

Research Bulletin

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INTERNATIONAL SOCIETY OF COUNSELLING
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This research bulletin aims to inform those working in the field of counselling and clinical supervision of recent research from social science journals and reports. It is produced and distributed free of charge to interested individuals and organisations. For subscription details see end of bulletin.

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Clinical supervision and complementary therapists: An exploration of the rewards and challenges of cancer care

SYNOPSIS

The aim of this study was to explore the experiences of therapists working in cancer care setting and to assess the value of clinical supervision. According to Mackereth et al (2010), "access to monthly supervision sessions can assist health-care professionals to manage stressful working lives". During the focus group section of this study, the participants (cancer care therapists) recognised the value of clinical supervision to both their self-care and therapeutic work. This indicates that not only does clinical supervision have an impact on the professional life of counsellors, but also their personal life, protecting them from such issues as burn out.

Mackereth, P., Parkin, S., Donald, G., & Antcliffe, N. (2010). Clinical supervision and complementary therapists: An exploration of the rewards and challenges of cancer care. Complementary Therapies in Clinical Practice, 16(3), 143-148.

<http://www.sciencedirect.com/science/article/pii/S1744388110000022>

IMPLICATIONS FOR PRACTICE

The outcome of this study gives therapists working within a cancer care setting an avenue to explore in terms of stress relief, avoiding burnout and self-care. Engaging in monthly clinical supervision has shown to be beneficial, both personally and professionally for cancer care therapists, highlighting its importance.

Clinical supervision, emotional exhaustion, and turnover intention: A study of substance abuse treatment counsellors in the Clinical Trials Network of the National Institute on Drug Abuse

SYNOPSIS

Clinical supervision is emerging as an interesting option to combat counsellor turnover rates, especially within the field of substance abuse. This study aims to investigate the effect that clinical supervision has on emotional exhaustion and counsellor turn over. The results found that clinical supervision was highly associated with job autonomy, procedural justice and distributive justice. Through the study of 823 counsellors, the results of this study show offer support to the protective role of clinical supervision against both emotional exhaustion and counsellor turn over.

Knudsen, H., Ducharme, L., & Roman, P. (2008). Clinical supervision, emotional exhaustion, and turnover intention: A study of substance abuse treatment counselors in the Clinical Trials Network of the National Institute on Drug Abuse. Journal of Substance Abuse Treatment, 35(4), 387-395.

<http://www.sciencedirect.com/science/article/pii/S0740547208000378>

IMPLICATIONS FOR PRACTICE

The positive correlation between clinical supervision and job autonomy, procedural justice and distributive justice is very promising, showcasing clinical supervision's ability to not only improve the professional life of counselors, but also their emotional regulation and job satisfaction. Due to its multiple beneficiary factors, clinical supervision plays a huge role in ensuring that counselors are not only highly competent professionals, but are also satisfied with their professional lives, and emotional lives.

Discursive negotiation of face via email: Professional identity development in school counselling supervision

SYNOPSIS

The purpose of this study is to assess the extent in which politeness strategies, implemented by supervisors, contribute to the professional development of Master's- level school counselling student intern's professional identity development. The politeness strategies examined include; constructed dialogue, first person plural pronouns, the discourse marker and repetition. The results of the study found that a combination of the four politeness strategies lead to optimum professional identity development.

Gordon, C. and Luke, M. (2012). *Discursive negotiation of face via email: Professional identity development in school counseling supervision. Linguistics and Education, 23(1), 112-122.*

<http://www.sciencedirect.com/science/article/pii/S0898589811000520>

IMPLICATIONS FOR PRACTICE

The results, implying that a combination of the four politeness strategies lead to optimal professional development, give insight into how professional development should be implemented. Both supervisors and supervisees alike benefit from these results as effective strategies have now been identified and can easily be implemented.

Counselling practicum in producing excellent counsellors

SYNOPSIS

The aim of this study was to establish the importance of practical training within the clinical supervision method of training. In order to establish this importance, the authors sought to identify practical elements practiced by the trainee counsellor, strengths and weaknesses of the practical nature of clinical supervision and identify elements of counselling theory to ensure the effectiveness of practical training. The results of this research found that a two hour weekly discussion of counselling cases, between the trainee and the supervisor, resulted in more effective practical training.

Aman, R., & Ahmad, N. (2010). *Counseling practicum in producing excellent counselor. Procedia-Social and Behavioral Sciences, 5, 1028-1032.*

<http://www.sciencedirect.com/science/article/pii/S1877042810016046>

IMPLICATIONS FOR PRACTICE

The implications of this study lead to more effective strategies of clinical supervision. By ensuring to include a two hour weekly discussion between clients, supervisors can be confident that they are offering their supervisees the best possible supervision.

