

Research Bulletin

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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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Development, content, process and outcome of an online peer supervision group for counsellor trainees

SYNOPSIS

The aim of this 2008 study is to investigate the development, content, process and outcome of an online peer supervision group (OPSG) for counsellor trainees. One finding of this study is that whilst engaging in OPSG, trainees preferred to use an alias' in order to foster more sharing. The content of the OPSGs was found to be made up of mostly personal identity (40.1%) and therapeutic techniques (22.5%). Some benefits of OPSGs outlined in the study include; their cost effective nature, convenience and practicality and their ability to be implemented at any stage of training.

Yeh, C., Chang, T., Chiang, L., Drost, C., Spelliscy, D., Carter, R., & Chang, Y. (2008). Development, content, process and outcome of an online peer supervision group for counselor trainees. Computers In Human Behavior, 24(6), 2889-2903.

<http://www.sciencedirect.com/science/article/pii/S0747563208000940>

IMPLICATIONS FOR PRACTICE

An investigation into the practice of online supervision opens the door for more supervisors to utilise this method of supervision. The provided outline of the benefits of online supervision defines it as a viable option for supervision. The findings on supervisee's preferring to use an alias allows for online supervisors to incorporate this into their supervision.

The relationships between postgraduate research students' psychological attributes and their supervisors' supervision training.

SYNOPSIS

The authors of this study set out to investigate a potential relationship between research student's research experience and their supervisor's background. The researchers also aimed to conclude whether the student's experience was affected by their supervisor's psychosocial attributes. The results of this study reflect the notion that the student's research experience was related to their supervisor's background, as well as their psychosocial attributes.

Abdullah, M., & Evans, T. (2012). The Relationships Between Postgraduate Research Students' Psychological Attributes and Their Supervisors' Supervision Training. Procedia - Social and Behavioral Sciences, 31, 788-793.

<http://www.sciencedirect.com/science/article/pii/S1877042811030710>

IMPLICATIONS FOR PRACTICE

Being aware of the impacts of a supervisor's background and psychosocial attributes can facilitate the supervisory experience for the supervisee. The supervisor can also use this information to improve their supervision, matching their background the supervisee's research experience.

Dancing, moving and writing in clinical supervision? Employing embodied practices in psychotherapy supervision

SYNOPSIS

This 2011 study aims to investigate methods of embodiment within psychotherapy supervision, whilst making a distinction between information derived through language and that derived through unconscious body language. The results of this study indicate that engaging in embodied practices deepen connections with personal counter transference, allowing for more advanced emotional engagement. The conclusion of this study indicated that employing these embodied methods allows for not only improved psychotherapy, but an enhanced clinical supervision experience.

Panhofer, H., Payne, H., Meekums, B., & Parke, T. (2011). Dancing, moving and writing in clinical supervision? Employing embodied practices in psychotherapy supervision. The Arts In Psychotherapy, 38(1), 9-16.

<http://www.sciencedirect.com/science/article/pii/S0197455610001152>

IMPLICATIONS FOR PRACTICE

The notion of adding non-verbal communication to the supervisory relationship is an interesting one. All communication contains elements of non-verbal communication, however, providing actual outcomes of embodied communication leads to increased use. The deeper emotional engagement described by the authors is a crucial aspect in creating an effective supervisory relationship

Distance supervision: Research, findings, and considerations for art therapy

SYNOPSIS

The purpose of this literature review is to investigate the current research on distance supervision, focusing specifically on the area of art therapy. A secondary objective is to outline the issues that relate to distance supervision, including; different state regulations, confidentiality and relationship building. Within the issue of cross boarder supervision, this study suggests that supervisors and supervisees should ascertain the legal and ethical requirements in their respective jurisdictions and focus on satisfying these needs. The issue of confidentiality is an ethical predicament in all areas of supervision. Within distance supervision, those involved should establish and discuss how confidentiality and privacy will be maintained within their supervisory relationship. The final potential issue discussed was the building of a supervisory alliance within distance supervision. In order to remedy this potential issue, the supervisor and supervisee should utilise instant methods of communication, such as video chat. Additionally, cultural and local customs that may interfere with the relationship must be addressed.

Orr, P. (2010). Distance supervision: Research, findings, and considerations for art therapy. The Arts In Psychotherapy, 37(2), 106-111.

