

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.

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## Disclosure—and Lack Thereof—in Individual Supervision

### **SYNOPSIS**

Disclosure is a central component of the supervisory process, benefiting supervisee and supervisory alike. Disclosure, in the context of supervision, is defined as the revelation of personal information by the supervisee or supervisor. The author of this paper outlines the importance of disclosure to the supervision process, stating that nondisclosure can impair the process. It is hoped that better understanding of disclosure, and non-disclosure, will lead to more successful supervision.

Knox, S. (2015). Disclosure—and Lack Thereof—in Individual Supervision. *The Clinical Supervisor*, 34(2), 151-163.

<http://dx.doi.org/10.1080/07325223.2015.1086462>

### **IMPLICATIONS FOR PRACTICE**

*As stated about, disclosure can have a noted impact on the quality of the supervisory process. In terms of clinical impact, the author of this paper states that disclosure must be increased to improve supervision. Supervisees and supervisors alike must be aware that non-disclosure of information may harm both the supervisory process, and the development of the supervisee. Supervisees must be mindful to disclose information, even when they may not believe the information to be important to their supervision.*

## When Therapists Cry: Implications for Supervision and Training

### **SYNOPSIS**

The process of therapy can, at times, take a heavy emotional toll on trainee and seasoned therapists alike. Given the substantial burden that this emotional toll can involve, it is important to study processes to remedy this issue. The authors of this paper aimed to examine the discussion of crying in the supervisory process. Results of this study state that the vast majority of surveyed practitioners believe that psychologists should be trained to appropriately handle their emotions, however only around 36% reported receiving training centered on crying. Furthermore, half of the respondents reported having discussed crying with their supervisor, and one third reporting not having discussed their latest crying episode with their supervisor.

Blume-Marcovici, A., Stolberg, R., Khademi, M., & Giromini, L. (2015). When Therapists Cry: Implications for Supervision and Training. *The Clinical Supervisor*, 34(2), 164-183.

<http://dx.doi.org/10.1080/07325223.2015.1048556>

### **IMPLICATIONS FOR PRACTICE**

*Given the immense emotional toll that can be experienced whilst working as a therapist, it is important to discuss crying during supervision. The discussion of crying during supervision can act to normalise crying due to therapy, as well being an excellent opportunity for the supervisor to provide support to the supervisee.*

## Neuropsychology Supervision: Incorporating Reflective Practice

### **SYNOPSIS**

Clinical supervision is a fundamental aspect of the training of psychologists, despite this, there has been limited attention paid to the supervision of neuropsychologists specifically. This paper aimed to improve the supervision of neuropsychologists by incorporating reflective practice into neuropsychology supervision. Through a review of the literature, the authors of this discussion paper suggest that the reflective approach to supervision allows supervisees to attain core functional and foundational neuropsychological competencies.

Gates, N. & Sendiack, C. (2016). *Neuropsychology Supervision: Incorporating Reflective Practice*. *Australian Psychologist*.

<http://dx.doi.org/10.1111/ap.12242>

### **IMPLICATIONS FOR PRACTICE**

*While the literature on supervision for neuropsychologists is slim, this paper provides a basis for neuropsychology supervisors and supervisees to incorporate reflective practice supervision into their training in order to improve the quality of their training and clinical outcomes.*

## **The Impact of Shame on Disclosure in Supervision**

### **SYNOPSIS**

As previously noted in this research bulletin, disclosure is an important aspect of supervision for both the supervisor and supervisee. Shame is an emotion highly related to the process of therapy, with feelings of shame possible from both the client and the therapist. Shame is also highly likely to occur during supervision. Awareness of shame within the supervisory process can remedy the experience of feeling shame. Re-framing the shameful experience using cognitively behavioral therapy techniques can also be helpful in minimizing the consequences of shame, as can self-compassion techniques.

Bailey, F. (2016). The Impact of Shame on Disclosure in Supervision. *Australian*.