Training clinicians to accurately perceive their patients: Current state and future directions

SYNOPSIS

A clinician's person perception accuracy is an important communication skill, especially in a clinical setting. The aim of this study was to present the importance of the perception of patients, to conclude that perception is a trainable skill and to recommend evidence-based training methods. The benefits of a high level of patient perception include higher relationship quality, better management of difficult clients and an advanced ability to deliver bad news. The results of this study found that training can be effective in enhancing a clinician's person perception accuracy.

Blanch-Hartigan, D. and Ruben, M. (2013). Training clinicians to accurately perceive their patients: Current state and future directions. Patient education and counseling, 92(3), 328-336.

<http://www.sciencedirect.com/science/article/pii/S0738399113000815>

IMPLICATIONS FOR PRACTICE

As client perception is such a vital aspect of counselling, effective training in this area is crucial. Results outlining that training in this area can be effective presents important implications as it potentially leads to further training in this area being implemented, leading to more qualified, and as an extension, better counsellors.

Developing psychotherapists' competence through clinical supervision: Protocol for a qualitative study of supervisory dyads

SYNOPSIS

The intention of this study is to add to the literature on a possible optimal model of supervision. The authors of this study based their research on the synthesis of expert supervisor's theories, practices and experiences, the examination of actual session between supervisors and supervisees, and, expert supervisor and supervisee duo's opinions on what can be improved within supervision. This paper added to the literature on the supervisor/supervisee duo, however the authors commented on the issue of there not being enough research done in this area.

Schofield, M., & Grant, J. (2013). *Developing psychotherapists' competence through clinical supervision: protocol for a qualitative study of supervisory dyads*. *BMC Psychiatry*, 13(1), 12.

<http://www.biomedcentral.com/1471-244X/13/12>

IMPLICATIONS FOR PRACTICE

The development of an optimal model of supervision would be hugely beneficial to the field of clinical supervision. Any addition to the limited research in this field adds to the base of knowledge that supervisors can use to enhance their supervision, producing better counsellors.

A Brief Summary of Supervision Models

SYNOPSIS

The purpose of this paper is to outline the main features of the various different forms of clinical supervision models. The first model outlined by the author is the psychotherapy based model. Within this model, supervision is viewed as an extension of the therapy itself, the supervision is a continuation of the specific psychotherapy method employed by the supervisor. Another model of supervision that can be utilised is the developmental model. These models are reliant on definite progressive stages of the supervisee from novice to expert. An important aspect of the developmental model is to clearly define what stage the supervisee is on, and to provide feedback appropriate to that stage as well as support. The integrative model represents an integration of methods and theories of supervision. Due to the large number of theories and methods, an infinite number of combinations are available within the integrative model.

Smith, K. (2009). *A Brief Summary of Supervision Models*. *www.gallaudet.edu*. Retrieved 20 May 2014, from

[https://www.gallaudet.edu/Documents/Academic/COU_SupervisionModels\[1\].pdf](https://www.gallaudet.edu/Documents/Academic/COU_SupervisionModels[1].pdf)

IMPLICATIONS FOR PRACTICE

Having a clear understanding of the different forms of supervision has clear advantages to any supervisor administering supervision. Firstly, by studying these models, supervisors are able to choose which best suits their supervision styles. Secondly, the models are able to act as a guide for supervisors in order to administer the best possible supervision.

Does best practice clinical supervision lead to better outcomes? Findings from a Queensland study of community allied health professionals.

SYNOPSIS

The purpose of this study is to whether supervision is perceived to be effective by health professionals, as well as to identify what components contribute to its effectiveness. The five criteria that must be met in order to classify as best practice are; receiving clinical supervision, attendance at clinical supervision training, having some choice in the allocation of clinical supervision, having completed a clinical supervision agreement and having a clear understanding of confidentiality. The results of this paper found that the implementation of best practice principals lead to a positive impacts of the outcome of clinical supervision.

Saxby, C., Wilson, J., & Newcombe, P. (2013). Does best practice clinical supervision lead to better outcomes? Findings from a Queensland study of community allied health professionals. Advances In Clinical Supervision Innovation & Practice, 23.

<http://www.nswiop.nsw.edu.au/images/publications/clin-sup-monograph.pdf>

IMPLICATIONS FOR PRACTICE

Results implying that the implementation of best practice principles is beneficial to supervision are likely to lead to wider use of the best practice principals. Wider implementation of a clear, concise method of counselling leads to more unified and consistent counsellors.

