central supervisory alliance”. The various editions have a variety of formats but all include the key contributions from the major theories and clinical literature from the global field of supervision. This text comes with the additional benefit of fifty pages of what is titled “The supervisors toolbox” an addition that is a valuable resource for both the beginning and advanced supervisor. It is not a cheap read but it can be purchased as an e-book.

Falender, C. A., & Shafranske, E. P. (2004). *Clinical Supervision: A Competency-Based Approach*:

The title says it all. A seminal work that established the standard for competency-based supervision, focusing on measurable outcomes in trainee development. The name Shafranske is in itself a guarantee that the publication is of scholarly quality. The APA website notes that the model is anchored by the common values to all clinical practice and adds the elements of:

- The Supervisor’s Personal Factors: Addressing countertransference and the supervisor's own influence.
- The need for Diversity Competence: Integrating multiculturalism into every level of supervision.
- The ever increasingly importance of Legal & Ethical Perspectives: Managing risk and professional gatekeeping responsibilities. It should be noted that many legal and ethical standards have changed since this publication date.
- One really sound addition is the authors’ emphasis upon Evaluation: Using formative and summative feedback to track competency development. Something one would expect from

a “competency” based model.

Stoltenberg, C. D., & Delworth, U. (1987). *Supervising Counselors and Therapists:*

Introduced the Integrated Developmental Model (IDM), a key framework mapping supervision to the developmental level of the clinician.

This model is close to my heart and is reflected in my own supervision and training modules. It proposes a sequence of development similar to that of the human infant. The supervisor progresses from self-doubt to shifting of awareness and focus from self to client and finally to independent functioning. Similarly, the supervisee undertakes a developmental trajectory whereby they make progress from dependence towards independent conceptualisation and practice. The authors admit that, in light of the unique strengths and competencies that supervisees bring to training, a priori assumptions applied to individual supervisees are not particularly helpful so they advise any reader that some of the components of a broadly conceived developmental approach need to be tailored to the developmental needs of the supervisee. If you value a developmental approach to supervision, this is a helpful publication. If not, then it will sound rather obtuse and soon shelved for good.

Holloway, E. and Carroll, M. Eds. (1999). *Training Counselling Supervisors:*

I have the first edition of this publication (I wonder if it is worth more?) and noted that it is the second of the SAGE publisher’s “Counselling Supervision Series”. It contains a wealth of helpful information from many ‘lights’ of the profession. Most of this generation supervisors will have attended Michael Carroll’s training and recognise his more “industrial” approach. Elizabeth Holloway is lesser known in Australia but comes with a big reputation among “Systems” practitioners. Her solo work on that approach to supervision is a classic in itself.

The book is structured around the authors two primary theoretical frameworks:

The Systems Approach to Supervision (SAS): Developed by Elizabeth Holloway, this model views supervision through the lens of relationships and organisational context, focusing on case conceptualisation and intervention strategies, and The Seven Generic Tasks of Supervision of Michael Carroll, providing a roadmap for trainee supervisors to develop competence in areas such as the relationship task, counselling task, and evaluation task. (Shades of Hawkins and Shohut).

I found Elizabeth Holloway’s chapter (1) on Developing a supervision framework and Susan Neufeldt’s chapter (4) on the reflective process most helpful in training new supervisors. A

purchase well worth the ransom typical of SAGE publications.

Proctor, B. *Group Supervision: A Guide to Creative Practice (Counselling Supervision series):*

I cannot close without giving this little publication a review. This book is another in the SAGE stable of Supervision publications. It was originally published in 2000 and I found it a very valuable resource and recommend it to anyone involved in the group supervision process. The author says she call the model the 'Supervision Alliance Model' because it focuses on the 'why' and 'how 'of making good supervision alliances at each stage of the process. The material is very practical but has a sound theoretical base. In her first chapter the author makes the claim that without a safe relationship the supervisee will not fully benefit. That sounds blasé today but it was an attempt to shift the focus form the "expert" model to a more collaborative way of supervising. Her book appears to centre upon what she designates as the development of the 4 "C's of supervision. (That is three fewer than Shohut or Carroll). Her components are Competence, Confidence, Compassion and Creativity. I found the chapter on 'creativity" most enlightening, particularly her view on "Creative structures". I was also impressed by the number and quality of her case studies and examples, both helped to highlight the key points in her presentation. This is a very helpful publication soon to be elevated to "classic" status.

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