<http://www.sciencedirect.com/science/article/pii/S0197455610000195>

IMPLICATIONS FOR PRACTICE

Addressing potential issues relating to distance supervision allows supervisors to ensure that their supervision practice is legal, professional and supportive to the supervisee. When all these factors are satisfied, effective supervision is achieved. Suggesting methods to approach barriers to effective distance supervision provides supervisors with the tools they need to be good supervisors.

The Role of Emotion in Psychotherapy Supervision: A Contextual Behavioral Analysis

SYNOPSIS

The purpose of this study is to outline the importance of emotion within the context of psychotherapy. As the labelling and expression of emotions is a crucial part of psychotherapy, it stands to reason that these skills should be honed within clinical supervision. This paper also expresses the need to not only include negative emotions in supervision, but positive emotions must also be included. The willingness of a supervisor to express emotion during a supervision session is potentially a much more powerful influence on the supervisee than a lengthy discussion on the role that emotion plays in therapy.

Follette, V., & Batten, S. (2000). The role of emotion in psychotherapy supervision: A contextual behavioral analysis. Cognitive And Behavioral Practice, 7(3), 306-312.

<http://www.sciencedirect.com/science/article/pii/S1077722900800887>

IMPLICATIONS FOR PRACTICE

The ability of a supervisor to express honest emotions during supervision sets the stage for the supervisee to express these emotions during psychotherapy. This study suggests a show don't tell style of supervision when relating to emotion. If supervisors are to adopt this style into their supervision, their supervisee's will have a greater understanding of emotion in a therapy context.

Principles of Supervision in Cognitive Behavioural Therapy

SYNOPSIS

According to the authors of this study, clinical supervision is crucial to the success of psychotherapy. This study outlines some of the more crucial aspects of successful supervision within Cognitive Behavioural Therapy (CBT). Some of these aspects include, defining problems and goals, active feedback, mutual respect, role-playing and problem-solving. The conclusions of this study liken the supervisory relationship to therapeutic relationship that exists between a counsellor and their client. The supervisory relationship may only lead to the professional growth of the supervisee if it supports their individuality and leads them to discovery.

Prasko, J., Vyskocilova, J., Slepecky, M., & Novotny, M. (2012). Principles of supervision in cognitive behavioural therapy. Biomed Pap Med Fac Univ Palacky Olomouc Czech Repub., 156(1), 70-79.

<http://biomed.papers.upol.cz/getrevsrc.php?identification=public&mag=bio&raid=171&type=fin&ver=2>

IMPLICATIONS FOR PRACTICE

The implications of this study are especially useful for CBT practitioners, but also apply to practitioners of other forms of psychotherapy. Outlining the importance of the supervisory relationship leads to supervisors and supervisees working on strengthening their relationship in order to achieve the best possible outcomes.

How to teach a psychiatry trainee: Individual and team supervision

SYNOPSIS

The purpose of this paper is to outline three of the key aspects to supervision within the psychiatry, and wider mental-health field. The first aspect outlined is setting goals. Setting goals within the context of mental-health supervision should always depend on the need of the client, as well as the experience of the supervisee. The second core component of supervision described is autonomy vs. supervision. It is important for the supervisory relationship that the autonomy of the supervisee is tended to in addition to their supervision. The final aspect of supervision is the giving of feedback. Feedback should be balance, including both praise for good work and strategies for improving areas that need attention.

Keshavan, M. (2014). How to teach a psychiatry trainee: Individual and team supervision. Asian Journal Of Psychiatry, 9, 97-98.

<http://www.sciencedirect.com/science/article/pii/S1876201814000902>

IMPLICATIONS FOR PRACTICE

By adhering to the three key aspects of supervision outlined in his study, supervisors are able to create a strong supervisory relationship, leading to a positive supervision experience. Including solutions to solve these potential issues allow supervisors to more easily satisfy the needs of the supervisee.

Quality of Clinical Supervision and Counsellor Emotional Exhaustion: The Potential Mediating Roles of Organizational and Occupational Commitment

SYNOPSIS

The emotional exhaustion of counsellors has negative implications for their employers, their clients, as well as their own health. This paper aims to investigate the mediating role of clinical supervision, and its components, on the rate of emotional exhaustion for counsellors. The results of this study showed that rates of clinical supervision was negatively associated with emotional burnout, indicating that the more supervision a counsellor engages in, the less the chance of them experiencing emotional burnout.