A Reflective Practice Model of Clinical Supervision

SYNOPSIS

The purpose of this paper is to provide an overview of supervision incorporating reflective practice. According to the author, reflective practice allows for clinicians to develop conceptual problem solving skills, leading to lifelong learning and the ability for self-care. A reflective practice model, according to the paper, is an active, persistent and careful consideration of any beliefs that support it and further the conclusions to which it tends. The conclusion of this paper states that reflective supervision promotes critical thinking, therefore encourage the supervisee to open up different perspectives and ask questions about their learning.

Senediak, C. (2013). A reflective practice model of clinical supervision. Advances In Clinical Supervision Innovation & Practice, 55.

<http://www.nswiop.nsw.edu.au/images/publications/clin-sup-monograph.pdf>

IMPLICATIONS FOR PRACTICE

Problem solving, lifelong learning and self-care are all obviously important concepts, so any model of supervision that can promote these traits is of utmost importance. As this method also leads to critical thinking skills in the supervisee, the importance of this model is widened.

The Relationship in Clinical Supervision: Models Preferred by Allied Mental Health Professionals who Work with Traumatic Disclosures

SYNOPSIS

The purpose of this study is to identify the best approach to employ when working with those who disclose trauma, as well as to examine what constitutes a good supervision relationship. The author of this study identifies a relational approach when working with those who have experienced trauma. This paper outlines five important components in order to maintain a good supervision relationship. The first of these components is the need for an ongoing regular forum for peer review and critique. The next component outlines the need for addressing transferences of the students/clients and colleagues in the wider organisation. The third component addresses the need for identifying gaps in training and future development for supervisees. A clarification of caseload balance and future personal/career directions is also required. The final component that is required is the encouragement of self-care and referral to other services.

Pack, M. (2013). The relationship in clinical supervision: Models preferred by allied mental health professionals who work with traumatic disclosures. Advances in Clinical Supervision Innovation & Practice, 8.

<http://www.nswiop.nsw.edu.au/images/publications/clin-sup-monograph.pdf>

IMPLICATIONS FOR PRACTICE

Working with those who have experienced trauma is a crucial aspect of the careers of many counsellors. The development of a clinical supervision program that aims to address clients who have experienced some form of trauma leads to counsellors who have developed specific skills that lead to effective trauma counselling, due to the large role trauma counselling plays within the field of counselling, this is obviously a positive step.

Balanced Moderation Supervision

SYNOPSIS

The purpose of this paper is to outline the principles of the balanced moderation approach to supervision (BMS). The BMS approach seeks to recognise and combine the importance of views and beliefs (including their theoretical orientation), trainee developmental progression, and the various roles accessed by the supervisor during supervision. Whilst recognising the theoretical orientation of the supervisor, the BMS approach aims to modify this aspect to include all functional supervision models. The prominent strength of the BMS approach is its flexibility and adaptability whilst addressing key issues of supervision. As the approach is designed to be incorporated to each supervisor's unique worldview, it is appropriate for supervisors from any geographical or cultural background.

Ascher, D. L., & Butler, S. K. (2010). Balanced moderation supervision.

Retrieved from http://counselingoutfitters.com/vistas/vistas10/Article_39.pdf

IMPLICATIONS FOR PRACTICE

Balanced moderation supervision aims to combine a wide variety of supervisory models. This approach is positive as it contains positives from all branches of supervision. This type of supervision provides a wide coverage, able to more easily incorporate the personality, beliefs and views of a variety of supervisors and supervisees.

The Necessity of a Philosophy of Clinical Supervision

SYNOPSIS

The authors of this article define the philosophy of clinical supervision as a guide to clinical supervision that aims to inform supervisees about important aspects of supervision. This philosophy comes from the experience and education of the supervisor. According to the Martin & Cannon, clinical supervision should not be undertaken unless the supervisor has at least ten years of clinical practice, or relevant training in clinical supervision. The characteristics that for a philosophy of clinical supervision come from answering the following questions; What do I believe about conducting therapy? What do I believe about clinical supervision? What is the role of the supervisor? What is the role of the supervisee? How do I define the good clinical supervisor?

Martin, F. A., & Cannon, W. C. (2010). The necessity of a philosophy of clinical supervision.

Retrieved from http://counselingoutfitters.com/vistas/vistas10/Article_45.pdf

IMPLICATIONS FOR PRACTICE

Ensuring that supervisors have a required amount of experience in order to effectively supervise is an important issue that is often overlooked. Stating that ten years of work in the relevant field is preferable for supervision ensures that the supervisor can aptly handle supervision. The philosophy of the supervisor is naturally passed to the supervisee through the course of supervision.

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