



VANCOUVER ART THERAPY INSTITUTE

Clinical Supervision & Consultation of Creative Arts Therapists and Counsellors

This is a 3-credit, 30-hour graduate level online course which includes synchronous and asynchronous components. This course has been pre-approved by the Canadian Counselling & Psychotherapy Association, the British Columbia Association of Clinical Counsellors (BCACC), the Nova Scotia College of Counselling Therapy (NSCCT) and the College of Counselling Therapy of Prince Edward Island (CCTPEI) for registration with their clinical supervisor designations. This course has been designed according to the recommendations made by the College of Registered Psychotherapists of Ontario; however please note that this organization does not pre-approve courses.

This course offers a distinctly Canadian focus and will cover supervisory legal and ethical requirements, supervisory theoretical models and frameworks, assessment and evaluation in supervision, and the distinct considerations for inclusive practice that respects diverse cultural perspectives. It will also include reflection on the person of the supervisor and professional development within this unique specialization. This course includes live viewing of and reflective feedback on the candidate's supervision work.

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DATES: February 17, 2025 to May 11, 2025, 12 weeks
Optional live sessions:

UNIT 1. Historical Development & Theoretical Paradigms (weeks 1, 2, 3)

Optional: Week 1 will include a one-hour live session in which students can meet one another and ask questions about the course. The session will be recorded for those who cannot attend.

- Psychotherapy Based Models: Psychodynamic, Parallel Process, Feminist
- Developmental Models: IDM, Ronnestad & Scholtz
- Competency Based Models
- Systems & Integrative Models: 7 Eyed Seeing, Bernard's Discrimination Model
- Art and creativity in Supervision

Required Readings:

Week 1:

Bernard, J. & Goodyear, R. (2013). Supervision Models. In *Fundamentals of Clinical Supervision* (5th Ed.). (pp. 21-63). London: Pearson.

Case, C. (2007). Review of the literature on art therapy supervision. In J. Schaverian, J. & C. Case (Eds.) *Supervision of Art Psychotherapy a Theoretical and Practical Handbook* (pp. 11-27). Routledge.

C. Case (2007). Imagery in supervision: the non-verbal narrative of knowing. In J. Schaverian, J. & C. Case (Eds.) *Supervision of Art Psychotherapy a Theoretical and Practical Handbook* (pp 95-115). Routledge.

Week 2:

Psychotherapy Based Models: Psychodynamic, Parallel Process, Feminist

Psychodynamic: Laine, R. (2007). Image consultation: supporting the work of art therapists. In J. Schaverian, J. & C. Case (Eds.) *Supervision of art psychotherapy a theoretical and practical handbook* (pp. 11- 27). Routledge.

Parallel Process: St Arnaud, K. O. (2017). Encountering the wounded healer: Parallel process and supervision. *Canadian Journal of Counselling and Psychotherapy*, 51(2), 131-144.
https://www.researchgate.net/publication/321951407_Encountering_the_Wounded_Healer_Parallel_Process_and_Supervision_Rencontre_du_guerisseur_blesse_demarche_parallele_et_supervision

Feminist:

Brown, (2016). Basic principles of feminist supervision. Chapter 2: Epistemologies and Methodologies of Feminist Supervision. In *Supervision essentials for the feminist psychotherapy model of supervision* (pp. 41-65). APA.

Developmental Models: IDM; Ronnestad & Skovholt

Stoltenberg, C. D., & McNeill, B.W. (2010). Chapter 2. An Overview of IDM. In *IDM supervision: An integrated developmental model for supervising counselors and therapists*, 3rd Ed. (pp. 21-44) Routledge.

Week 3:

Competency Based Models

Falender, C. A., & Shafranske, E. P. (2021). Chapter 1: The practice of clinical supervision. *Clinical Supervision 2nd Edition* (pp. 3-24). American Psychological Association
Systems & Integrative Models: 7 Eyed Seeing, Bernard's Discrimination Model

Discrimination Model: Carnes-Holt, K., Meany-Walen, K. & Felton, A. (2014) Utilizing sandtray within the Discrimination Model of counselor supervision. *Journal of Creativity in Mental Health*, 9:4, 497-510, DOI: 10.1080/15401383.2014.909298

7 Eyed Seeing: Hawkins, P. & McMahon, A. (2021). Chapter 6: The Seven-Eyed Model of Supervision. *Supervision in the helping professions*, 5th Ed. (pp. 85-114). London: Open University Press.