[http://www.acpa.org.au/uploads/55605/ufiles/ACP\\_Editions/ACP1\\_3\\_Dec2015.pdf](http://www.acpa.org.au/uploads/55605/ufiles/ACP_Editions/ACP1_3_Dec2015.pdf)

### **IMPLICATIONS FOR PRACTICE**

*Awareness of the impact that shame can have on the process of supervision is important for supervisor and supervisee alike. By embracing stress reducing techniques throughout supervision, it can be assured that the effect shame has on disclosure, broader supervision, is minimized.*

## How can video recordings best contribute to clinical supervisor training?

### **SYNOPSIS**

As technology advances, those involved in supervision must look to emerging technology for avenues to improve the supervision process. Although video recordings are hardly an emerging technology, it is still important to ensure that this technology is being utilized. The author of this paper suggests that current training applications of video lack procedural detail, are unnecessarily restricted, and lack an educational rationale or research support. In order to combat this, it is suggested that supervisory video sessions should be broad and deep, leading to an increased likelihood that learning needs are met. Additionally, it is suggested that video sessions are coupled with practical exercises.

Milne, D. (2016). How can video recordings best contribute to clinical supervisor training?. *The Cognitive Behaviour Therapist*, 9.

<http://dx.doi.org/10.1017/s1754470x15000562>

### **IMPLICATIONS FOR PRACTICE**

*The clinical implications of this research stem from ensuring that supervisory technologies, specifically video technologies, are used effectively. It is important that video sessions are broad and varied, and that the supervisee's learning needs are met, and that these sessions are a valuable use of time.*

## The Potential of Animal-Assisted Therapy Within the Supervisory Alliance

### **SYNOPSIS**

Given that the supervisory alliance is the cornerstone of effective supervision, it is worthwhile considering left field strategies to improve the alliance. An examination of animal-assisted therapy's role in the supervisory process is one such left field suggestion. The author of this review outlines the following benefits of AAT for the supervisory alliance; increased motivation, shifted pain, healing through physical touch, sense of genuineness, increased socialization, increased trust and goal attainment. Further research is recommended in this area.

Owenby, B. (2016). The Potential of Animal-Assisted Therapy Within the Supervisory Alliance. *Journal Of Creativity In Mental Health*, 1-14.

<http://dx.doi.org/10.1080/15401383.2016.1184113>

### **IMPLICATIONS FOR PRACTICE**

*Although little research has been conducted in this area, it may be worth supervisors and supervisee's considering this approach to supervision. This approach may be particularly beneficial to supervisory dyads who have considered other methods of improving the supervisory alliance with little success.*

## **The Informational Value of the Supervisor's Emotional Experiences**

### **SYNOPSIS**

Clearly, it is not only the supervisee who encounters emotional experiences during the course of supervision, it is important to acknowledge the occurrence and informational value of supervisor's emotional experiences. These emotional experiences may take the form of reflective stories of past therapy sessions the supervisor has conducted. From these experiences, the supervisee is exposed to the range of emotions that are associated with certain therapy situations, and how an experienced therapist may react to these emotions.

Harold F. Searles (2015) The Informational Value of the Supervisor's Emotional Experiences, *Psychiatry*, 78:3, 199-211,

<http://dx.doi.org/10.1080/00332747.2015.1069638>

### **IMPLICATIONS FOR PRACTICE**

*It is crucial to view the supervisor not as a dispassionate mentor, but as a dynamic, involved stakeholder in the supervisory process. Supervisees and supervisors should be aware of the potential informational value of the supervisors emotional experiences. Furthermore, the supervisory dyad should be more aware of each other's emotions in general.*

## **Repairing the ruptured supervisory alliance: Humility as a foundational virtue in clinical supervision**

### **Synopsis**

Ruptures to the supervisory relationship are extremely damaging to the process of supervision. The focus of this article is to explore the role of humility in the repair of ruptured supervisory



relationships. The key concepts of humility that are related to supervision are identified as; openness, accurate self-assessment, recognising one's limitations and mistakes, and being other-orientated. The key messages of this paper are that the repair of the supervisory relationship takes effort, and in order to be successful, it must be driven by the supervisor's humility.

Edward Watkins, C., Hook, J., Ramaeker, J., & Ramos, M. (2016). Repairing the ruptured supervisory alliance: Humility as a foundational virtue in clinical supervision. *The Clinical Supervisor*, 35(1), 22-41.

<http://dx.doi.org/10.1080/07325223.2015.1127190>

### **IMPLICATIONS FOR PRACTICE**

*Given the importance of the supervisory relationship to supervision, it is important that the steps to repair the relationship are backed by robust scientific evidence. This article provides an interesting insight into the important role humility can have in repairing potentially devastating ruptures.*

## **What Is the Right Time for Supportive Versus Expressive Interventions in Supervision? An Illustration Based on a Clinical Mistake**

### **SYNOPSIS**

Although study on supportive expressive psychotherapy is relatively common, research on supportive expressive supervision is rare. This study focusses on the decision-making process in a supportive expressive supervision, specifically, when supervisors should use supportive as opposed to expressive strategies with their supervisee. The authors of this paper stress the importance of choosing more supportive techniques when the supervisory alliance is not yet well established, or when a rupture in the supervisory relationship occurs. Expressive techniques should only be used after a good alliance has been established and when they can contribute to a deeper understanding of relevant concepts.

