

# MASTERCLASS IN SUPERVISION

## THE SUPERVISORY RELATIONSHIP

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## **GROUND RULES**

- WILL BE SHARING OUR OWN EXPERIENCES OF SUPERVISION –THE GOOD, THE BAD, THE UGLY....
- AS WELL AS THINKING ABOUT THE VALUES WE BRING TO OUR WORK & SUPERVISION
- SHARE ONLY WHAT YOU’RE COMFORTABLE TO SHARE –LOOK AFTER YOURSELVES & EACH OTHER
- TAKE CARE RE: NAMES/IDENTIFIABLE INFORMATION –SMALL WORLD...
- CONFIDENTIALITY



# SR

## DEFINITIONS AND CHARACTERISTICS

- A **HIERARCHICAL** RELATIONSHIP CHARACTERISED BY POWER AND INVOLVEMENT (HOLLOWAY, 1995) WHICH HAS THE PURPOSE OF **ENHANCING SUPERVISEE LEARNING AND DEVELOPMENT**
- SR IS **BI-DIRECTIONAL** AND BASED ON **MUTUAL INFLUENCE, RESPECT AND TRUST**
- DIFFERS FROM THERAPEUTIC RELATIONSHIP – **EDUCATIVE, EVALUATIVE AND INVOLUNTARY** (PALOMO ET AL, 2010)

- **CONTRACTING AND FEEDBACK/EVALUATION ARE KEY ELEMENTS PARTICULARLY IN A TRAINING SR**
- **PURPOSE IS TO ENHANCE SERVICE OFFERED TO CLIENTS, HELP SUPERVISEE DEVELOP, LEARN NEW SKILLS/PROFESSIONAL ROLE IN A SUPPORTIVE CONTEXT**



## **BORDIN'S MODEL OF THE WORKING ALLIANCE**

# **“A COLLABORATION FOR CHANGE”**

1. MUTUAL AGREEMENT AND UNDERSTANDING OF THE GOALS OF SUPERVISION
  - CLARITY
  - MUTUALITY
2. THE TASKS OF EACH OF THE PARTNERS
  - HOW SUPERVISEE & SUPERVISOR ACHIEVE GOALS
3. THE BONDS BETWEEN THE PARTNERS
  - SHARING EXPERIENCE
  - COMMON ENTERPRISE
  - DEVELOPING TRUST

## WHY IS THE SR IMPORTANT?

- SUPERVISION - **RELATIONSHIP BASED** EDUCATION AND TRAINING (MILNE, 2007)
- IT APPEARS THAT WHATEVER MODEL OF SUPERVISION IS ADHERED TO, **THE SR IS A CRUCIAL FACTOR IN THE CHANGE PROCESS OF SUPERVISION** (E.G. ELLIS, 2010; INMAN & LADANY, 2008)



# REFLECTIVE EXERCISE



- THINK ABOUT YOUR CURRENT/ PAST EXPERIENCES AS A **SUPERVISEE**
- SELECT **1 SR** WHICH **WORKED WELL**, & **1** WHICH WAS **MORE DIFFICULT**
- NOTE DOWN THE **KEY FEATURES OF EACH SR**
- IN THE SRS WHICH WORKED WELL, WHAT **VALUES** DO YOU THINK YOUR SUPERVISOR HELD ABOUT SUPERVISION? WHAT **STRENGTHS/QUALITIES** DID THEY EMBODY?
- WHAT **IMPACT** (PERSONAL & PROFESSIONAL) DID THESE SRS HAVE ON YOU?
- SHARE IN PAIRS

## **FEEDBACK THEMES**



# IMPACT OF SR



## SUMMARY OF USA RESEARCH

**POSITIVE SR  
ASSOCIATED WITH  
HIGHER SELF-  
REPORTED  
SUPERVISEE:**

(WATKINS, 2014)

- SELF-EFFICACY AND WELL-BEING
- SATISFACTION WITH SUPERVISION
- WILLINGNESS TO SELF-DISCLOSE
- DISCUSSION OF CULTURE
- PERCEIVED SUPERVISOR ETHICAL  
BEHAVIOUR



**POOR SRS  
WERE  
RELATED TO  
HIGHER  
SUPERVISEE:**

- EXPERIENCE OF STRESS
- EXHAUSTION AND BURNOUT
- ROLE CONFLICT AND  
AMBIGUITY
- EXPERIENCE OF NEGATIVE  
SUPERVISION EVENTS

## **IMPACT OF DIFFICULTIES IN SUPERVISION & THE SR**

- **NEGATIVE IMPACT ON SUPERVISEE WELL-BEING**  
(KOZLOWSKA ET AL., 1997B; NELSON & FRIEDLANDER, 2001)
- **REDUCED ABILITY TO MANAGE ADVERSE CLIENT-RELATED EVENTS**  
(KOZLOWSKA ET AL., 1997A)
- **IMPACT ON ABILITY TO WORK WELL WITH CLIENTS**  
(RAMOS-SANCHEZ ET AL., 2002; NELSON & FRIEDLANDER, 2001)
- **REDUCED SATISFACTION WITH SUPERVISION**  
(RAMOS-SANCHEZ ET AL., 2002)
- **AVOIDANCE OF SUPERVISION & HELP SEEKING**  
(LADANY ET AL., 1997; KOZLOWSKA ET AL., 1997A)



## **OXFORD SUPERVISION RESEARCH GROUP**

- 8 PIECES OF RESEARCH ON THE SR (BEINART, CLOHESSY, PALOMO, FROST, BORSAY, CLIFFE, PEARCE, LEMOIR)
- EXPLORED VARIOUS FACETS OF SR – SUPERVISOR/SUPERVISEE PERSPECTIVES, DEVELOPMENT OF MEASURES OF THE SR, DEVELOPMENT OF SR OVER TIME, HOW PROBLEMS ARE EXPLORED, DISCLOSURE/NON-DISCLOSURE