UNIT 2. Safe Use of Self: The Person of the Therapist & The Supervisor (week 4)

The nature of the supervisory relationship will be explored with a special emphasis placed on the safe and effective use of self by the supervisor. This unit will include exploration of issues such as parallel process, isomorphisms, or transference/countertransference between supervisor and supervisee. It will include reflection upon the power differential in the relationship. Reflective approaches to supervision will also be addressed.

Optional: This unit will include an optional online zoom session in which we will engage in a reflective arts-based supervisory practice. The session will be recorded for those who cannot attend. All students are invited to post their responses to the LMS Discussion Board.

Required Readings:

Stella, M., & Taggart, J. (2020). Attachment, learning and embodied reflective practices in clinical supervision. *Body, Movement and Dance in Psychotherapy*, 15(4), 295–308.
<https://doi.org/10.1080/17432979.2020.1783572>

Skovolt, T. M., & Ronnestad, M. H. (1992). *The evolving professional self: Stages and themes in therapist and counselor development*. Wiley.

Theissen, E.M. (2023). Chapter 6: Becoming a reflective practitioner. *A Clinical supervision training handbook: Becoming a reflective systemic supervisor*. Tellwell Talent.

Lenz, A.S. & Smith, R.L. (2010). Integrating wellness concepts within a clinical supervision model. *The Clinical Supervisor*, 29, 228-245. doi:10.1080/07325223.2010.518511

UNIT 3. Ethics and Law in a Canadian Context (5 & 6)

This unit will cover broad topics in the foundations of ethics and law that ground supervisory practice in Canada. This unit includes recorded asynchronous lectures followed by a mini self-assessment (quiz) to review and test knowledge. This non-graded assessment can be taken multiple times until the student passes.

- Consultation & Supervision: The student in training and the Peer Professional
- Consultation throughout the career span
- Vicarious & Direct Liability
- Regulated and non-regulated jurisdictions
- Controlled Acts and Restricted Activities
- Jurisdictional Issues & Technology in Supervision
- Contracting and record keeping
- Boundaries
- Mandatory reporting
- Scope of practice
- When to consult or seek out supervision

Week 5:

Required Readings:

Brown, C., Meyerowitz-Katz, J. & Ryde, J. (2007). Thinking with the image: supervising art therapy students. In J. Schaverian, J. & C. Case (Eds.) *Supervision of Art Psychotherapy a Theoretical and Practical Handbook* (pp. 167-181). Routledge.

Fish, B.J. (2017). Chapter 7: Supervision During Graduate Education. In *Art Based Supervision*, (pp. 127-153). Routledge.

Fish, B.J. (2017). Chapter 8: Postgraduate Art-Based Supervision. In *Art Based Supervision*, (pp. 154-179). Routledge.

Week 6:

Required: Martin, L. Clinical Supervision requirements of regulatory colleges and Canadian professional associations. In Shepard, B., Martin, L. & B Robinson (eds), *Clinical Supervision of the Canadian Counselling & Psychotherapy Profession* (pp. 41-64). Ottawa: CCPA.

Please familiarize yourself with the following documents as they are relevant to your jurisdiction(s) of practice.

Association of Counselling Therapists of Alberta. (2019). *CCTA supervision guidelines. Draft*. <https://static1.squarespace.com/static/5c93c5db51f4d4c50094672d/t/5de95abebeb981081dc4a033/1575574254333/Supervision+Guidelines+ACTANovember.7.19.pdf>

Association of Counselling Therapists of Alberta. (2024). *Standards of practice*. https://static1.squarespace.com/static/5c93c5db51f4d4c50094672d/t/671a80883975d320de6b4d3e/1729790088934/StandardsOfPractice_ACTA_2024.pdf

British Columbia Association of Clinical Counsellors. (2023, November 1b). *Standards of clinical practice*. <https://bcacc.ca/code-of-ethical-conduct-and-standards-of-clinical-practice/>

