

**Psychology and Research in Education**  
**PRE 945 Clinical Supervision and Consultation**

Fall Semester 2006

Line # 26390

**Instructor:** James W. Lichtenberg

**Office hours:** Tuesday 2:00-3:30pm (or by appointment)  
214C JRP (check-in at 208 JRP—the Welcome Center)

**Phone:** (785) 864-9656                      **Email:** jlicht@ku.edu

**Schedule:** Wednesday, 1:00-3:50pm

**Room:** 620 J.R. Pearson Hall (JRP)

**Text/Readings:**

Required: Bernard, J. M., & Goodyear, R. K. (2004). Fundamentals of clinical supervision (3rd ed.). Boston: Allyn & Bacon. [hereafter cited as **B&G**]

Suggested: Campbell, J.M. (2006). Essentials of clinical supervision. Hoboken, NJ: Wiley.

Cohen, R.I. (2004). Clinical supervision: what to do and how to do it. Belmont, CA: Brooks/Cole.

Falender, C.A., & Shafranske, E.P. (2004). Clinical supervision: A competency-based approach. Washington, DC: American Psychological Association.

Fall, M., & Sutton, J.M. (2004). Clinical supervision: A handbook for practitioners. Boston: Allyn & Bacon.

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

Neufeldt, S.A. (1999). Supervision strategies for the first practicum (2<sup>nd</sup> ed.). Alexandria, VA: American Counseling Association

Pope-Davis, D.B., & Coleman, H.L.K. (Eds). (1997). Multicultural counseling competencies: Assessment, education and training, and supervision. Thousand Oaks, CA: Sage.

Stoltenberg, C., & Delworth, U. (1987). Supervising counselors and therapist: A developmental perspective. San Francisco: Jossey-Bass.

Watkins, C.E. (Ed.) (1997). Handbook of psychotherapy supervision. New York: Wiley.

Additional readings will be made available on-line through an Outlook public folder, as attachments included with emails distributed to the class, or as class handouts. A list of readings (and their citations) will accompany this syllabus. You may also locate most of the readings by going directly to the journals or texts from which they have been copied which should be able to be found in the library—in either paper or electronic form.

## **Description**

This course is designed to provide students with a knowledge foundation of clinical supervision and consultation theories and models, modes/formats of supervision, the supervisory/consulting relationship, legal and ethical considerations in the provision of supervision/consultation, and supervision research issues.

This course does not involve experience in the provision of supervision—that is the province of **PRE 996 College Teaching: Supervision in Counseling**—which should be taken concurrent with or following PRE 945. [Note: Although supervision of your PRE 996 supervision experience is provided by the practicum supervisor with whom you are working, it is acceptable—and you are encouraged—to raise supervision issues in this class that arise in your experience providing supervision.]

Prior completion of at least one graduate-level supervised counseling practicum (e.g., PRE 948) is a prerequisite for the class. Your prior (and ongoing) experience as a counseling supervisee should provide you with a helpful context for considering the material we cover in the class.

Relation of the course to the School of Education's mission and conceptual framework:  
The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code

*Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.*

The components that frame this mission for our graduate programs are (a) Research and Best Practice, (b) Content Knowledge, and (c) Professionalism. These interlocking themes build the School's training model and conceptual framework, and to these ends, objectives of this course are as follows:

## **Objectives**

1. To develop a knowledge-base related to counselor education and clinical supervision/consultation theory, research, and practice from a multicultural perspective.
2. To understand the social context in which counselors and counseling psychologists are trained.

3. To appreciate the many "voices" that contribute to the literature and lore of clinical supervision and consultation.
4. To develop knowledge and skills to allow you to assess your personal strengths and weaknesses as a clinical supervisor and consultant.
5. To develop conceptual and observational skills to assess trainee competence and outcomes, as well as supervisory and consultation processes and outcomes.
6. To articulate a personal model of counseling supervision.
7. To assist in the development of clear thinking, professional writing skills, and oral presentation skills in the area of counselor education and clinical supervision/consultation.

**Grades:** The course will be graded A-F (plus/minus). Note: Graduate School policy states that "the letter **I** (incomplete) is used to indicate coursework that has been of passing quality, some part of which is, for good reason, unfinished." If you anticipate that you can't complete the work for the class on time and don't have a legitimate reason, please consider withdrawing from the course. Otherwise, missing work must be graded as **F**. In all cases, incomplete grades (**I**) must be discussed with me beforehand and a deadline for completion of work must be negotiated and set.

### **Evaluation**

1. Supervisory critique. Each student will conduct a "supervisory critique" of two actual counseling sessions—focusing on aspects of the **therapist's** work with the client. The sessions that are the focus of the supervision must be videotaped. These may be sessions of your own counseling, that of a supervisee (e.g., if you are concurrently enrolled in PRE 996—but only with permission of the supervisee and client), or of sessions provided by me. Use of at least one existing evaluation instrument or system or one developed by yourself that is reflective of your model of supervision should be used as a part of these supervisory critique. [NOTE: This must be a scale/measure/instrument that you, as the supervisor, can compete on your "supervisee's" work with the client, i.e., the therapist in the sessions. Review scales carefully to assure their adequacy and appropriateness for this task.]

Each analysis/critique should be no more than 12 pages double-spaced. A presentation (30-40 minutes) of these sessions and of your critique will be made to the class. (If the presentations run long and additional time is needed for the presentations, we will use of our exam time to complete the presentations. Regardless, anticipate that we will meet on that date and do not schedule yourself to be out of town or otherwise unavailable on that date.)

2. Research paper. This is to be a review of the literature on some topic concerning supervision. The literature review is to conclude with a set of research questions that extend logically from the review, with in turn are to be followed by discussion in some detail about the research method(s)—including analyses—that you would use to examine those research questions. [Although this is not to be a formal research proposal, it should reflect the sort of thinking that might go into such a proposal. Focus/emphasis should be on the review of literature and clear, well-reasoned formulation of research questions.]

4. Additional short written assignments (as assigned)
5. Regular attendance and informed class participation.

**Note:** *Any student in this course who has a disability that prevents the fullest expression of her or his abilities or effort should contact me personally and as soon as possible so that we can discuss the appropriate accommodations necessary to complete the course requirements.*

## COURSE OUTLINE, CALENDAR, AND READINGS (Dates & Topics)

### **Aug. 23      Class 1: Introduction and overview**

Discussion of video of a therapy session—implicit models of “good” and “bad” counseling and an introduction to “supervision issues.”

### **Aug. 30      Class 2: Terms and definitions**

**Readings:**      **B&G** (chapt. 1)  
Goodyear & Guzzado (2000) – this reading is in your Handbook of Counseling Psychology (Brown & Lent, Eds.)

### **Sept. 6      Class 3: The “Big Picture”: Social/professional/contextual issues in training**

**Readings:**  
Goodyear, Cortese, Guzzardo, Allison, Claiborn, & Packard (2000).  
Boggs & Douce (2000)  
Stoltenberg, Pace, Kashubeck, Biever, Patterson, & Welch (2000)

#### **The role of national conferences: Boulder and beyond**

**Readings:**  
Baker & Benjamin (2000)

### **Sept. 13      Class 4: Counselor preparation: A curricular context for supervision**

**Readings:**      Blocher (1992)

### **Sept. 20      Class 5: Models of supervision**

**Readings:**      **B&G** (chapt. 4)  
Stoltenberg (1981)  
Stoltenberg (1994)  
Skovholt & