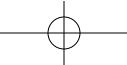
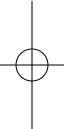
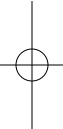


Fundamentals of Clinical Supervision



Fundamentals of Clinical Supervision

SIXTH EDITION

JANINE M. BERNARD

Syracuse University

RODNEY K. GOODYEAR

University of Redlands



330 Hudson Street, NY, NY 10013

Director and Publisher: Kevin M. Davis
Portfolio Manager: Rebecca Fox-Gieg
Content Producer: Pamela D. Bennett
Portfolio Management Assistant:
Casey Coriell
Executive Field Marketing Manager:
Krista Clark
Executive Product Marketing Manager:
Christopher Barry
Procurement Specialist: Deidra Smith

Cover Designer: Melissa Welch,
Studio Montage
Cover Photo: Frank Chen/Moment/Getty
Images
Full-Service Project Management:
Rakhshinda Chishty, iEnergizer Aptara[®], Ltd.
Composition: iEnergizer Aptara[®], Ltd.
Printer/Binder: LSC/Crawfordsville
Cover Printer: Phoenix Color/Hagerstown
Text Font: Times LT Pro 10/12

Copyright © 2019, 2014, 2009 by Pearson Education, Inc. or its affiliates. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. To obtain permission(s) to use material from this work, please visit <http://www.pearsoned.com/permissions/>

Acknowledgments of third party content appear on the page within the text, which constitute an extension of this copyright page.

Unless otherwise indicated herein, any third-party trademarks that may appear in this work are the property of their respective owners and any references to third-party trademarks, logos or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc. or its affiliates, authors, licensees or distributors.

Library of Congress Cataloging-in-Publication Data

Names: Bernard, Janine M., author. | Goodyear, Rodney K., author.
Title: Fundamentals of clinical supervision / Janine M. Bernard, Syracuse University, Rodney K. Goodyear, University of Redlands.
Description: Sixth edition. | Boston : Pearson, [2019] | Includes bibliographical references and indexes.
Identifiers: LCCN 2017041981 | ISBN 9780134752518 | ISBN 0134752511
Subjects: LCSH: Psychotherapists—Supervision of. | Counselors—Supervision of. | Clinical psychologists—Supervision of.
Classification: LCC RC480.5 .B455 2019 | DDC 616.89/14—dc23 LC record available at <https://lcn.loc.gov/2017041981>

1 18



ISBN 10: 0-13-475251-1
ISBN 13: 978-0-13-475251-8



Preface

One of the ironies of a preface is that it tends to be written last. We stepped back from the field as we began to think about writing a Sixth Edition of *Fundamentals of Clinical Supervision*. Now we look back on the text we have prepared. It's both different from and similar to the first five editions—different because the specialty of clinical supervision continues to evolve; similar because some of the principles we established for ourselves in the first edition have remained constant for all six editions.

Our goal for the more than 25 years we have been connected to this text is to offer the field something that is both scholarly and accessible. We have always seen it as our charge to report as much as possible not only about the practice of clinical supervision, but also the research on clinical supervision. As such, each edition has represented a full review of the scholarship in the field since the previous edition. It is always a major reward for doing this text to see what areas have “caught fire” in recent years, what areas have stabilized, and where the field seems to be casting off some ideas in favor of new ones. We are fortunate that clinical supervision continues to be an area of great interest for young researchers and established scholars alike. We hope our text reflects the exciting energy we have experienced in the literature.

Although producing a scholarly text has perhaps become our “signature,” we continue to strive to make the text accessible to practitioners of supervision and those who train clinical supervisors. In each chapter, research is presented within the larger context of delivering clinical supervision. As is the case for the specialty of clinical supervision itself, we hope the text is one where ideas, data, relationship, and practice converge.

From the text's inception, we have also attempted to offer a text that is interdisciplinary. Although there is little doubt that our own two professions of counseling and psychology are most obviously represented, we have attempted to include key contributions from marriage and family therapy, social work, psychiatry, and psychoanalysis as well. *Fundamentals of Clinical Supervision* also reflects the growth of clinical supervision in professional literatures outside of the United States. In fact, there is a good deal of synergy between clinical supervision in the United States and clinical supervision in other countries.

