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## The role of supervisors' and supervisees' mindfulness in clinical supervision

### **SYNOPSIS**

Counsellors and counsellor educations are increasingly adapting mindfulness based concepts into their supervision in hope of contributing a focused therapeutic presence during counselling. The aim of this study was to investigate the relationship between supervisor and supervisee's mindfulness with key supervisory relationship variables and session dynamic variables. Results from this study found that supervisor's self-ratings of mindfulness predicted their ratings of supervisory relationship and session dynamics.

*Daniel, L., Borders, L. D. and Willse, J. (2015), The Role of Supervisors' and Supervisees' Mindfulness in Clinical Supervision. Counselor Ed & Supervision, 54: 221-232.*

<http://onlinelibrary.wiley.com/doi/10.1002/ceas.12015/full>

### **IMPLICATIONS FOR PRACTICE**

*Mindfulness is increasingly becoming an important aspect of psychology and counselling, with many counsellors incorporating the concept into their practice. Given this increase, supervisors and supervisees may well incorporate aspects of mindfulness into their supervision.*

## The Relationship between Counseling Trainee Perfectionism and the Working Alliance with Supervisor and Client

### **SYNOPSIS**

The working alliance between supervisors, supervisees' and clients is an important aspect of the supervisory process, therefore study focusing on the factors associated with this relationship is crucial. This study was designed to determine if, and to what extent, trainee perfectionism had an effect on working alliances with clients and supervisors. Results from this study indicate that maladaptive perfectionism was negatively correlated with the supervisory alliance and working alliance. Additionally, counselling self-efficacy and adaptive perfectionism and the supervisory alliance and maladaptive supervisory relationship.

Ganske, K. H., Gnilka, P. B., Ashby, J. S. and Rice, K. G. (2015), The Relationship Between Counseling Trainee Perfectionism and the Working Alliance With Supervisor and Client. *Journal of Counseling & Development*, 93: 14–24.

<http://onlinelibrary.wiley.com/doi/10.1002/j.1556-6676.2015.00177.x/abstract>

### **IMPLICATIONS FOR PRACTICE**

*Supervisors and supervisees should consider perfectionism and counselling self-efficacy as important factors in supervision, and ensure that the supervisory relationship is not negatively impacted.*

## The Ruptured Supervisory Alliance and Its Repair: On Supervisor Apology as a Reparative Intervention

### **SYNOPSIS**

Given the intensity of counselling, and more specifically, the supervisory alliance, it is almost inevitable that a rift will occur between the supervisor and supervisee. Supervision rupture has long been viewed as problematic, this article focusses on the ways in which supervisors and supervisees repair ruptured supervisory relationships. The main aspects of this paper are as follows; supervisors make errors, which can affect the alliance, apologies can help remedy negative effects, the 10 elements of apology (available in the full text of this paper) are applicable to supervisory rupture, apologies should reflect offense type and severity, humility and genuine concern increase apology effectiveness, and effective apologies can fortify the supervisory alliance.

C. Edward Watkins, Jr., Samuel H. Reyna, Marciana J. Ramos & Joshua N. Hook (2015) *The Ruptured Supervisory Alliance and Its Repair: On Supervisor Apology as a Reparative Intervention*, *The Clinical Supervisor*, 34:1, 98-114,

<http://dx.doi.org/10.1080/07325223.2015.1015194>

### **IMPLICATIONS FOR PRACTICE**

*Where not already the case, it is recommended that supervisors add apology and forgiveness information to their existing supervisory alliance knowledge and incorporate apology into their intervention repertoire. Furthermore, it is important to add rupture and repair information and apology role-play possibilities into supervision seminars.*

## **Trainee Therapists' Experiences of Supervision during Training: A Meta-synthesis**

### **SYNOPSIS**

The purpose of this literature review is to investigate the current qualitative research on trainee therapists' experiences of supervision during training. The search of the literature uncovered four main themes; supervision as a learning opportunity, the supervisory relationship, power in supervision and the impact of supervision. Conclusions from this review indicate that supervision can effectively support trainee therapists in their personal and professional development. Despite this positive result, supervision can also lead to feelings of distress and self-doubt.