Canadian Art Therapy Association. (2004). Standards of Practice. <https://static1.squarespace.com/static/5e84c59adbbf2d44e7d72295/t/5e95fef56f6f770b5fd09304/1586888445276/CATA-ACAT-Standards-of-Practice.pdf>

Canadian Counselling & Psychotherapy Association. (2021). *Code of Practice*. Author. www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics_en.pdf

Canadian Counselling & Psychotherapy Association. (2023, January). *Canadian Certified Counsellor-Supervisor (CCC-S) Guide*. https://www.ccpa-accp.ca/wp-content/uploads/2023/02/CCC-S-Guide_EN.pdf

College of Counselling Therapy of Prince Edward Island. (2021, August 30). *Telepractice –*



CCTPEI Registrants Working with Clients in Other Jurisdictions.

https://www.cctpei.ca/sitefiles/Documents/Policies/CCTPEI_Telepractice-Policy.pdf

College of Counselling Therapists of New Brunswick College. (2020). <https://cctnb.ca/>

College of Registered Psychotherapists of Ontario. (n.d.). Supervision.

<https://www.crpo.ca/supervision/>

College of Psychotherapist's of Ontario. (2019a). *Professional practice standards for registered psychotherapists*. <https://www.crpo.ca/wp-content/uploads/2021/07/Professional-Practice-Standards-EN-v-6.0.pdf>

College of Psychotherapist's of Ontario. (2019b). Standards section4: Clinical supervision. *Professional practice standards for registered psychotherapists*. <https://www.crpo.ca/standards-section-4/>

Optional:

Cabaj, C. (2011). Entering the abyss: the Resident's standard of care. *Health Law Journal*, 19, 189-213,

Government of Alberta. (2023, April). Health Professions Act. revised Statutes of Alberta 2000 Chapter H-7.

https://kingsprinter.alberta.ca/1266.cfm?page=H07.cfm&leg_type=Acts&isbncln=9780779841592

Government of Ontario. (1991). *Regulated Health Professions Act, 1991*, S.O. 1991, c. 18

<https://www.ontario.ca/laws/statute/91r18>

Government of Nova Scotia (2024). Regulated Health Professions Act. Chapter 15 of the Acts of 2023.

<https://nslegislature.ca/sites/default/files/legc/statutes/regulated%20health%20professions.pdf>

Klar, L. (2011). Vicarious liability. In C. Sappideen & P. Vines. (eds.), *Flemings the law of torts*. (10th ed). (pp). 437-468. Thomson Reuters Australia.

Milner, D.L & Reiser, R.P. (2023). Who is ultimately Responsible for Patient Care? *In Resolving critical issues in clinical supervision: A Practical evidence-based approach* (pp. 39-49). Wiley Blackwell.

Roberston, G. B. & Picard, E. (2018). *Legal liability of doctors and hospitals in Canada*. (5th ed.). Thomson Reuters.

Sylvester v. Crits et al., 1956 CanLII 29 (SCC), [1956] SCR 991.

<https://www.canlii.org/en/ca/scc/doc/1956/1956canlii29/1956canlii29.html>

UNIT 4. Methods & Praxis (weeks 7 & 8)

This unit will focus on the purpose of clinical supervision/consultation and its methods of delivery. Discussion of various goals including student competency development, credentialing, wellness, remediation, and professional development will be considered along with what method of delivery best serves its purpose. This will include reflection on the differences and importance of direct versus non-direct clinical supervision and its implications for client safety and for candidate credentialing. Discussion of direct or live supervision will include in person, remote live viewing, two-way mirror, and co-facilitation. Ethical considerations for the use of technology will also be discussed. Considerations for group supervision will also be considered.

Week 7:

Shepard, B., Martin, L. & Robinson, B. (2016). Clinical Supervision: Methods & Modalities. In Shepard, B., Martin, L. & B Robinson (eds), *Clinical Supervision of the Canadian Counselling & Psychotherapy Profession*, pp. 154-179. Ottawa: CCPA.

Awais, Y.J. & Blausy, D. (2021). Group Supervision. *Foundations of art therapy: Creating common ground for supervisees and supervisors*. Taylor and Francis.