**MAIN  
FINDINGS –  
SUPERVISOR &  
SUPERVISEE  
PERSPECTIVES**





# MAIN FINDINGS

## CORE QUALITIES OF EFFECTIVE SRS:

- **SAFE BASE**
- BOUNDARIED & STRUCTURED
- RESPECTFUL
- INVESTED/COMMITTED
- OPEN & TRUSTING
- COLLABORATIVE
- SENSITIVE TO SUPERVISEE NEEDS
- EDUCATIVE/EVALUATIVE
- INFLUENCED BY CONTEXT

# MAIN FINDINGS

- **INFLUENCE OF CONTEXT**
  - INDIVIDUAL CHARACTERISTICS OF SUPERVISEE/SUPERVISOR (PERSONAL STRESSORS, CULTURAL CHARACTERISTICS, PAST EXPERIENCES OF SUPERVISION)
  - TEAM/SERVICE (CONTRIBUTIONS TO/DEMANDS/CONSTRAINTS)
- **IMPORTANCE OF SUPERVISOR INVESTMENT IN SUPERVISION & IN THE SUPERVISEE**
- **IMPORTANCE OF SUPERVISEE OPENNESS TO LEARNING & DEVELOPMENT**



## **MAIN FINDINGS**

- PROBLEMS NOT UNCOMMON...IMPORTANCE OF MUTUAL COMMITMENT TO CHANGE. CHALLENGING FOR BOTH SUPERVISOR & SUPERVISEE
- NON-DISCLOSURE OF RELEVANT MATERIAL IN SUPERVISION ALSO NOT UNCOMMON.
- NON-DISCLOSURE HAS AN IMPACT OF SUPERVISEE LEARNING
- HOW SUPERVISOR RESPONDS TO DISCLOSURE INFLUENCES WHETHER SUPERVISEE DISCLOSES IN FUTURE SRS

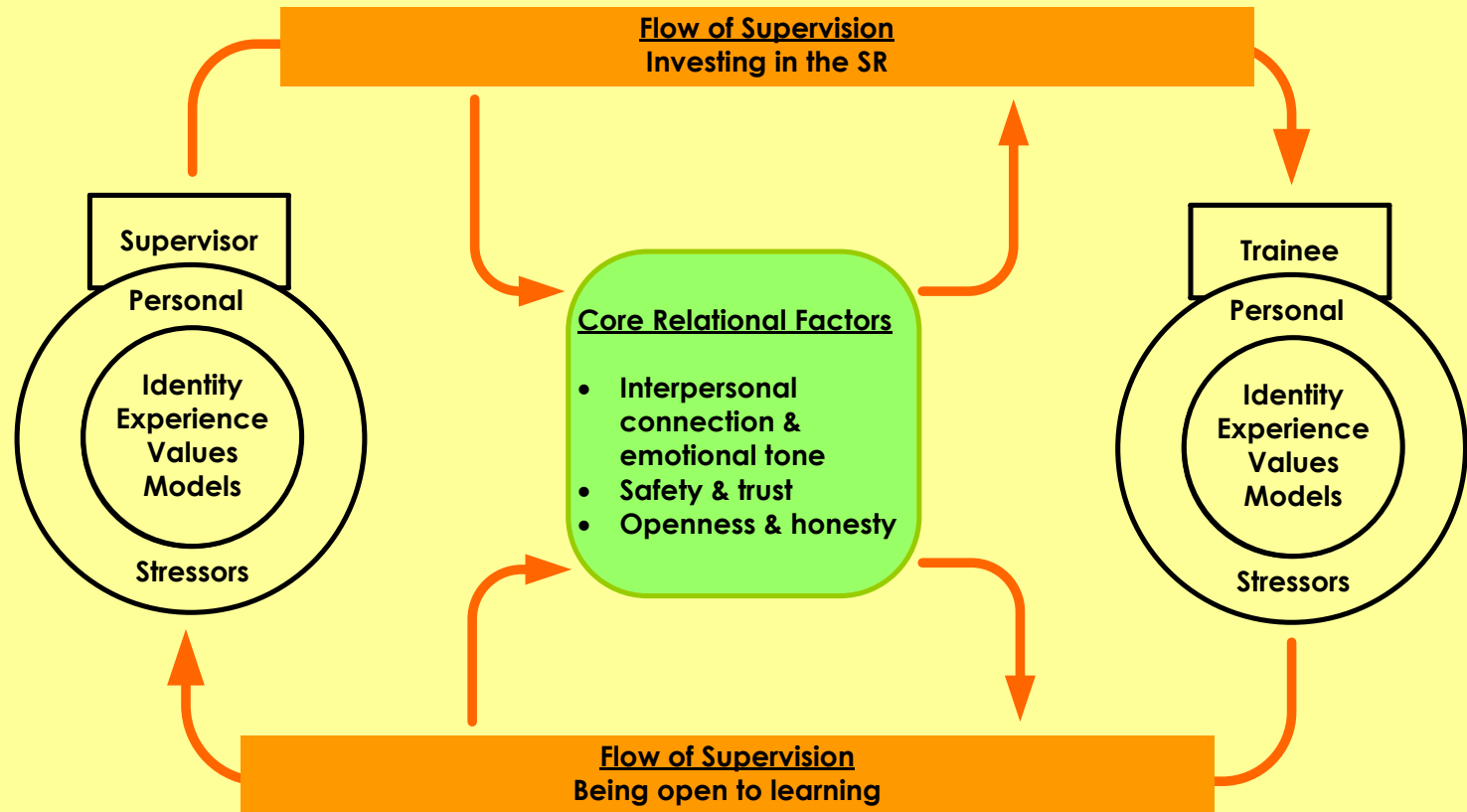
# FRAMEWORK OF SUPERVISORY RELATIONSHIP



BEINART 2002



## Contextual Influences – Team & Course



- 2 MEASURES DEVELOPED FROM THIS RESEARCH
  - **SUPERVISORY RELATIONSHIP QUESTIONNAIRE (SRQ)**  
(PALOMO, BEINART & COOPER, 2010) 6 SUBSCALES
  - **SHORT SUPERVISORY RELATIONSHIP QUESTIONNAIRE (S-SRQ)**  
(CLIFFE, BEINART & COOPER IN PRESS) 3 SUBSCALES
- BOTH PSYCHOMETRICALLY SOUND MEASURES
- **SAFE BASE** FACTOR PREDICTED MOST OF VARIANCE IN BOTH STUDIES



