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The assumption of heterosexuality in supervision

SYNOPSIS

An important aspect of supervision includes being wary of the personal differences between the supervisor and the supervisee, and how to facilitate successful supervision by factoring in these differences. The purpose of this paper was to assess the impact that the assumption of heterosexuality has on the supervision process, with particular focus on art therapy. The importance of talking openly about different backgrounds and experiences during supervision has been widely noted in relevant literature, however, the concept of talking freely about sexuality has fallen in comparison to areas such as ethnic and cultural background. Conclusions drawn from this article imply that unless the assumptions of heterosexuality and associated stereotypes are mediated, voices of supervisees in the minority will be silenced, and therefore not reach their potential through supervision.

IMPLICATIONS FOR PRACTICE
Implications from this article allow supervisors and supervisees to be mindful of sexual orientation and the impact it can have on the supervisory relationship. Treating sexuality in similar ways to cultural and ethnic differences in supervision has the potential to create more fulfilling, and therefore successful, supervisory relationships.

Ethics in Supervision: Consideration of the Supervisory Alliance and Countertransference Management of Psychology Doctoral Students

SYNOPSIS

Countertransference in psychology refers to a situation where a therapist develops positive or negative feelings towards a client. Obviously countertransference can be seriously detrimental to the therapeutic relationship and supervision is one area where countertransference can be combated. The authors of this paper aimed to assess the impact that the supervisory alliance has on countertransference disclosures of psychology doctoral students. The researchers implemented an online survey to study the supervisory alliance's impact on countertransference. Results indicate that a positive supervisory alliance positively influences both a trainee's comfort and likelihood of disclosing countertransference reactions. These findings emphasize the critical importance of the supervisory alliance in creating and fostering a supportive environment for supervision.

IMPLICATIONS FOR PRACTICE

Obviously countertransference is highly detrimental to both the counselling and supervisory processes, so any strategy that aides in the mediation of countertransference is extremely important. From these results, supervisors and supervisees alike can know that positive supervisory relationships can moderate the danger of countertransference and add this information to the list of reasons to maintain a strong supervisory relationship.

Issues in the Development of e-supervision in Professional Psychology: A Review

SYNOPSIS

Given that the demand for clinical supervision is growing, the challenges that exist for rurally based psychology trainees are set to increase. This study aims to investigate the current limitations of e-supervision, and how a new application can overcome these limitations. This new e-supervision application provides online access to a database of clinical supervisors and peers for trainees to search, contact and meet, with additional document sharing and video annotation tools to support standard

supervision activities. Authors of this article conclude that the most prevalent issues surrounding an e-supervision application are focussed on security, confidentiality and verification of users.

Deane, F., Gonsalvez, C., Blackman, R., Saffioti, D., & Andresen, R. (2015). Issues in the Development of e-supervision in Professional Psychology: A Review. Australian Psychologist, 50(3), 241-247.

http://dx.doi.org/10.1111/ap.12107

IMPLICATIONS FOR PRACTICE

Implications from this review have far reaching consequences for supervisees and supervisors alike. Supervisees who currently reside, or wish to work, in remote areas would benefit greatly from an e-supervisory system that would allow them to receive appropriate training without hours of travel. Similarly, supervisors who wish to supervise trainees who live far from them would greatly benefit from a secure system such as thiscommon issues.

What can be gained through peer supervision?

SYNOPSIS

Although clinical supervision is at the core of training in most areas of psychology, it does not have to be the sole method of supervision and training. This article aims to assess the benefit that can be gained by engaging in peer supervision in tandem with professional supervision in the context of educational psychology. Through an enquiry-based learning approach, positive outcomes were found for the peer supervision group. The area's most benefitting from the addition of peer supervision were; 'development of skills and moving forward' and 'sharing, supporting and well-being'. These findings support the notion that the inclusion of peer supervision, in addition to professional supervision, facilitates not only professional growth, but also personal growth, providing a perfect complement to professional supervision.

Mills, F., & Swift, S. (2015). What can be gained through peer supervision?.Educational & Child Psychology, 32(3), 105-108.

Managing stress or enhancing wellbeing? Positive psychology's contribution to clinical supervision

SYNOPSIS

One of the key functions of clinical supervision is to improve and restore the wellbeing of the supervisee. Despite being a crucial aspect of supervision, there are few guidelines within the literature on how to achieve wellbeing in supervision. Included in supervisory wellbeing is ensuring that professional burnout and work-related stress are minimized. The author of this study aimed to identify which aspects of positive psychology could aide in ensuring wellbeing in clinical supervision. The outcomes of this article suggest that work engagement, self-efficacy, sense of coherence, flow and resilience were all important to ensuring wellbeing during the clinical supervision process.

