References on Supervision in Clinical and Counseling Psychology

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Complex issues are inherent in psychology training. This bibliography addresses diverse aspects of supervision in psychotherapy and more generally in professional psychology, especially during internship. English-language articles, books, and chapters are listed in eight categories: books; administrative, ethical, and legal issues; evaluation; internship; professional standards and training; supervisee development, perspectives, and issues; supervisor issues and the supervisory relationship; and supervision approaches, issues, research, techniques, and theories. Citations from the counselor education, marital/family therapy, psychiatry, psychoanalysis, school psychology, and social work literatures are also included. Most references are from the 1970s and 1980s; older citations are included to provide historical perspectives on supervision.

Supervision is a key aspect of practice for clinical and counseling psychologists, as well as for applications of psychology within schools, industry, and organizations. Until the mid-1970s, there was limited literature on supervision within psychology journals (Baker, 1978). In recent years, there has been a proliferation of articles, books, and even entire journals addressing supervision and related issues of professional development. The greater interest in supervision has resulted in *Psychological Abstracts'* adding professional supervision as a category. As of December 1989, the computer service PsycLIT listed 1,346 references under the heading of *Supervision* between 1983 and part of 1989. Not all of those citations are relevant to supervision of psychologists. The proliferation of the literature on professional supervision makes it impossible to provide an exhaustive bibliography. Only English-language citations were included.

Our compilation of references was undertaken as a means of providing supervisors and interns with information about supervision and training in psychology, especially during the internship year. Interestingly, although psychotherapy accounts for only about one third of clinical psychologists' work (Nor-cross, Prochaska, & Gallagher, 1989), almost all of the literature on supervision centers on psychotherapy supervision. Supervision addressing the other areas of professional activity has received scant attention. It is equally important that psychologists address supervisory issues related to the full spectrum of professional activity—for example, assessment and diagnosis (Skodol, Williams, Spitzer, Gibbon, & Kass, 1984), interviewing (Salvendy, 1987), and consultation (Vasquez & McKinley, 1982), as well as supervision per se (Taub, Porter, & Frisch, 1988)—and research, teaching (Vasquez & McKinley, 1982), administration, and human resource management.

Our listing contains references about multiple dimensions of supervision: administrative, developmental, ethical, legal, and due process issues in training; evaluation; professional standards and quality control; objectives, techniques, and theories of supervision; and research in the area. The relationship between supervisors and supervisees, which has received attention in the literature for decades (Doehrman, 1976), is still perhaps the most ambiguous and difficult issue in supervision (Stoltenberg & Delworth, 1987). Literature pertinent to the internship is also included to provide supervisors and supervisees with broader perspectives of the contextual and environmental factors that may influence supervision. Greater awareness of these resources may enable supervisors and supervisees to facilitate learning of psychological skills, understand the multiple complex issues inherent in professional development, and increase awareness of and sensitivity to the impact of training on supervisees.

Although supervision is within the top five activities that psychologists spend the most professional time on (Garfield & Kurtz, 1976; Norcross et al., 1989) and more than two thirds of counseling psychologists provide clinical supervision (Fitzgerald & Osipow, 1986), few supervisors (less than 10% to 15%) actually have attended formal courses in supervision (Hess & Hess, 1983; McColley & Baker, 1982; Stanton, Sanchez, & Klesges, 1981), most lack training in supervision (Leddick & Bernard, 1980c), little is known about how supervisors assume the supervisory role (Loganbill, Hardy, & Delworth, 1982), the full extent of supervisors' responsibilities and legal liabilities are not necessarily evident to supervisees or supervisors, and

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standardized rating scales for assessing supervisees' and supervisors' skills are wanting (Hess & Hess, 1983; Matarazzo & Patterson, 1986). There is no solid theoretical base, standard literature (McCarthy, DeBell, Kanuha, & McLeod, 1988), or syllabus for supervision: Assigning readings about supervision ranks seventh among supervisory techniques; fewer than 20% of supervisors frequently recommend such readings (Hess & Hess, 1983). No model training sequence in supervision has been developed or adopted by professional or accreditation organizations. Although the "master therapist" model of supervision may be popular, there is consensus neither on who should become a supervisor (Goodyear & Bradley, 1983) nor on when sufficient clinical, research, or supervised experience in an area invests a person with the requisite expertise to assume supervisory responsibilities. Guidelines and standards are lacking for interdisciplinary and postdoctoral supervision, as well as for ongoing supervision (as mandated in some states), of impaired psychological practitioners or those with subdoctoral training.

The supervisory literature tends to be oriented to specific issues and approaches. Although clinical and counseling psychologists are probably most aware of literature in their respective areas, familiarity with the supervisory literature in both domains is of benefit. References from the literature on counselor education, marriage and family therapy, psychiatry, psychoanalysis, school psychology, and social work have been included to provide diverse viewpoints. The breadth of issues and perspectives in the reference list makes it useful to supervisees as well as both novice and seasoned supervisors.

Despite the vast number of books and articles about supervision, the empirical research on supervision is rather circumscribed. Most of the supervision research is restricted to a truncated range of therapist experience, examining novice rather than advanced therapists (Holloway & Hosford, 1983), who are likely to have divergent personal needs and professional interests from those of more experienced psychologists (Matarazzo & Patterson, 1986) and may respond differentially to supervisory techniques. In addition, the empirical studies usually are remarkably narrowly limited in scope, which reflects the fact that there is as yet little scientific basis for supervisory practices.

We hope this bibliography will serve as an impetus for further exploration of supervisory and related professional issues, as well as stimulate empirical research on supervision. Such efforts are necessary ultimately to develop clearer standards of practice and ethical guidelines in the supervision and employment of psychologists. Research and dialogue on these matters will facilitate more efficacious supervision, benefiting agencies, professionals, training institutions, and, of most importance, the clients they serve.

Many of the books cited include sections relevant to multiple categories. Articles are listed in the topic categories that we believed to be most pertinent. Several articles could have been listed in more than one category. Letters in brackets at the end of citations serve as a rough guide to additional relevant categories. Despite our efforts to group articles within categorical headings, the reader is encouraged to review all categories when seeking references about specific topics.

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