# PREPARING FOR THE SR

UNDERSTANDING  
WHAT WE BRING:

VALUES

PREFERENCES

CONTEXTS







## **A WORD ABOUT VALUES**

### **WHAT DO WE MEAN BY VALUES?**

- GUIDING PRINCIPLES
- STATEMENTS ABOUT WHAT WE WANT TO STAND FOR
- & HOW WE WANT TO BEHAVE ON AN ONGOING BASIS
- WHAT MATTERS TO US
  
- NOT GOALS (FUTURE ORIENTATED;  
SOMETHING WE 'GET')

# RETIREMENT PARTY

## VALUES EXERCISE





# QUALITIES YOU VALUE IN TRAINEES

- TAKE A LOOK AT THE QUALITIES DISPLAYED
- PICK 2-3 THAT YOU THINK ARE THE ONES YOU VALUE MOST IN TRAINEES –NOTE THEM DOWN

## **PAIRS EXERCISE**

### **TAKE TURNS TO INTERVIEW EACH OTHER...**

- WHAT VALUES DID YOU IDENTIFY AS IMPORTANT IN YOUR PROFESSIONAL LIFE & YOUR ROLE AS A SUPERVISOR?
- WHAT QUALITIES DO YOU VALUE IN SUPERVISEES? WHAT MIGHT YOU FIND MORE CHALLENGING?
- IN YOUR REFLECTION ON SRS WHICH WORKED WELL WHAT VALUES DID THESE SUPERVISORS EMBODY?
- IN THE LESS EFFECTIVE SRS, IS THERE ANYTHING YOU'D WANT TO DO DIFFERENTLY IF YOU WERE IN THAT SUPERVISOR'S SHOES?
- HOW MIGHT YOU COME ACROSS TO SUPERVISEES? HAVE YOU BEEN GIVEN ANY FEEDBACK ON SUPERVISION BEFORE?
- ARE THERE ANY FACTORS IN YOUR WORK CONTEXT WHICH MIGHT AFFECT SUPERVISION/YOUR SR?



# HELPING YOUR TRAINEES PREPARE FOR A NEW SR



**QUESTIONS TO  
ENCOURAGE  
SUPERVISEE  
PREPARATION  
FOR NEW SR**

- WHAT HAS BEEN YOUR EXPERIENCE OF SUPERVISION SO FAR?
- WHAT HAVE YOUR PAST SUPERVISORS DONE THAT YOU'VE VALUED?
- WHAT ARE YOU HOPING FOR FROM THIS SUPERVISORY RELATIONSHIP?
- IS THERE ANYTHING YOU'RE APPREHENSIVE ABOUT?
- WHAT ARE YOUR STRENGTHS? WHAT ARE YOU GOOD AT?
- WHAT WOULD OTHERS SAY YOUR STRENGTHS WERE?



- WHAT ARE THE AREAS YOU NEED TO DEVELOP?
- WHAT FEEDBACK HAVE YOU BEEN GIVEN IN PAST SUPERVISION ABOUT AREAS YOU COULD DEVELOP FURTHER?
- WHAT LEARNING OPPORTUNITIES DO YOU NEED TO DEVELOP THESE COMPETENCIES?

## **CONTRACTING**

**GETTING THINGS OFF  
TO A GOOD START**

- **DEVELOPING A MEANINGFUL PSYCHOLOGICAL CONTRACT**
- **AS MEANS OF NEGOTIATING YOUR GOALS AND HOW YOU WILL WORK TOGETHER**
- **AND HOW YOU WILL ADDRESS ANY WORRIES OR PROBLEMS**
- **ESTABLISHING YOUR MUTUAL EXPECTATIONS AND FEEDBACK PREFERENCES**
- **WHICH IS AN ONGOING PROCESS, REVISITED AND REVIEWED**



## **SOME QUESTIONS TO HELP WITH CONTRACTING**

- WHAT BACKGROUND INFORMATION ABOUT YOU DO YOU THINK IT'S IMPORTANT FOR ME TO KNOW?
- WHAT STRENGTHS WOULD YOU EXPECT ME TO NOTICE IN YOUR WORK?
- WHAT 3 ISSUES OR PROBLEMS TEND TO REOCCUR FOR YOU IN YOUR WORK?
- WHAT DO YOU FIND MOST CHALLENGING ABOUT YOUR WORK? HOW CAN I SUPPORT YOU WITH THIS?
- WHAT HAVE YOU FOUND HELPFUL IN YOUR PAST EXPERIENCES OF SUPERVISION ?
- WHAT'S BEEN UNHELPFUL?

- WHAT IS THE BEST WAY FOR ME TO GIVE YOU FEEDBACK? HOW WOULD YOU LIKE ME TO TELL YOU.....?
- HOW WILL I KNOW IF....?
- YOU MIGHT FIND ME...?
- WHAT I VALUE FROM SUPERVISEES IS.....
- HOW WILL I KNOW IF SUPERVISION IS NOT MEETING YOUR NEEDS?
- HOW MIGHT WE ADDRESS PROBLEMS IN SUPERVISION? OR DIFFERENCES OF OPINION?