Howard, F. (2008). Managing stress or enhancing wellbeing? Positive psychology's contributions to clinical supervision. Australian Psychologist, 43(2), 105-113.

http://dx.doi.org/10.1080/00050060801978647

From New Vistas to Life Lines: Psychologists' Satisfaction with Supervision and Confidence in Supervising

SYNOPSIS

Satisfaction is a key aspect that affects the success of the supervision process, as is the confidence of the supervisor. The purpose of this study was to identify the factors that are related to both satisfaction when receiving supervision, and confidence when providing supervision, within the context of Irish psychologists. Results from this study that although the majority of psychologists attend supervision, the rate in which they attend is low. The key finding of this research indicates that the most important aspects of satisfaction when receiving supervision are; more frequent clinical supervision, participation in external, individual clinical supervision and a safe and trustworthy supervisory relationship. Results from this study also indicate that only 40% of those who administer clinical supervision felt confident doing so. Key attributes to becoming confident in providing supervision include; experience as a psychologist, receiving training in providing supervision, experience as a supervisor, and confidence as a therapist.

McMahon, A., & Errity, D. (2013). From New Vistas to Life Lines: Psychologists' Satisfaction with Supervision and Confidence in Supervising. Clinical Psychology & Psychotherapy, 21(3), 264-275.

http://dx.doi.org/10.1002/cpp.1835

IMPLICATIONS FOR PRACTICE

The most striking implication from this study is that although the majority of psychologists attend supervision, attendance is low. Given that attendance of clinical supervision leads to higher satisfaction and confidence, greater attendance to supervision can lead to higher quality supervision. Greater satisfaction and confidence in supervision can lead to greater therapeutic skills and therefore more confidence in a practitioner's clinical ability. Overall, the authors of this study indicate that higher attendance of clinical supervision can lead to higher quality supervision and practice.

Clinical Supervision of Psychotherapy: Essential Ethics Issues for Supervisors and Supervisees

SYNOPSIS

The violation of ethical issues in the process of supervision can be extremely detrimental to the process, and therefore, great care must be taken to ensure that these issues are monitored. The purpose of this report was to outline the key ethical issues that face both supervisors and supervisees during the process of supervision. These issues include: informed consent and the supervision contract, supervisor and supervisee competence, attention to issues of diversity and multicultural competence, boundaries and multiple relationships in the supervision relationship, documentation and record keeping by both supervisor and supervisee, evaluation and feedback, self-care and the ongoing promotion of wellness, emergency coverage, and the ending of the supervision relationship.

Barnett, J., & Molzon, C. (2014). Clinical Supervision of Psychotherapy: Essential Ethics Issues for Supervisors and Supervisees. Journal of Clinical Psychology, 70(11), 1051-1061.

http://dx.doi.org/10.1002/jclp.22126

> **IMPLICATIONS FOR PRACTICE**
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> *The implications from this report are fairly simple, however, ethical issues are a crucial aspect of supervision, and the adherence to these ethical concerns is paramount. This report provides a list of issues to be wary of to produce quality supervision for both the supervisor and supervisee. By being mindful of these ethical issues, a better-quality supervisory relationship can be forged.*

Clinical Supervision: The State of the Art

SYNOPSIS
The authors of this study set out to provide not only a list of strategies aimed at improving supervision, but also to provide a snapshot of the current state of supervision. Key elements outlined for successful supervision include: demonstrating respect for the supervisee and client, formation of a supervisory relationship, encouraging the supervisee to form new skills and provide ongoing accurate and corrective feedback to the supervisee. In terms of the state of supervision, authors indicate that improvement in supervisor training will lead to an improvement in the state of supervision. Additionally, the move towards evidence-based methods of supervision is touched on in this report.

Falender, C., & Shafranske, E. (2014). Clinical Supervision: The State of the Art. Journal Of Clinical Psychology, 70(11), 1030-1041.

http://dx.doi.org/10.1002/jclp.22124

> **IMPLICATIONS FOR PRACTICE**
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> *Although examination of the current state of supervision is important, the key implication from this study comes in the form of the strategies for successful supervision. Supervisors and supervisees alike must be aware of the current strategies used for supervision. The detailed list provided by these authors provides a good framework on which to base supervision practices. It is also important to at least be aware of the current state and direction of clinical supervision. This awareness can keep supervisors and supervisees ahead of the curb in terms of the success and satisfaction of their supervisory relationship.*

Supervisee Self-disclosure: A Clinical Psychology Perspective

SYNOPSIS

The process of clinical supervision is highly reliant on the supervisee's verbal disclosure of important information and events to their supervisors. Despite the importance of this concept, very little research exists, especially within the area of clinical psychology. The aim of this study was to investigate clinical psychology supervisee's use of self-disclosure during the supervision process. Findings from this study indicate that supervisees choose to not disclose information if; they perceive it to be non-relevant, they fear negative consequences, they felt they were able to self-manage the problem.