Week 8:

Rousmaniere, T., & Frederickson, J. (2016). Remote live supervision: Videoconference for one-way-mirror supervision. In T. Rousmaniere & E. Renfro-Michel (Eds.), *Using technology to enhance clinical supervision* (pp. 157–173). American Counseling Association.

<https://doi.org/10.1002/9781119268499.ch10>

Slipp, M. (2021). Support to rural, remote, and Northern counsellors: The unique features inherent to video-conferencing technology. *OTESSA, 1*.

<https://doi.org/10.18357/otessaj.2021.1.1.2>

UNIT 5. Towards a Decolonization of Practice: Culture & Diversity in Supervision (week 9 & 10)

This unit will explore the supervisory power differentials within an intersectional framework that recognizes points of tension between colonial practice and efforts towards (re)Conciliation. Students will consider the importance of concepts related to cultural humility and cultural safety within supervisory practice. They will also consider how concepts related to humility can be applied broadly to include epistemological and experiential humility. The unit will explore how curiosity and humility can be inhabited broadly to minimize potential supervisee and client harms.

- Feminist co-vision
- Reverse mentorship
- Points of Tension
- Cultural Humility & Cultural Safety

Week 9:

Required Reading:

Awais, Y. J. & Blausey, D. (2021). Racial, ethnic and socio-cultural differences across supervisor, supervisee and client. *Foundations of art therapy: Creating common ground for supervisees and supervisors*. Taylor and Francis.

Kanerahtenhá:wi Whyte, M. & Toll, H. (2023). Creativity as spirit: Re-Indigenization and anticolonialism in art therapy (La créativité entant qu'esprit : re-indigénisation et anti colonialisme en art-thérapie), *Canadian Journal of Art Therapy*, 36:1, 2-1, DOI: 10.1080/26907240.2023.2213935
<https://www.tandfonline.com/doi/epdf/10.1080/26907240.2023.2213935> 2025

Kauffman, T. (2024). A many-eyed lens in counselling practice with Indigenous People: An Innovative path towards reconciliation and rippling. *Canadian Journal of Counselling and Psychotherapy*, 57(1), 59–82. <https://doi.org/10.47634/cjcp.v57i1.72773>

Porter, N. & Vasquez, M. (1997). Covision: Feminist supervision, process and collaboration. In J. Worrell & N. Johnson (Eds.), *Shaping the future of feminist psychology: Education, research & practice* (155-171). Washington, DC: American Psychological Association.

Week 10:

Required Reading:

Simpson, A.V., Merriman, A.T., & Rae, V. (2024). Forward thinking with reverse mentoring: Prioritising well-being over professional development. *Medical education*, 10.

Curtis S, Mozley H, Langford C., et al. (2021). Challenging the deficit discourse in medical schools through reverse mentoring—using discourse analysis to explore staff perceptions of under-represented medical students. *BMJ Open*, 11:e054890. doi:10.1136/bmjopen-2021-054890

Johnson, W. B. (2007). Transformational supervision: When supervisors mentor. *Professional Psychology: Research and Practice*, 38(3), 259-267. doi: 10.1037/0735-7028.38.3.259

UNIT 6. Assessment, Evaluation & Feedback (week 11)

- Competency-based evaluation
- Summative and formative
- Feedback for the supervisor

Required Reading: Bernard, J. & Goodyear, R. (2013). Evaluation. In *Fundamentals of Clinical Supervision* (5th Ed.). (pp. 204-234). London: Pearson.

Choose two from the following:



Heckman-Stone, C. (2003). Trainee preferences for feedback and evaluation in clinical supervision. *The Clinical Supervisor, 22*(1), 21-33. doi: 10.1300/J001v22n01_03

Henderson, K. L., & Dufrene, R. L. (2011). Student remediation: Practical considerations for counselor educators and supervisors. Retrieved from http://counselingoutfitters.com/vistas/vistas11/Article_45.pdf

Huhra, R. L., Yamokoski-Maynhart, C. A., & Loreto, R. (2008). Reviewing videotape in supervision: A developmental approach. *Journal of Counseling and Development, 86*, 412-418.