**PREVENTING  
PROBLEMS IN  
THE SR : SOME  
IDEAS...**

- **ESTABLISH A STRONG SR**
  - INVEST IN THE RELATIONSHIP & THE SUPERVISEE –INTEREST, TIME AND ATTENTION
  - CLEAR EXPECTATIONS & BOUNDARIES – CONTRACTING & REVIEW
  - OPEN COLLABORATIVE ETHOS –NORMALISE ANXIETIES & LEARN FROM MISTAKES
  - REGULAR CONSTRUCTIVE FEEDBACK AND BE CLEAR ABOUT STRENGTHS. INVITE FEEDBACK
  - REFLECT ON HOW SUPERVISEE MIGHT EXPERIENCE YOU –BE AWARE OF OWN SHORTCOMINGS
  - OPENNESS TO NOTICING STRAIN. REFLECT ON RELATIONSHIP AND ANY INTERPERSONAL PULL

**MONITORING/KEEPING AN  
EYE ON THINGS/TUNING IN**





# REVIEWING THE SR

- WHAT'S BEEN WORKING WELL? AND NOT SO WELL?
- ANYTHING WE COULD BE DOING MORE OF/LESS OF?
- HOW HAS FEEDBACK BEEN GIVEN AND RECEIVED? ENOUGH FEEDBACK?
- PROGRESS TOWARDS GOALS? NEW GOALS NEEDED?
- WHAT LEARNING METHODS HAVE WE USED? HELPFUL? ANY OTHER METHODS WE SHOULD USE?

- ANYTHING ABOUT OUR SR WHICH HAS BEEN CHALLENGING? ANYTHING WE SHOULD DISCUSS?
- ANY CHANGES TO OUR SUPERVISION CONTRACT IN LIGHT OF THE ABOVE?
- CONSIDER USE OF MEASURES E.G. SRQ/S-SRQ & SRM (SUPERVISEE & SUPERVISOR MEASURES OF SR)



**DIFFICULTIES  
IN THE SR**



## **EXERCISE GROUPS OF 2-3**

- THINK ABOUT SRS YOU'VE FOUND CHALLENGING (WITH YOU AS **SUPERVISOR**)
- WHAT CAUSED STRAIN IN THE SR?
- COMPLETE THE SRM WITH A PARTICULAR CHALLENGING SR IN MIND IF THIS HELPS
- FEEDBACK TO WIDER GROUP (BE MINDFUL OF CONFIDENTIALITY)