Spence, N., Fox, J., Golding, L., & Daiches, A. (2012). Supervisee Self-disclosure: A Clinical Psychology Perspective. Clinical Psychology & Psychotherapy, 21(2), 178-192.

http://dx.doi.org/10.1002/cpp.1829

IMPLICATIONS FOR PRACTICE

The major ramification of this study relates to knowing the reasons why supervisees may choose not to disclose information to their supervisors. Given the importance of disclosure to both the supervisory relationship and the supervision process, it is crucial to be aware of reasons that supervisees may not disclose information. Supervisors should also be aware of social psychology's impression management theory, ensuring that supervisees are not denying disclosure to maintain their supervisor's positive impression of them.

Neuroscience Insights That Inform Clinical Supervision

SYNOPSIS

Given the prevalence of neurological concepts and approaches in psychological studies and theories, a neurological approach to clinical supervision is certainly worth assessing. The aim of this paper was to apply modern neuroscience literature to clinical supervision practices. One such neuroscience approach that can be applied to the area of clinical supervision is the teaching of the art of observation. Teaching supervisees to be aware of their bodily sensations, internal cues and affective reactions whilst engaged with a client will open up many pathways for understanding clinical processes

Miehls, D. (2014). Neuroscience Insights That Inform Clinical Supervision. Smith College Studies In Social Work, 84(2-3), 367-384. http://dx.doi.org/10.1080/00377317.2014.924706

IMPLICATIONS FOR PRACTICE

As therapeutic methods gradually shift to become more based around neuroscience processes, how psychotherapists are trained must also shift to reflect this. Supervisors and supervisees alike must be aware and tuned in to current trends in neuroscience, with special attention paid to the neuroscience of learning and training. If these neurological approaches can be applied to supervision, greater supervision will occur.

Aboriginal and Torres Strait Islander Mental Health Practitioners Propose Alternative Clinical Supervision Models

SYNOPSIS

Research states that Aboriginal and Torres Strait Islander mental health practitioners have more trouble managing their workplace obligations than their non-indigenous counterparts for a number of reasons. Given this research, it is vital to assess possible alternate clinical supervision models for Indigenous practitioners. The authors of this study aimed to identify issues affecting the clinical supervision of Indigenous mental healthcare workers. Results of this study highlight a number of inadequacies with current practices that potentially lead to high levels of stress and burnout. To mediate this, it is recommended that alternate supervision models are implemented, including; the use of cultural supervisors, dual supervisors, accessibility to consultation and communities of practice for remote workers.

Nelson, J., Bennett-Levy, J., Wilson, S., Ryan, K., Rotumah, D., & Budden, W. et al. (2015). Aboriginal and Torres Strait Islander Mental Health Practitioners Propose Alternative Clinical Supervision Models. International Journal Of Mental Health, 44(1-2), 33-45.

IMPLICATIONS FOR PRACTICE

Being aware of cultural differences has long been at the forefront of the supervisory relationship. With this focus on specifically Indigenous culture, supervisors and supervisees can be aware of issues that must be remedied when Indigenous culture is present in supervision. As the authors of this study included solutions to the mentioned inadequacies, members of the supervisory alliance can put into action methods of mediating any potential barriers to effective supervision

What's not being said? Recollections of nondisclosure in clinical supervision while in training

SYNOPSIS

The phenomenon of non-disclosure in psychotherapy clinical supervision can present significant barriers to both the supervisory process and the learning process of the supervisee. The authors of this qualitative study aimed to examine non-disclosure in individual supervision by examining specific non-disclosures, and the reasons for these non-disclosures. Results from this study indicate that a strong, fulfilling supervisory relationship was a key mitigating factor that reduced instances of non-disclosure. A key recommendation offered by the authors was that role induction should be incorporated into training to teach supervisees how to more effectively utilise their supervision.

IMPLICATIONS FOR PRACTICE

Implications from the results of this study add to the growing evidence that the supervisory relationship is a key aspect of the supervisory process. From this, supervisors and supervisees can work towards building a stronger supervisory relationship. The other major implication from this study stems from the recommendation of role induction. From this, supervisors can implement role induction into their supervisee's training to ensure that supervisees are aware of the nature and process of supervision.

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