NEW TO THIS EDITION

- First and foremost, we want to welcome a new “voice” to this text. Tony Rousmaniere has contributed his expertise to Chapter 5: Supervisory Relationships: Supervisee and Supervisor Factors; Chapter 6: Multicultural Supervision; and Chapter 8: Individual Supervision, giving them a fresh perspective.
- As an acknowledgment of the continuing emergence of new second-generation supervision models, we have extended our discussion of models over two chapters: Chapter 2: Supervision Models: Psychotherapy-Based and Developmental Models, and Chapter 3: Supervision Models: Process Models and Second-Generation Models. In past editions only one chapter was devoted to supervision models.
- A significant increase in attention to the use of technology for supervision, including a sizable section on ROM supervision, appears in Chapter 8: Individual Supervision.

vi PREFACE

- Greater emphasis on the historical context of multicultural supervision and sections on multicultural competence in working with supervisees with disabilities and in working with persons of different political values have been added to Chapter 6: Multicultural Supervision.
- A new section on the supervision of group work appears in Chapter 9: Group Supervision and Live Supervision.
- A new section on “conflicts of conscience” has been added to Chapter 11: Ethical and Legal Foundations for Supervision Practice.
- A totally reconceived Chapter 12: Facilitating Career-Long Professional Development adds a significant focus on the supervision of practicing therapists with an emphasis on moving practitioners from competence to expertise. Also new to this text, attention to client outcomes as a measure for judging the success of clinical supervision has been added to Chapter 12.
- A new Appendix A: Supervision Case Studies offers the reader two comprehensive case studies of supervision, addressing issues discussed in multiple chapters in the text.
- An updated and expanded Appendix B: Supervision Toolbox appears in a second appendix.

ORGANIZATION OF THE SIXTH EDITION

The text is divided into five sections: Part I: Introduction and General Approaches to Supervision; Part II: Dimensions of the Supervision Relationship; Part III: The Delivery of Clinical Supervision; Part IV: Professional Responsibilities of Clinical Supervisors; and Part V: Supervising Practitioners.

Part I: Introduction and General Approaches to Supervision includes three chapters. In Chapter 1: Introduction to Clinical Supervision, we provide the landscape for clinical supervision, including definitions and the role of clinical supervision within the mental health professions. We also offer a conceptual framework that provides the reader a way to see how the constructs presented in the text are related

to the development of supervisees. Chapter 2: Supervision Models: Psychotherapy-Based and Developmental Models offers an overview of two of the major approaches to clinical supervision, psychotherapy theory-based models and developmental models. In Chapter 3: Supervision Models: Process Models and Second-Generation Models, we provide an overview of the third major approach to supervision process models. We also cover second-generation models of supervision in Chapter 3 and attempt to give the reader guidance for choosing models for one’s supervision practice.

Part II: Dimensions of the Supervision Relationship follows. Although there may be some urgency for the new supervisor to learn about methods, evaluation responsibilities, and ethical mandates, the placement of the relationship chapters is a statement that relationship is, and always has been, the crux of supervision. In truth, all supervision activities, including evaluating our supervisees, are performed within the supervisory relationship. Chapter 4: Supervisory Relationships: Triadic and Dyadic Systems covers important dyadic and triadic issues that affect supervisors and supervisees alike, including the central goal of creating a positive working alliance. As such, we look at the variables that enhance the alliance and those that work against it, and address resolving conflict within the supervisory relationship. Chapter 5: Supervisory Relationships: Supervisee and Supervisor Factors looks at the supervisor and supervisee as individuals who bring their own interpersonal and intrapersonal histories into the relationship. Therefore, key factors such as resistance, attachment, anxiety, and shame are considered in relation to how supervisors and supervisees work together to ensure supervisee development. Chapter 6: Multicultural Supervision, the final chapter in this section, focuses on the various cultural identities that each member of the supervisory triad brings to the table, and how these define, to different degrees, the relationships involved. This chapter also covers the importance of cultural identities, the intra- and interpersonal manifestations of culture, and the pivotal value of social justice.

Part III: The Delivery of Clinical Supervision moves the reader toward actual engagement in the process of clinical supervision. Chapter 7: Organizing the Supervision Experience describes and emphasizes the intentionality of good supervision—the infrastructure, so to speak. Like the sound system of a musical performance, a weak or erratic organizational plan for supervision detracts from the quality of the interactions (Bernard, 2005). Therefore, this chapter reviews the basics that must be in place for the music of supervision to be unencumbered. Chapter 8: Individual Supervision and Chapter 9: Group Supervision and Live Supervision describe what are often referred to as the *modalities for clinical supervision*: individual supervision, group supervision, and live supervision. These chapters offer a variety of strategies that are the mechanics of supervision, whether supervision is conducted face-to-face with one supervisee or delivered through distance technology with a group of supervisees. Although methods are divided into two distinct chapters, parts or all of them can often be adapted for use across modalities.