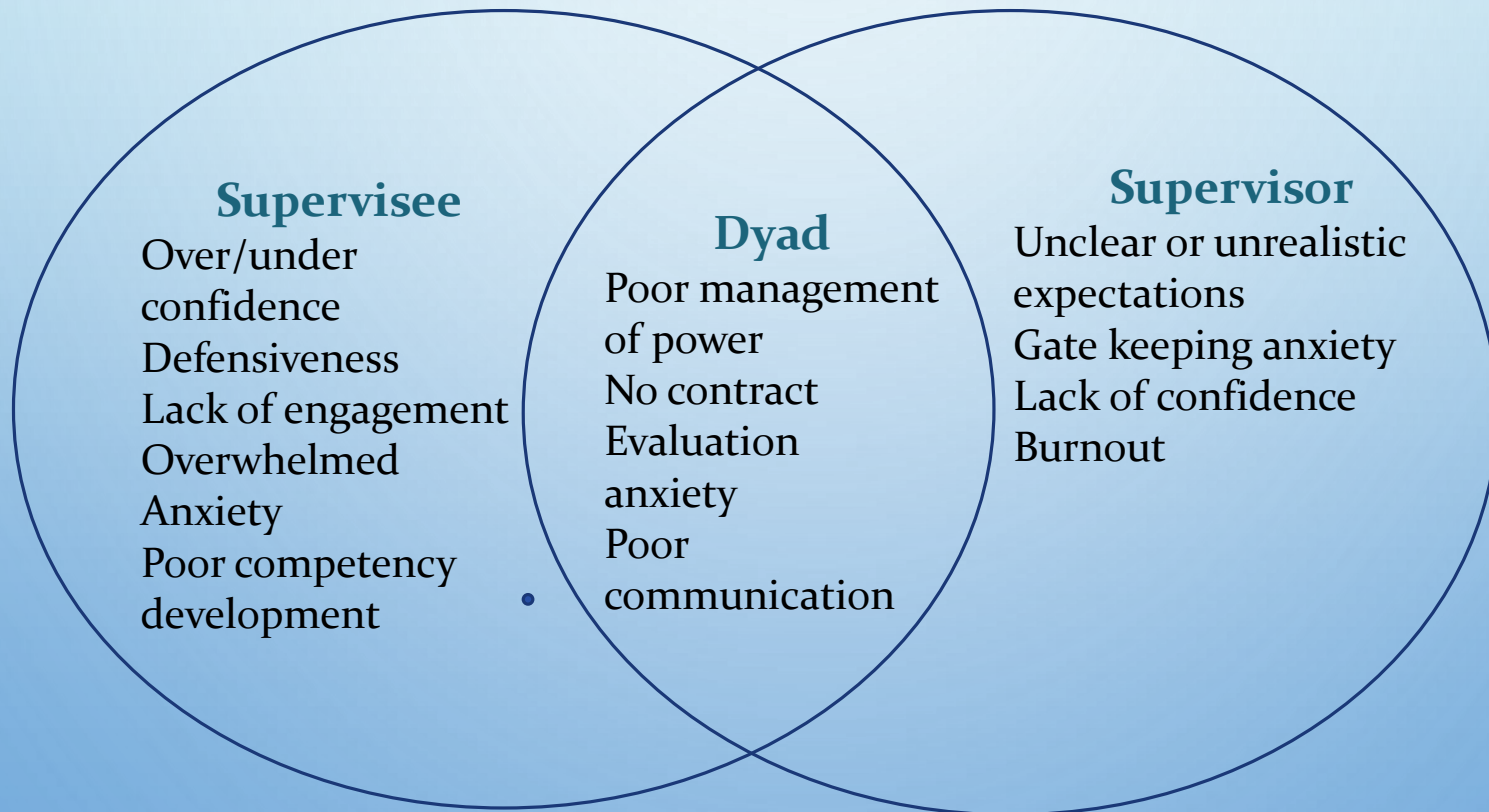


## **CONFLICT IN SR**

- MUELLER AND KELL (1972) ARGUE CONFLICT IN SR INEVITABLE DUE TO POWER DIFFERENTIAL AND COMPLEX NATURE OF SR INVOLVING CONFLICTING DEMANDS OF SUPPORT, EVALUATION AND LEARNING.
- SUPERVISEE EXPECTED TO BE RECEPTIVE AND TAKE RISKS AND CHALLENGES TO ENABLE PERSONAL AND PROFESSIONAL DEVELOPMENT.
- SR PROVIDES A SAFE BASE FOR CONFLICT MANAGEMENT (TEAR AND REPAIR) WHICH IF MISHANDLED LEADS TO DIFFICULTIES/CHALLENGES

# FACTORS CONTRIBUTING TO DIFFICULTIES IN SR – SOME POSSIBILITIES

**Agency context** High demands, unclear expectations, conflict, lack of time





# RESOLVING PROBLEMS IN THE SR

NELSON ET AL, 2008;  
LADANY ET AL, 2005;  
SAFRAN ET AL, 2007;  
CLOHESSY, 2008,  
GRANT ET AL 2012

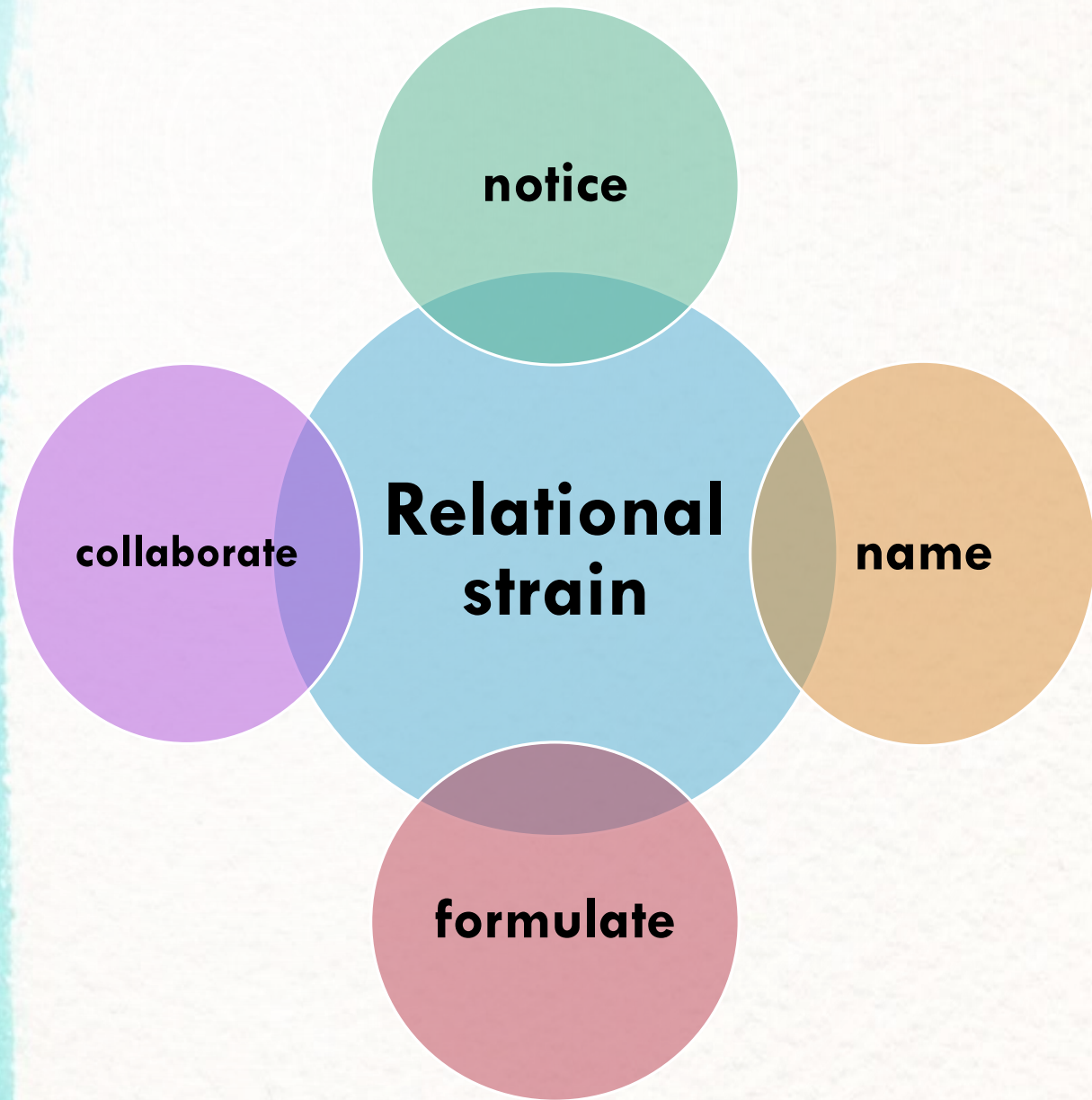


**SAFRAN, MURAN,  
STEVENS &  
ROTHMAN (2007)**

- RUPTURES **INEVITABLE** IN RELATIONSHIPS.
- **EXPLORE** RUPTURES IN SR **AS YOU WOULD THE THERAPEUTIC RELATIONSHIP**
- **SR** NEEDS TO BECOME **FOREGROUND** RATHER THAN BACKGROUND IF THERE'S STRAIN
- IMPORTANCE OF **AWARENESS OF EMOTIONAL REACTIONS & DETECTING THE "PULL"**
- **DISEMBEDDING** FROM THE CYCLE OF INTERACTION & **METACOMMUNICATION** (OWNING OWN CONTRIBUTION) ABOUT THE RUPTURE
- WORKING THROUGH SR RUPTURES PROVIDES OPPORTUNITY FOR **EXPERIENTIAL LEARNING** ABOUT **RESOLVING RELATIONAL IMPASSES**