Wilson, H., Davies, J., & Weatherhead, S. (2015). *Trainee Therapists' Experiences of Supervision During Training: A Meta-synthesis*. *Clinical Psychology & Psychotherapy*

<http://www.ncbi.nlm.nih.gov/pubmed/25917244>

### **IMPLICATIONS FOR PRACTICE**

*Supervisors need to consider the power differential within supervision and attend to the different factors of supervision outlined in this review. Authors of this review also outlined three key implications for practice that were common amongst the studies included in their review. These include; supervision has the potential to impact on trainee therapists' well-being and consequently their clinical work and clients experiences, supervisees may not disclose unhelpful events for fear of negative evaluation, and evaluation of supervisors should be facilitated and encouraged to maintain good practice.*

## Goal-setting, Feedback, and Assessment Practices Reported by Australian Clinical Supervisors

### **SYNOPSIS**

The need to better understand current supervision practices is paramount, and accurate feedback and evaluation are considered critical to effective supervision. The objective of this study was to compare current supervisory practices in Australia against those recommended by practice guidelines. The most significant findings of this study are related to summative ratings and assessments. Results from this study indicate that a significant percentage of supervisors believe that summative ratings of trainee competence conducted by themselves, or peers, were compromised by leniency effects. Furthermore, half of the supervisors surveyed reported that summative assessments were made difficult by the lack of guidance given by training institutions.

Gonsalvez, C. J., Wahnnon, T. and Deane, F. P. (2016), Goal-setting, Feedback, and Assessment Practices Reported by Australian Clinical Supervisors. *Australian Psychologist*.

<http://onlinelibrary.wiley.com/doi/10.1111/ap.12175/abstract>

### **IMPLICATIONS FOR PRACTICE**

*Results from this study imply that supervisors and supervisees should aim to emulate the practice guidelines and advice from experts whilst conducting supervision. Authors of this study also highlight the need for supervisors to promote the use of observational technologies (such as video sessions) in their day-to-day supervisory practice.*

## Shelter from the Storm: Addressing Vicarious Traumatization through Wellness-Based Clinical Supervision

### **SYNOPSIS**

Counsellors continually encounter clients who have experienced emotional and psychological trauma. Repeated, continuous, vicarious exposure to clients' can affect counsellors' personal and professional wellness. Clinical supervisors can play an important role in assessing and supporting counsellors' wellness related to vicarious traumatization. Quality supervision can be an effective deterrent and intervention for this potentially harmful condition.

Hayden, S., Williams, D., Canto, A., & Finklea, T. (2015). *Shelter From the Storm: Addressing Vicarious Traumatization Through Wellness-Based Clinical Supervision*. *The Professional Counselor*, 5(4), 529–542.

<http://tpcjournal.nbcc.org/shelter-from-the-storm-addressing-vicarious-traumatization-through-wellness-based-clinical-supervision/>

### **IMPLICATIONS FOR PRACTICE**

*The implications of this study are important for both supervisees and supervisors. For supervisees it is important to be aware of the risk of vicarious traumatization whilst counselling. Supervisors should be aware of the unique position they are in to assist supervisees with vicarious traumatization, and ensure that their supervision encompasses techniques to mediate this.*

## **Enhancing Counsellor Supervision through Compassion Fatigue Education**

### **SYNOPSIS**

Compassion fatigue has been documented as an occupational hazard in the fields of psychology and counselling. In order to normalize struggles experienced by in-training counsellors, education must be provided on compassion fatigue and protective factors, such as self-care. This article reviews the literature focusing on the implications of compassion fatigue education on the process of supervision, as well as indicating supervision strategies and protective factors for different phases of counsellor development. The authors of this review conclude that more studies need to be conducted that focus on the supervision process while also examining the role of compassion fatigue education.

Merriman, J. (2015), *Enhancing Counselor Supervision Through Compassion Fatigue Education*. *Journal of Counseling & Development*, 93: 370–378.

<http://onlinelibrary.wiley.com/doi/10.1002/jcad.12035/abstract>

### **IMPLICATIONS FOR PRACTICE**

*Supervisors and supervisees need to be aware of the hazards that compassion fatigue can pose to junior and trainee counsellors. During the course of supervision, supervisors should focus on the purpose of supervision, activities of supervision, counselor development phases and compassion fatigue education, and protective factors that can mediate harm.*

## Reflective dialogue in clinical supervision: A pilot study involving collaborative review of supervision videos

### **SYNOPSIS**

This 2015 study aims to pilot test an intervention involving reflective dialogue based on video recordings of clinical supervision. Results from this pilot study indicate that engaging in video sessions of clinical supervision increased discussion of supervisee anxiety and the tensions between autonomy and dependence, intentions to alter supervisory roles and practice, identification of and reflection on parallel process, and a range of perceived impacts including improvements in supervisory alliance. These results, suggest that reflective dialogue based on supervision videos can be a useful tool in the supervisory process.