Part IV: Professional Responsibilities of Clinical Supervisors attends to another type of infrastructure of critical importance to clinical supervision—the professional responsibilities of evaluation and providing supervision that attends to ethical and legal parameters. These chapters provide information that should inform supervision well before the first meeting between supervisor and supervisee. Chapter 10: Evaluation includes a general update on the literature regarding establishing an evaluation plan, providing feedback, and so forth. Chapter 11: Ethical and Legal Foundations for Supervision Practice tackles the ethical and legal parameters of clinical supervision, including such items as the distinction between substantive and procedural due process rights, ethical decision making, and outcomes of unethical or illegal behavior on the part of supervisors.

As always, our last chapter in the text, Chapter 12: Facilitating Career-Long Professional

Development, includes a review of how we train new supervisors. However, we have altered the focus to emphasize the role of clinical supervision for career-long professional development. We have aptly, we think, titled this one-chapter section Part V: Supervising Practitioners. This chapter tackles the critical issues of how entry-level professionals can use supervision to move from competence to expertise as they gain experience.

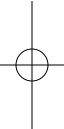
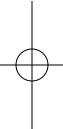
Our text ends with two appendices. Appendix A: Supervision Case Studies is new to the text and presents two case studies of supervision; Appendix B is an updated Supervision Toolbox. The information and instruments we include have proved to be of interest to practitioners and researchers alike.

ACKNOWLEDGMENTS

We end as we began, by acknowledging that a preface allows the authors to step back and “look at the baby” one last time before public scrutiny. As we have assured ourselves that the “baby” has all its fingers and toes, we are aware once again of the gratitude we feel for our terrifically supportive and just plain terrific life partners, Dick and Karen, and for professional colleagues who now are spread across not only the United States but other countries as well, and who interact with us on a regular basis about ideas relevant to supervision. We are also enormously grateful for wonderful students who have played such a pivotal role in helping us to think and rethink what has ended up being the content of this text. We want to thank Peitao Zhu, Erin Friedman, and Kate Wolfe-Lyga for their comments on earlier drafts of chapters. We also thank the following reviewers for their invaluable input for revising this edition: Julia S. Chibbaro, University of West Georgia; Jennifer Green, Miami University; Sarah Kirk, University of Kansas; Jeff Skinner, The University of Georgia; and Angela Whalen, University of Oregon.

JMB

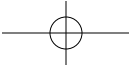
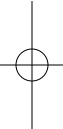
RKG





Brief Contents

PART I	Introduction and General Approaches to Supervision	1
CHAPTER 1	Introduction to Clinical Supervision	2
CHAPTER 2	Supervision Models: Psychotherapy-Based and Developmental Models	19
CHAPTER 3	Supervision Models: Process Models and Second-Generation Models	46
PART II	Dimensions of the Supervision Relationship	71
CHAPTER 4	Supervisory Relationships: Triadic and Dyadic Systems	72
CHAPTER 5	Supervisory Relationships: Supervisee and Supervisor Factors	97
CHAPTER 6	Multicultural Supervision	117
PART III	The Delivery of Clinical Supervision	141
CHAPTER 7	Organizing the Supervision Experience	142
CHAPTER 8	Individual Supervision	162
CHAPTER 9	Group Supervision and Live Supervision	190
PART IV	Professional Responsibilities of Clinical Supervisors	221
CHAPTER 10	Evaluation	222
CHAPTER 11	Ethical and Legal Foundations for Supervision Practice	251
PART V	Supervising Practitioners	281
CHAPTER 12	Facilitating Career-Long Professional Development	282
APPENDIX A	Supervision Case Studies	302
APPENDIX B	Supervision Toolbox	313