# RESOLVING PROBLEMS



# NOTICE

- EASIER SAID THAN DONE SOMETIMES!
- **NOTICE/TUNE IN/BE ON THE LOOK OUT FOR SIGNS OF STRAIN -MARKERS (EARLY INTERVENTION IMPORTANT)**
- PAY ATTENTION TO **INTERPERSONAL PULL**
- REFLECT ON OWN **INTERNAL RESPONSES**
- AS WELL AS **CONTENT AND PROCESS OF SUPERVISION**
- AND **EMOTIONAL TONE OF THE RELATIONSHIP**



# FORMULATE

- USE **THEORY** TO HELP YOU (IT'S WHAT WE DO WITH THE TR) EG MODELS OF SUPERVISION OR THE SR
- FUNDAMENTALLY A PROCESS OF **MAKING SENSE**
- MAY NEED TO **GATHER MORE INFO** – CHECK IN WITH SUPERVISEE OR OTHERS
- REFLECT ON OWN **INTERNAL RESPONSES; ACCEPT SHORTCOMINGS & OWN ROLE** IN ANY RUPTURE/STRAIN
- **USE OWN SUPERVISION** TO REFLECT AND CONSIDER FORMULATION IDEAS

**NAME**

- WITHIN A CULTURE OF **OPENNESS**
- BEING **TENTATIVE & CURIOUS**
- USING “**I**” LANGUAGE
- ENCOURAGING **SUPERVISEE’S PERSPECTIVE**



# COLLABORATE

- **EXPLORE** COLLABORATIVELY
- **LISTEN, VALIDATE & SUPPORT**
- **CLARIFY** MISUNDERSTANDINGS
- MAINTAIN **POSITIVE, NON-BLAMING STANCE**
- **INVEST TIME**
- REFRAME CHALLENGE AS **LEARNING OPPORTUNITY**
- **OBSERVATION AND NEEDS ASSESSMENT**
- PROVIDE **MORE FEEDBACK** AND **BUILD ON POSITIVE** EXPERIENCES. **BE CLEAR ABOUT STRENGTHS**
- IMPORTANCE OF **MUTUAL COMMITMENT TO CHANGE**

## **SOME QUESTIONS WHICH MAY HELP....**

- INVITE REFLECTION ON HOW SUPERVISION HAS BEEN WORKING
- OFFER POSITIVE FEEDBACK ON STRENGTHS  
“I THINK X,Y,Z ARE GOING REALLY WELL”
- WHEN RAISING ISSUE USE “I” LANGUAGE  
E.G.
  - I’VE NOTICED THAT WHEN I MAKE SUGGESTIONS, THEY’RE NOT FOLLOWED UP
  - I’VE NOTICED YOU DON’T SEEM AS ENGAGED IN SUPERVISION RECENTLY
  - I WAS WONDERING HOW THE FEEDBACK I’D GIVEN YOU ON YOUR THERAPY TAPE HAD FELT FOR YOU?



- INVITE SUPERVISEE'S PERSPECTIVE & A COLLABORATIVE STANCE E.G.
  - IS THERE ANYTHING ELSE AFFECTING OUR SUPERVISION THAT I SHOULD KNOW ABOUT?
  - IS THERE ANYTHING I'M DOING IN SUPERVISION THAT'S UNHELPFUL?
  - HOW MIGHT WE WORK ON THIS TOGETHER?
  - WHAT COULD WE DO DIFFERENTLY TO IMPROVE THINGS?
- IF THINGS BECOME DIFFICULT –MAY HELP TO NOTICE THE PROCESS BETWEEN YOU. INVITE CURIOSITY!
- OFFER TO COME BACK TO REVIEW AGAIN IF UNRESOLVED/TOO HEATED