Knudsen, H., Roman, P., & Abraham, A. (2013). Quality of clinical supervision and counselor emotional exhaustion: The potential mediating roles of organizational and occupational commitment. Journal Of Substance Abuse Treatment, 44(5), 528-533.

<http://www.sciencedirect.com/science/article/pii/S0740547212004515>

IMPLICATIONS FOR PRACTICE

Within the mental health counselling field, burnout is a common and debilitating problem. Providing a practical avenue for counsellors to combat potential burn out is crucial. As well as providing a mediating role, supervision allows for the professional growth of counsellors, adding to the usefulness of supervision.

The impact of clinical supervision on counsellors and therapists, their practice and their clients: a systematic review of the literature.

SYNOPSIS

The purpose of this literature review was to establish the impact, and the strength of the impact, supervision has on those involved. Preliminary evidence was found indicating that supervision has an impact on the supervisee's self-awareness, and psychotherapeutic skills. Tentative evidence suggested that the trustworthiness of the supervisor is an important factor on the success of the supervision. There was only limited evidence however that suggested that supervision has a beneficial effect on the outcome of therapy.

Wheeler, S., & Richards, K. (2007). *The impact of clinical supervision on counsellors and therapists, their practice and their clients. A systematic review of the literature. Counselling And Psychotherapy Research, 7(1), 54-65.*

http://www.bacp.co.uk/admin/structure/files/pdf/11204_clinical%20supervision%20systematic%20review.pdf

IMPLICATIONS FOR PRACTICE

Given the strength of the evidence supporting the positive impact supervision has on those involved, this literature review is likely to encourage counsellors to engage in further supervision. The impact that personal traits, such as trustworthiness, have on the success of supervision is likely to encourage supervisors to foster certain aspects of their personality in order to implement better supervision.

Boundaries and Dangers in the Supervisory Relationship

SYNOPSIS

This paper examines some of the boundaries that exist, inhibiting the success of supervision and the supervisory relationship. One such problem stems from counselling skills being taught without depth of supervision. Without this depth, the supervisee will likely have future problems with establishing a therapeutic relationship with their clients. Abusive supervision is another potential barrier to effective supervision. Supervisees who feel abused have a diminished ability to work and participate in the learning environment.

<http://ok.gov/odmhsas/documents/Supervision%20Boundaries.pdf>

IMPLICATIONS FOR PRACTICE

Being aware and comfortable with barriers to supervision allows supervisors and supervisees to be vigilant and sure to avoid these barriers whilst engaging in supervision. Knowing, and avoiding, the barriers to supervision leads to better supervision, and ultimately better counsellors.

Cross-Racial Supervision: Critical Issues in the Supervisory Relationship

SYNOPSIS

This literature review compiles and compares the findings of 13 research studies relating to cross-racial supervision within a counselling context. The main theme of this compiled research is that a strong working alliance between the supervisory and supervisee is more likely to occur when supervisors are culturally responsive and competent. When supervisors react to cultural issues in a responsive manner, a stronger supervisory relationship is created.

<http://files.eric.ed.gov/fulltext/EJ858082.pdf>

IMPLICATIONS FOR PRACTICE

Given the importance of the supervisory relationship in supervision, all efforts should be made to ensure that this relationship is maintained. Respecting the cultural and racial aspects of both the supervisee and supervisor is something that all those engaging in supervision should be aware of.

Optimising Supervision for the Supervisee

Synopsis

The focus of this article is the main aspects of supervision that must be satisfied in order to maximise the usefulness of supervision for the supervisee. The main points outlined include; maintaining a positive nature, setting clear boundaries, according to the supervisee's needs and a proper approach to supervision. According to the author, if these needs are met, the supervisee's experience with supervision will be fulfilling and positive.

http://www.counsellingonstirling.com.au/optimising_supervision_for_the_supervisee.html

IMPLICATIONS FOR PRACTICE

Creating a fulfilling, enriching supervision experience for the supervisee is crucial if they are to become a good counsellor and supervisory. By ensuring that a positive nature is employed, clear boundaries are set, supervisee's needs are met and the proper approach to supervision is taken, the supervisee's experience will be a rich, educational one.

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