Contents

PART I Introduction and General Approaches to Supervision 1

CHAPTER 1 INTRODUCTION TO CLINICAL SUPERVISION 2

Foundational Premises	3
<i>Terminology</i>	3
Supervision's Importance to the Professions	4
<i>Supervision's Importance to Regulatory Boards</i>	4
<i>Supervision's Importance to Credentialing that Professional Organizations Provide</i>	5
<i>Supervision's Importance to Program Accreditation</i>	5
Supervisee Competence as a Goal	5
<i>Supervised Practice: The Pathway to Competence</i>	7
The Importance of Supervisor Competence	8
Defining Supervision	9
<i>Differentiating Supervision from Overlapping Functions</i>	9
<i>Typically a Member of the Same Profession</i>	12
<i>Supervision Is Evaluative and Hierarchical</i>	12
<i>Supervision Extends over Time</i>	13
<i>Supervisors' Functions</i>	13
Supervisees' Perceptions of Supervision	15
A Conceptual Framework for Supervision	16
<i>Parameters of Supervision</i>	16
<i>Supervisee Developmental Level</i>	17
<i>Supervisor Tasks</i>	17
<i>Using the Framework</i>	17
Conclusion	18

CHAPTER 2 SUPERVISION MODELS: PSYCHOTHERAPY-BASED AND DEVELOPMENTAL MODELS 19

Psychotherapy-Based Models of Supervision	21
<i>Psychodynamic Supervision</i>	22
<i>Humanistic–Relationship Oriented Supervision</i>	23
<i>Cognitive–Behavioral Supervision</i>	25
<i>Systemic Supervision</i>	26
<i>Feminist Supervision</i>	27
<i>Postmodern/Constructivist Supervision</i>	28
<i>Integrative Supervision</i>	30

xii CONTENTS

<i>Conclusions about Psychotherapy-Based Supervision Models</i>	31
Developmental Approaches to Supervision	31
<i>The Loganbill, Hardy, and Delworth Model</i>	31
<i>The Integrated Developmental Model</i>	33
<i>The Systemic Cognitive–Developmental Supervision Model</i>	36
<i>Reflective Developmental Models</i>	37
<i>Research on Supervisee Development</i>	39
<i>Conclusions about Developmental Models</i>	44
Conclusion	45

CHAPTER 3 SUPERVISION MODELS: PROCESS MODELS AND SECOND-GENERATION MODELS 46

Supervision Process Models	46
<i>The Discrimination Model</i>	46
<i>The Critical Events in Supervision Model</i>	49
<i>The Hawkins and Shohet Model</i>	50
<i>The Systems Approach to Supervision Model</i>	53
<i>Conclusions about Supervision Process Models</i>	55
Second-Generation Models of Supervision	56
Combined Models	56
<i>Pearson (2006)</i>	57
<i>The Transtheoretical Model of Clinical Supervision</i>	57
<i>Gaete and Ness (2015)</i>	59
<i>Conclusions about Combined Models</i>	60
Target Issue Models	60
<i>The Synergistic Model for Multicultural Supervision</i>	61
<i>The Attachment-Caregiving Model of Supervision</i>	61
<i>Integrative Spiritual Development Model</i>	62
<i>Conclusions about Target Issue Models</i>	63
Common Factors Models	63
<i>Lampropoulos (2002)</i>	64
<i>Morgan and Sprenkle (2007)</i>	65
<i>Learning-Based Model of Psychotherapy Supervision</i>	66
<i>Conclusions about Common Factors Models</i>	68
<i>Empirically Supported Supervision</i>	68
Pulling It All Together	68
Conclusion	69

PART II Dimensions of the Supervision Relationship 71

CHAPTER 4 SUPERVISORY RELATIONSHIPS: TRIADIC AND DYADIC SYSTEMS 72

Supervision as a Three-Person System	73
<i>Parallel Processes and Isomorphism</i>	74
<i>Isomorphism</i>	78

Interpersonal Triangles 79
 Supervision as a Two-Person System: The Working Alliance 81
 Factors That Predict Effective Supervisory Alliances 82
 Impacts of the Supervisory Alliance 89
 Managing Alliance Fluctuations: Addressing and Resolving Conflict 91
 Conclusion 96

CHAPTER 5 SUPERVISORY RELATIONSHIPS: SUPERVISEE AND SUPERVISOR FACTORS 97

Supervisee Engagement 97
 Supervisee Resistance 98
 Supervisee Attachment 101
 Supervisee Shame 102
 Supervisee Anxiety 103
 Supervisees' Need to Feel and Appear Competent 107
 Supervisee Transference 108
 Supervisor Factors 109
 Supervisor Attachment Style 110
 Interpersonal Power 110
 Supervisor Countertransference 114
 Conclusion 116