Jacobsen, C. H., & Tanggaard, L. (2009). Beginning therapists' experiences of what constitutes good and bad psychotherapy supervision: With a special focus on individual differences. *Nordic Psychology, 61*(4), 59-84. doi: 10.1027/1901-2276.61.3.59

UNIT 7. Integration and Consolidation (Week 12)

This final week will be focused on consolidating the knowledge learned in this course and reflecting on next steps for the development of one's clinical supervision and consultation practice. On the course discussion board students will be invited to develop a mind map that integrates the key areas of learning throughout this course. Students will also reflect on areas of strength and competency. They will identify concrete steps to take to further their practice. They will also identify resources, sources of support and begin to develop a formal community of practice.

This unit will include an optional 1.5 hour live session to connect with peer and share learnings. This will be recorded for those who cannot attend.

Required Reading: Wong, P. Y. J., Wong, K. L., Ghoh, C., & Chiu, M. Y. L. (2023). Supervision of supervisory practice: From idea to practice. *International Social Work, 66*(6), 1918-1931. <https://doi.org/10.1177/00208728211073648>

ASSIGNMENTS

1. Reflection on Leadership - 20%

DUE WEEK 4

Create a reflective response that considers your own experiences receiving mentorship, supervision, and consultation. What approaches worked for you? What was less helpful? What qualities and values do you seek to incorporate into your practice as supervisor and leader in your profession?

Choice A. Create and submit a 500-word mission and vision statement that outlines the vision and values you aim to implement in your supervisory practice.

OR

Choice B. Develop a creative response that encapsulates the type of leader you strive to be or become. Feel free to use any creative modality at your disposal including art, poetry dance, drama, video, or music. If you choose to create a performing arts piece, please submit a video recording to your instructor for grading. You may submit a YouTube video link (private) or a compressed file.

2. Analysis of a Live Supervision Session - 30%

DUE WEEK 8

With client consent, audio or video tape a supervision session. The session should include use of or discussion of arts or expressive media. If you do not have a supervisory client right now you can construct a mock session based on role play. **Please note this course has been designed to meet the requirements of several registration bodies: role play sessions may not qualify for certification with all registration bodies. Please speak to the instructor if you have questions or concerns on this matter.**

Submit the recorded session to your instructor for review with an attached analysis of the clip. Please follow the attached instructions for secure, encrypted transmission.

Your analysis should include reflections on:

- Your supervisory theoretical orientation including reference to counselling and art therapy supervisory literature
- The intentions or goals guiding your interventions
- Relevant reflections on the supervisees and the client(s) they are supporting
- Reflections on creative process as intersects and supports your work with this supervisee

- Reflection on any ethical concerns that emerged. If an ethical issue emerged, please clearly identify it, what factors are important to analyze and understand this issue, and what solutions might you co-create with the supervisee? If no specific ethical issue emerged, what general ethical issues would you be aware of when working with this individual?
- What, if anything, you might do differently, as you look back on this session.

The paper should be about ten pages double spaced and should adhere to APA formatting. Please cite scholarly references as appropriate.

3. ASSIGNMENT 3: Weeks 11 & 12

Canva or zoom presentation posted to the course forum - 25% DUE WEEK 11 or 12

Develop a short presentation with a voice over which you highlight the main tenants of the chosen model including its strengths and values. Discuss how you see creative arts therapies or arts-based interventions being informed by your chosen model. Please close your presentation with an image or creative response that captures what the model means to you and how you intend to apply it in practice.

Please post this to the LMS Discussion Board during your assigned week (11 or 12).

4. Weekly Participation in asynchronous online forums - 25%

Participants are expected to do weekly assigned readings and to post in the weekly Moodle forums. Each week you will have a choice of forums to respond to and you are expected to respond to two forums in a fulsome manner. It is expected that your written posts will be about 250 words each and will refer to the course materials referenced for that week or that unit. It is expected that any creative reflections will take about 2 hours to complete. Each week you should set aside sufficient time to complete the readings, review the materials and complete the forums and any assignments due that week.