Leibovich, L. & Zilcha-Mano, S. (2016). What is the right time for supportive versus expressive interventions in supervision? An illustration based on a clinical mistake. *Psychotherapy*, 53(3), 297-301.

<http://dx.doi.org/10.1037/pst0000078>

### **IMPLICATIONS FOR PRACTICE**

*Research through the examination of clinical mistakes provides an informative approach, whilst expanding understanding. Research on methods of supervision to use during strained periods is always appreciated. Supportive expressive supervision provides an alternate method to providing best possible supervision.*

## **What do “interpersonally sensitive” supervisors do and how do supervisees experience a relational approach to supervision?**

### **SYNOPSIS**

In order to provide high quality supervision, it is important to identify unique, positive aspects of the supervisory process. This paper aims to describe these unique attributes and examine whether use of these strategies is associated with perceptions of the supervisory alliance. The attributes described include; focus on countertransference, exploration of feelings, attend to parallel process, focus on the therapeutic process, and focus on the supervisory alliance. Conclusions drawn from this study indicate that the identification of specific in-session supervisory behaviors contribute to a strong supervisory alliance, and have further application to supervision theory, practice and research.

Shaffer, K. & Friedlander, M. (2015). What do “interpersonally sensitive” supervisors do and how do supervisees experience a relational approach to supervision? *Psychotherapy Research*, 1-12.

<http://dx.doi.org/10.1080/10503307.2015.1080877>

### **IMPLICATIONS FOR PRACTICE**

*Although it is important to view supervision as a holistic process, it can also be beneficial to focus on individual components that contribute to the supervisory process. By gaining an understanding of the individual attributes that contribute to supervision, the supervisory process as a whole is strengthened*

## Practicum Learnings for Counselling and Art Therapy Students: the Shared and the Particular

### **SYNOPSIS**

Practicum experience in counseling and therapy training can be an anxiety-inducing time as students begin to apply their acquired theoretical knowledge. This paper examines the findings from an inquiry where on-site supervisors were interviewed about their experiences supervising counselling and art therapy students. The identified important themes include; perceptual abilities, relationship building skills, personal experiences, ethical awareness, personality characteristics and motivational factors.

Van Lith, T. & Voronin, L. (2016). Practicum Learnings for Counseling and Art Therapy Students: the Shared and the Particular. *International Journal For The Advancement Of Counselling*, 38(3), 177-193.

<http://dx.doi.org/10.1007/s10447-016-9263-x>

### **IMPLICATIONS FOR PRACTICE**

*Through the study of important factors for supervisees, the process of supervision can be improved. An awareness of critical supervisory themes can benefit all involved in supervision, including the supervisor, the supervisee, and indirectly, the client. Although this paper is tailored towards art therapy counsellors, the themes described can be applied to all areas of therapy.*



## Using Video Recordings of Psychotherapy Sessions in Supervision: Strategies to Reduce Learner Anxiety

### **SYNOPSIS**

Reducing anxiety can be a vital piece in the success of supervision. As supervision can be a stressful time, it is important to explore strategies to minimise both the influence and occurrence of anxiety in supervision. Review of video recordings allows supervisors to directly observe the learner's psychotherapy sessions and learner knowledge, skills, and abilities in conducting psychotherapy. As a result of this, supervisors are better equipped to guide their supervisee towards better practice. It is through this confidence that their supervisor is well aware of their psychotherapy abilities that the supervisee can feel at ease about the direction of their supervision.

Topor, D., AhnAllen, C., Mulligan, E., & Dickey, C. (2016). Using Video Recordings of Psychotherapy Sessions in Supervision: Strategies to Reduce Learner Anxiety. *Acad Psychiatry*.

<http://dx.doi.org/10.1007/s40596-016-0605-0>

### ***IMPLICATIONS FOR PRACTICE***

*Ensuring that the supervisory process is as comfortable as possible is important not only to ensure the success of the process, but also to decrease the incidence of burnout. From the points raised in the literature, it seems that the use of video recording can be a useful tool in minimising supervisory anxiety.*

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