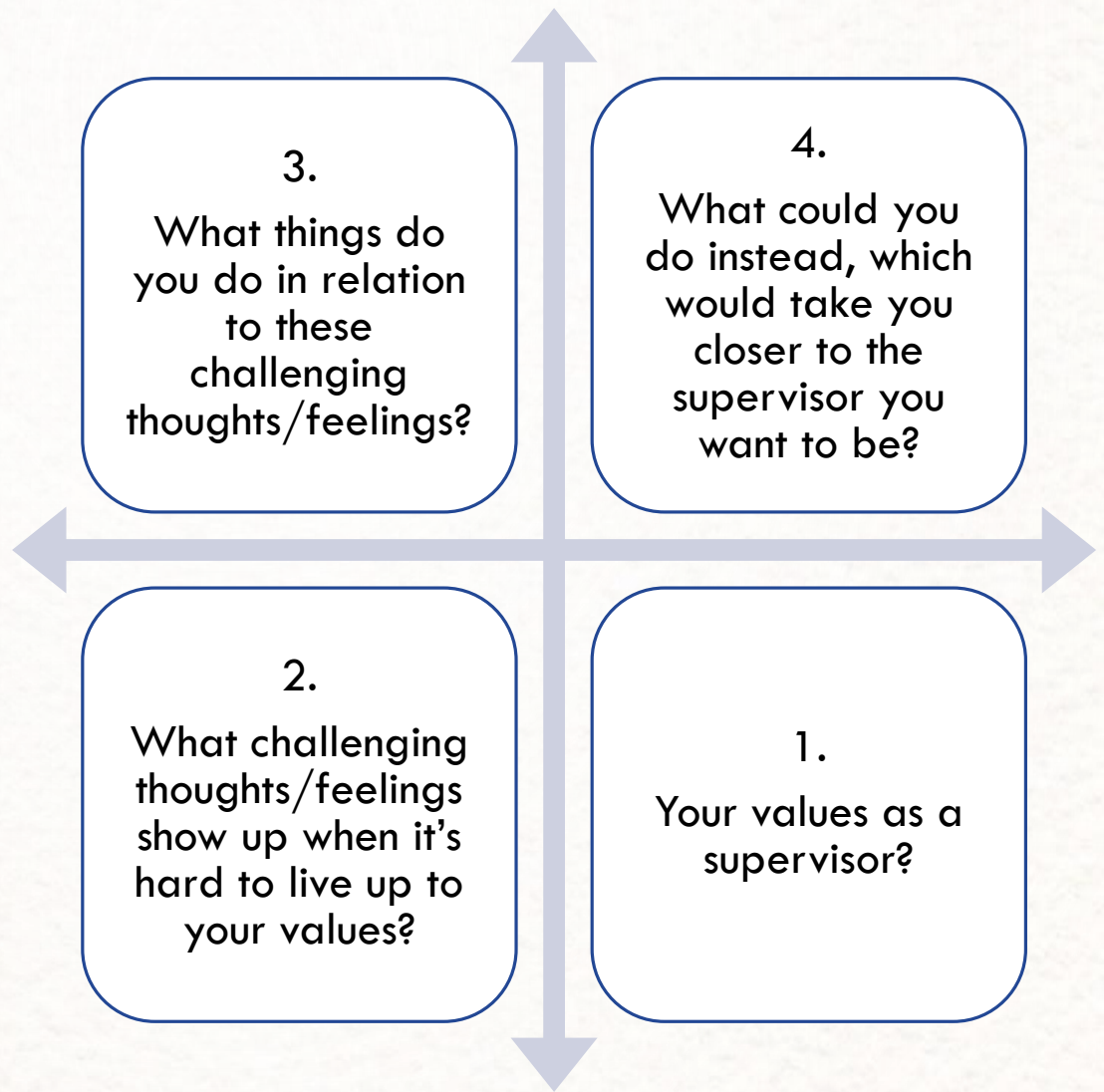
## EXERCISE

- REFLECT ON YOUR CHALLENGING SR (WITH YOU AS A SUPERVISOR)
  - WHAT TOLD YOU THERE WAS A PROBLEM? WHAT WERE THE FIRST SIGNS? THE 'MARKERS'?
  - WHAT WAS YOUR FORMULATION AT THE TIME, IF ANY? CAN YOU USE ANY OF THE MODELS OF THE SR GIVEN EARLIER TO INFORM YOUR FORMULATION? WHAT WAS THE INTERPERSONAL "PULL"?
  - WHAT WERE YOUR ATTEMPTS AT INTERVENTION? WHAT WOULD YOU DO DIFFERENTLY NOW? IF YOU DIDN'T TRY TO RESOLVE THE PROBLEM –WHAT HELD YOU BACK?
- FEEDBACK