All assignments should adhere to APA formatting guidelines:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html



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Course Schedule

START DATE: February 17, 2025

END DATE: May 11, 2025

Week 1: February 17 to 23 Unit 1
Optional Live Session: February 17th 4:00 to 5:00 Mountain
Week 2 February 24 to March 2 Unit 1
Week 3 March 3 to March 9 Unit 1
Week 4 March 10 to March 16 Unit 2

DUE March 10th Assignment 1: Reflection on Leadership

Optional Live Session: March 10th 4:00 to 5:30 Mountain

Week 5 March 17 to March 23 Unit 3
Week 6 March 24 to March 30 Unit 3
Week 7 March 31 to April 6 Unit 4
Week 8 April 7 to April 13 Unit 4

DUE April 7 – Assignment 2: Analysis of a Session

Week 9 April 14 to April 20 Unit 5
Week 10 April 21 to April 27 Unit 5
Week 11 April 28 to May 4 Unit 6

DUE either April 28 or May 5 - Assignment 3: Canvas or Zoom Presentation

Week 12 May 5 to May 11 Unit 7

Optional Live Session: May 5th 4:00 to 5:30 Mountain

BIBLIOGRAPHY

Recommended Texts & Articles

Art Therapy Supervision

Awais, Y.J., & Blausy. (2021). Foundations of Art Therapy Supervision: Creating Common Ground for Supervisees and Supervisors. Routledge.

<https://www.routledge.com/Foundations-of-Art-Therapy-Supervision-Creating-Common-Ground-for-Supervisees-and-Supervisors/Awais-Blausey/p/book/9781138212152>

Carpendale, M. (2011). *Stopping the paint the journey. A Travellers guide to art therapy supervision.* Trafford.

Edwards, D. (1993). Learning about feelings: The role of supervision in art therapy training. *The Arts in Psychology*, 20(3), 213-222.

Fish, B.J. *Art Based Supervision.* (2017). *Art in supervision.* Routledge.

Schaverian, J. & Case, C. (Eds.) *Supervision of Art Psychotherapy: A Theoretical and Practical Handbook.* Routledge.

Expressive Therapy Supervision

Beeker, S. (2023). Intermodal Expressive Arts in Individual Supervision. *Journal of Creativity in Mental Health*. 19:3, 437-455, DOI: 10.1080/15401383.2023.2252320

Kyung Soon Ko. (2016). Using bodily movement in supervision for expressive arts therapy students. *Arts in Psychotherapy*. 48. 8-18. . <https://doi.org/10.1016/j.aip.2015.12.005>

Lahad, M. (2000). *Creative Supervision: The Use of Expressive Arts Methods in Supervision and Self-Supervision.* Jessica Kingsley.

Liat Leibovich & Sigal Zilcha-Mano. (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.

Levine, E.G. (2005). The Practice of Expressive Arts Therapy: Training, Therapy and Supervision. In P.J. Knill, E.G. Levine & S. Levine. *Principles and practice of expressive arts therapy* (pp 171-255). Jessica Kingsley

Dutton, M.A., Serrano, A., Dahlgren, S., Franco-Rahman, M., Martinez, M. & M. Mete. (2017). A Holistic healing arts model for counselors, advocates, and lawyers serving trauma survivors: Joyful heart foundation retreat. *Traumatology*, 23, 143-152. <http://dx.doi.org/10.1037/trm0000109>

Counselling & Psychotherapy Supervision.

Bernard, J. & Goodyear, R. (2013). *Fundamentals of Clinical Supervision* (5th Ed.). London: Pearson.

Shepard, B., & Martin, L. (2012). *The supervision of counselling and psychotherapy handbook: A handbook for Canadian certified supervisors and applicants.* Ottawa, ON: CCPA.

Willems Thiessen, E. (2023). *Clinical Supervision Handbook.* BCACC. <https://bcacc.ca/a-ical-supervision-training-handbook/>

Supplementary Readings

Abassary, C. & Goodrich, K.M. (2014). Attending to crisis-based supervision for counselors: The CARE Model of Crisis-Based Supervision. *The Clinical Supervisor*, 33, 63–81, doi: 10.1080/07325223.2014.918006

Barnett, J. E., Cornish, J. A. E., Goodyear, R. K., & Lichtenberg, J. W. (2007). Commentaries on the ethical and effective practice of clinical supervision. *Professional Psychology: Research and Practice*, 38(3), 268-275.