CHAPTER 6 MULTICULTURAL SUPERVISION 117

Four Dimensions to Which Multiculturally Competent Supervisors Attend 118
 The Intrapersonal Dimension of Identity 119
 An Interpersonal Dimension: Expectations, Bias, and Prejudice 120
 An Interpersonal Dimension: Responding to Others' Cultural Identity and Behavior 121
 The Sociopolitical Dimension: Privilege, Oppression, and Institutionalized -isms 122
 Working Multiculturally with Specific Populations 124
 Supervision Multicultural Competence: Race and Ethnicity 124
 Supervision Multicultural Competence: Gender 128
 Supervision Multicultural Competence: Sexual Minority Status 131
 Supervision Multicultural Competence: Religion and Spirituality 133
 Supervision Multicultural Competence: International Students 134
 Supervision Multicultural Competence: Students with Disabilities 135
 Supervision Multicultural Competence: Political Diversity 136

xiv CONTENTS

Training, Assessment, and Research in Multicultural Supervision	137
Pulling It All Together	138
Conclusion	140

PART III The Delivery of Clinical Supervision 141**CHAPTER 7 ORGANIZING THE SUPERVISION EXPERIENCE 142**

The Importance of Competence in Organizing Supervision	143
The Role of Institutional Culture	145
The Essential Ingredient: A Supervision Plan	147
Contexts for Supervision: Two Different Worlds	148
<i>The Graduate Program as Context for Supervision</i>	148
<i>The Field Site as Context for Supervision</i>	148
Foundational Tasks for Organizing Supervision	151
<i>Initial Communication between Graduate Program and Site</i>	151
<i>The Interview</i>	151
<i>Orientation</i>	152
<i>The Supervision Contract</i>	152
<i>The Supervisee Bill of Rights</i>	153
<i>Professional Disclosure Statements</i>	154
Ongoing Organizational Tasks	155
<i>Communication, Communication, Communication</i>	155
<i>Managing Time</i>	156
<i>Record Keeping</i>	157
<i>Planning for the Exceptions</i>	159
Evaluation and Debriefing	159
Some Final Thoughts	159
<i>Get Support</i>	159
<i>Know Yourself</i>	160
<i>Gather Resources</i>	160
<i>Get Feedback</i>	160
<i>Be Intentional</i>	160
Conclusion	161

CHAPTER 8 INDIVIDUAL SUPERVISION 162

Initial Criteria for Choosing Supervision Interventions	162
Structured versus Unstructured Interventions	163
Methods, Forms, and Techniques of Supervision	163
<i>Self-Report</i>	164
<i>Process Notes and Case Notes</i>	165
<i>Transcripts</i>	165
<i>Live Observation</i>	166
<i>Audio and Video Recordings</i>	167

<i>Routine Outcome Monitoring</i>	171
<i>Interpersonal Process Recall</i>	173
<i>Written Feedback</i>	176
<i>Methods to Stimulate and Teach Reflection</i>	176
<i>Nonlinear Supervision Strategies</i>	179
Supervision Using the Internet	180
<i>Videoconferencing</i>	180
<i>E-mail and Text Chat Supervision</i>	181
<i>Legal, Regulatory, and Ethical Issues</i>	181
<i>Security</i>	182
Timing of Supervision	183
Triadic Supervision	183
<i>Benefits Associated with Triadic Supervision</i>	184
<i>Challenges Associated with Triadic Supervision</i>	184
<i>Methods for Conducting Triadic Supervision</i>	185
<i>Favorable Conditions for Triadic Supervision</i>	186
<i>Concluding Comments</i>	187
Putting It All Together	187
Conclusion	189

CHAPTER 9 GROUP SUPERVISION AND LIVE SUPERVISION 190

Group Supervision	190
Definition, Advantages, and Limitations of Group Supervision	190
<i>Benefits and Limitations of Group Supervision</i>	191
Group Supervision: A Unique Blend of Supervision and Group Dynamics	192
<i>Style, Experience, and Goals of the Group Supervisor</i>	193
<i>Supervisees' Developmental Levels</i>	193
<i>Group Stages and Group Supervision Processes</i>	193
<i>Group Supervision Models</i>	196
Supervision of Group Work	201
Peer-Supervision Groups	202
<i>The Process of Peer-Supervision Groups</i>	202
<i>Advantages and Disadvantages of Peer-Supervision Groups</i>	203
<i>Evaluation of Peer-Group Supervision</i>	204
Technology and Group Supervision	204
Summary: What Enhances—and What Hinders—Group Supervision	205
<i>Conclusions about Group Supervision</i>	206
Live Supervision	207
Methods of Live Supervision	208
<i>Using Computers, Interactive Television, and Notebooks for Live Supervision</i>	208
<i>Using Distance Technologies for Live Supervision</i>	209
The Live Supervision Intervention	209