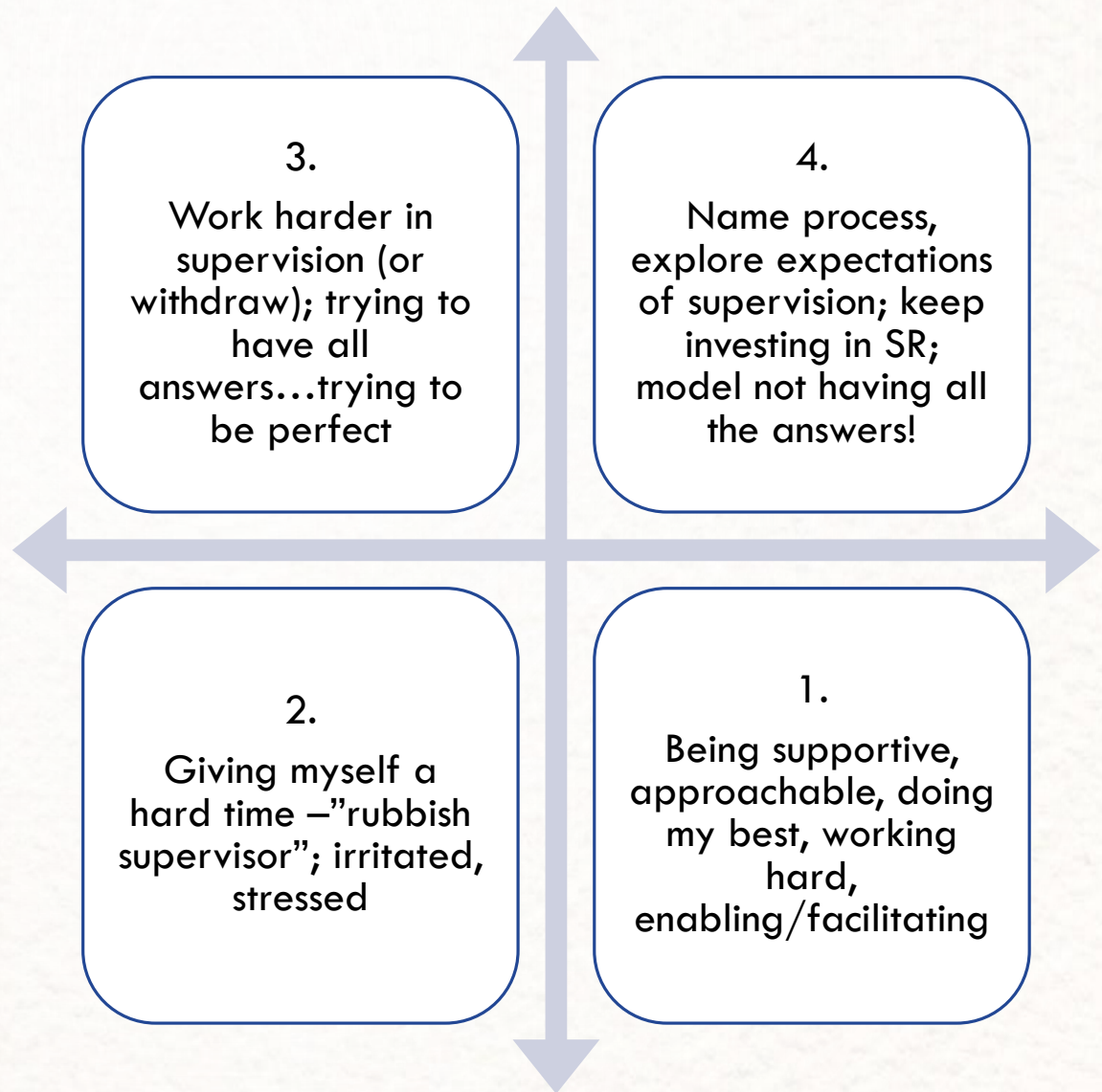


**MATRIX  
EXERCISE**









# BRINGING IT ALL TOGETHER

- IN SMALL GROUPS:-
  - REFLECT ON THE KEY LEARNING POINTS FOR YOU, FROM TODAY
  - USING YOUR LEARNING FROM RESEARCH/INFO PRESENTED, YOUR WORK IN PAIRS/ GROUPS
    - DEVELOP A “BLUEPRINT” FOR HOW TO
      - PREVENT DIFFICULTIES
      - MANAGE/RESOLVE PROBLEMS WHEN THEY ARISE
  - WHAT WILL YOU DO DIFFERENTLY IN YOUR RELATIONSHIPS WITH YOUR SUPERVISEES?

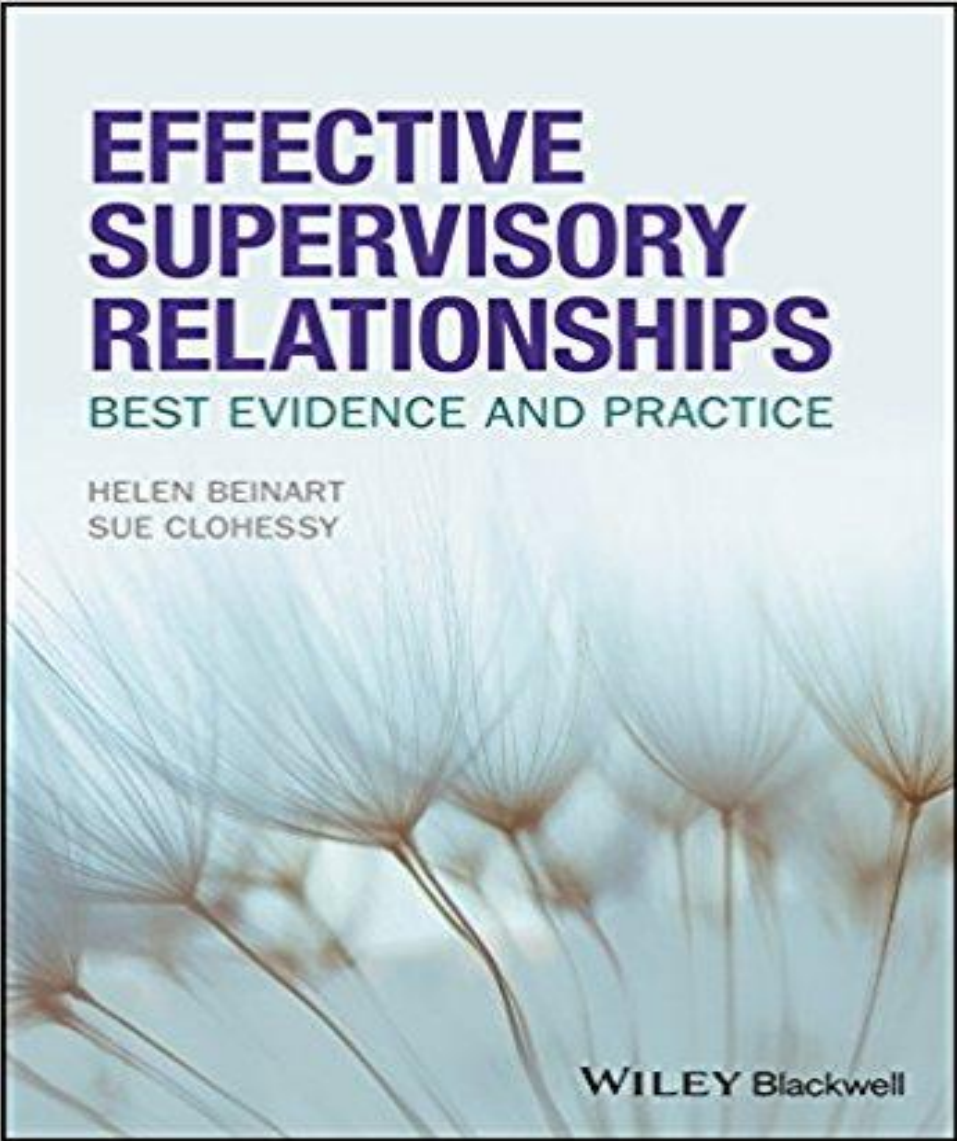


# EFFECTIVE SUPERVISORY RELATIONSHIPS

BEST EVIDENCE AND PRACTICE

HELEN BEINART  
SUE CLOHESSY

WILEY Blackwell



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