Bernard, J.M. (1997). The discrimination model. In C.E. Watkins, Jr. (ed.), *Handbook of psychotherapy supervision* (pp. 310-327). New York: Wiley

Falender, C. A., & Shafranske, E. P. (2007). Competence in competency-based supervision practice: Construct and application. *Professional Psychology: Research and Practice*, 38(3), 232-240. <https://pdfs.semanticscholar.org/9623/50742ea2d7052f1eae709f3df62e3cf2398.pdf>

Falender, C. A., & Shafranske, E. P. (2017). *Supervision essentials for the practice of competency-based supervision*. American Psychological Association. <https://doi.org/10.1037/15962-000>

Hayden, S.C.W., Williams, D.J, Canto, A.L. & T. Finklea. (2015). Shelter from the storm: Addressing Vicarious Traumatization through wellness based clinical supervision. *The Professional Counsellor*, 5, 529-542.

Holloway, E. (1995). *Clinical supervision: A systems approach*. Thousand Oaks, CA: Sage.

Ladany, N., Friedlander, M., & Nelson, M. L. (2005). *Critical Events in Psychotherapy Supervision*. Washington, DC: American Psychological Association.

Neswald-Potter, R. & Trippany Simmons, R. (2016). Regenerative Supervision: A Restorative Approach for Counsellors Impacted by Vicarious Trauma. *Canadian Journal of Counselling & Psychotherapy*, 50, 75-90.

Porter, N. & Vasquez, M. (1997). Covision: Feminist supervision, process and collaboration. In J.Worrell & N. Johnson (Eds.), *Shaping the future of feminist psychology: Education, research & practice* (155-171). Washington, DC: American Psychological Association.

Rønnestad, M. H. & Skovholt, T. M. (2003). The journey of the counselor and therapist: Research findings and perspectives on professional development. *Journal of Career Development*, 30, 5-44.

Rønnestad, M.H. & Skovholt, T. (2013). *The Developing Practitioner: Growth and Stagnation of Therapists and Counselors*. Routledge.

Stoltenberg, C. D., McNeill. (2010). *IDM supervision: An integrated developmental model for supervising counselors and therapists*, 3rd Ed. Routledge.

Supplemental Videos

DiBorders, L.D. & Benschoff, J.M. (2000). *Clinical supervision learning to think like a supervisor*. [videorecording]. IM 16 Insight Media

Goodyear, R. (2015). *Rodney Goodyear Discusses Counseling Supervision* Segment 7: What are the Principal Areas of Contention in This Field and Why? [video]. Sage Knowledge.

Levenson, H. & Sarnat, J.E. (2016). *Relational Psychodynamic Psychotherapy Supervision*. Psychotherapy Supervision Video Series. [videorecording]. APA.

Inman, A.G. & Brown, L.S. (2016). *Feminist therapy supervision*. Psychotherapy Supervision Video Series. [videorecording]. APA.

Falender, C. A. & Shafranske, E. P. (2016). *Competency-Based Supervision*. Feminist therapy supervision. Psychotherapy Supervision Video Series. [videorecording]. APA.

Inman, A.,G. & Holloway, E.L. (2016). *Systems Approach to Psychotherapy Supervision*. Psychotherapy Supervision Video Series. [videorecording]. APA.

Inman, A.,G. & McNeill, B. (2016). *The Integrative Developmental Model of Supervision*. Psychotherapy Supervision Video Series. [videorecording] .APA.

Milton H. Erickson Foundation. (producer). (2006). *Clinical supervision and the self of the therapist, self of the therapist, multicultural perspective, brief therapy, lasting impressions*. Phoenix: Milton H. Erickson Foundation.

SAGE Publications. (2015). *Counseling Supervision I*. [video]. Sage Knowledge.<http://dx.doi.org/login.ezproxy.library.ualberta.ca/10.4135/9781473931121>

SAGE Publications. (2015). *Supervision & Emotional Well-Being*. [video]. Sage Knowledge.<http://dx.doi.org/login.ezproxy.library.ualberta.ca/10.4135/9781526432988>

SAGE Publications. (2015). *Supervision & Feeling Stuck*.
<http://dx.doi.org/login.ezproxy.library.ualberta.ca/10.4135/9781526432971>

Russell-Chapin, L. & DeNure, B. (2003). *Five approaches to clinical supervision [videorecording] : developmental, integrated, interpersonal process recall, microskills, and theoretical specific*. Framingham, Mass: Microtraining Associates