xvi CONTENTS

<i>Phone-In Interventions</i>	209
<i>Consultation Break Interventions</i>	210
Presession Planning and Postsession Debriefing	211
Additional Thoughts Regarding Live Supervision	211
Advantages and Disadvantages of Live Supervision	212
<i>Advantages</i>	213
<i>Disadvantages</i>	213
Team Supervision	214
<i>The Reflecting Team</i>	214
<i>Team Dynamics</i>	216
<i>Advantages and Disadvantages of Team Supervision</i>	217
Research and Live Supervision	218
<i>Conclusions about Live Supervision</i>	219
Conclusion	219

PART IV Professional Responsibilities of Clinical Supervisors 221**CHAPTER 10 EVALUATION 222**

Favorable Conditions for Evaluation	222
Criteria for Evaluation	225
The Process of Evaluation	226
<i>Negotiating a Supervision–Evaluation Contract</i>	227
<i>Choosing Supervision Methods for Evaluation</i>	227
<i>Communicating Formative Feedback</i>	228
<i>Choosing Evaluation Instruments</i>	230
<i>Seeking Client Input</i>	233
<i>Encouraging Self-Assessment</i>	234
<i>Communicating Summative Evaluations</i>	236
Supervisees with Problems of Professional Competence	240
<i>Definitions</i>	240
<i>Identifying Supervisees with PPC, Due Process, and Risk Management</i>	241
<i>Incidence</i>	243
<i>Remediation</i>	244
Additional Evaluation Issues	245
<i>The Subjective Element</i>	245
Evaluation of Supervision	249
Conclusion	250

CHAPTER 11 ETHICAL AND LEGAL FOUNDATIONS FOR SUPERVISION PRACTICE 251

The Close but Imperfect Relationship between Ethics Codes and the Law	252
-----------------------------------------------------------------------	-----

Ethical Issues in Clinical Supervision	252
<i>Due Process</i>	253
<i>Informed Consent</i>	255
<i>Multiple Relationships</i>	259
<i>Supervisor and Supervisee Competence</i>	266
<i>Supervisor Competence</i>	266
<i>Confidentiality</i>	270
<i>Business-Related Issues in Supervision</i>	272
Legal Issues in Clinical Supervision	272
<i>Malpractice</i>	272
<i>Direct Liability, Vicarious Liability, and Strict Liability</i>	274
<i>Risk Management: Preventing and Preparing for Claims of Malpractice</i>	276
Preparing Ethical Decision Makers	277
<i>Lessons from Cognitive Science</i>	278
<i>Implications for Teaching Ethical Decision Making</i>	278
Conclusion	280

PART V Supervising Practitioners 281

CHAPTER 12 FACILITATING CAREER-LONG PROFESSIONAL DEVELOPMENT 282

Fostering Continual Improvement: Helping Counselors and Therapists to Become Increasingly Better at What They Do	283
<i>Consultation and Supervision: Overlapping but Distinct Functions</i>	284
<i>Being Competent versus Becoming Increasingly Effective</i>	284
<i>Deliberate Practice</i>	284
<i>The Expertise-Development Model</i>	285
<i>Becoming an Expert Counselor or Therapist: A Developmental Perspective</i>	287
<i>Concluding Comments</i>	289
Fostering Professional Development through Role Expansion: From Therapist to Clinical Supervisor	289
<i>Ensuring that Supervisors Are Trained for Their Role</i>	289
<i>Imparting Knowledge: The Supervision Training Curriculum</i>	290
<i>Developing Skills</i>	292
<i>Integrating Knowledge and Skills into a Supervisory Style</i>	293
<i>Facilitating the Development of an Identity as a Supervisor</i>	295
<i>Does Supervisor Training Work?</i>	299
Conclusion	300

xviii CONTENTS

APPENDIX A SUPERVISION CASE STUDIES 302

APPENDIX B SUPERVISION TOOLBOX 313

REFERENCES 366

NAME INDEX 407

SUBJECT INDEX 419