Hill, H., Crowe, T., & Gonsalvez, C. (2015). *Reflective dialogue in clinical supervision: A pilot study involving collaborative review of supervision videos. Psychotherapy Research, 26(3), 263-278.*

<http://www.ncbi.nlm.nih.gov/pubmed/25658021>

### **IMPLICATIONS FOR PRACTICE**

*Results from this small study should encourage supervisors and supervisees to consider video-based reflective dialogue within their clinical supervision. Given the benefits of this practice, it should be viewed as a viable option to increase the strength of the supervisory relationship, and reduce supervisee anxiety*

## The Effects of Bug-in-the-Eye Supervision on Therapeutic Alliance and Therapist Competence in Cognitive-Behavioural Therapy: A Randomized Controlled Trial

### **SYNOPSIS**

Bug-in-the-eye (BITE) supervision refers to the process by which a counselling supervisor views a live therapy session conducted by their trainee supervisee through video/audio transmission. Live supervision enables the supervisor to have direct insight into the psychotherapeutic process, and allows supervisors to provide immediate feedback to the trainee. The current study compared the effectiveness of BITE supervision with delayed video-based supervision. Positive results indicate that BITE supervision facilitates higher levels of trainee competence and greater supervisory alliance. Authors also concluded that BITE supervision can be considered a safe supervisory intervention.

Weck, F., Jakob, M., Neng, J., Höfling, V., Grikscheit, F., & Bohus, M. (2015). The Effects of Bug-in-the-Eye Supervision on Therapeutic Alliance and Therapist Competence in Cognitive-Behavioural Therapy: A Randomized Controlled Trial. *Clinical Psychology & Psychotherapy*

### **IMPLICATIONS FOR PRACTICE**

*Supervisors and supervisees can be confident that employing BITE supervision can positively influence both supervisory relationship and therapeutic competencies. Given the importance of the supervisory relationship in supervision, any intervention that improves this relationship should be viewed in a positive light. Supervisors and supervisees who are seeking more active participation from the supervisor in the therapeutic process should also consider BITE supervision as a good option.*

## **Trainee therapists' views on the alliance in psychotherapy and supervision: a longitudinal study**

### **SYNOPSIS**

Although the supervisory alliance has been strongly endorsed as an important part of psychotherapy training, little longitudinal research has been conducted on the topic. The present paper aims to add to this research through a longitudinal analysis of trainee therapists' views of the working alliance in psychotherapy and supervision. Results from this study indicate that inexperienced therapists ratings of therapeutic alliance increased over time whilst completing supervision. This finding suggests that supervision facilitates trainee therapist's ability to create, maintain and grow therapeutic relationships with patients, leading to better therapeutic outcomes.

Ybrandt, H., Sundin, E., & Capone, G. (2016). Trainee therapists' views on the alliance in psychotherapy and supervision: a longitudinal study. *British Journal Of Guidance & Counselling*, 1-10.

<http://www.tandfonline.com/eprint/EXIN8FsGMvhnwP7ZJZnH/full>

### **IMPLICATIONS FOR PRACTICE**

*This study adds to the strength of literature that highlights supervision as an extremely strong tool in the training of therapists and counsellors. Findings from this study can reassure supervisors and supervisees that supervision is effective, and that the supervisee's ability to form therapeutic relationships will benefit from this training*

## **Cross-Racial Supervision: Critical Issues in the Supervisory Relationship**

### **SYNOPSIS**

An important aspect of the research surrounding supervision is the perceptions of those receiving the supervision. This survey examined actual training hours in psychotherapy, perceptions of training needs,

and perceptions of the importance of different aspects of psychotherapy training. Results from this study indicate that current training is highly variable, however, overall supervisees want more psychotherapy education than they are currently receiving.

Kovach, J.G., Dubin, W.R. & Combs, C.J. Psychotherapy Training: Residents' Perceptions and Experiences., *Academic Psychiatry* (2015) 39: 567.

<http://link.springer.com/article/10.1007/s40596-014-0187-7>

### **IMPLICATIONS FOR PRACTICE**

*Supervisors should be aware that their supervisees might desire more training and conduct open conversation with their trainees to ensure that they are satisfied with both the amount, and type of training and supervision they are receiving.*

## **Optimising Supervision for the Supervisee**

### **Synopsis**

The aim of this paper was to advance the study of vocational gender dynamics by exploring advising relationships in applied professional psychology. Although historically, this field has been male dominated, there has been a marked shift towards becoming female dominated. The authors of this field assert that applied psychology advisers attend to aspects of masculinity whilst training trainee psychologists.

Sbaratta, C., Tirpak, D., & Schlosser, L. (2015). Male-Male Advising Relationships in Graduate Psychology: A Diminishing Dyad. *Sex Roles*, 72(7-8), 335-348

<http://link.springer.com/article/10.1007/s11199-015-0466-0>

### **IMPLICATIONS FOR PRACTICE**

*Although this paper focused solely on male training relationships, there are implications for both genders. It is important that supervisors and supervisees attend to specific aspects of gender in order to attain the highest possible standard of training.*

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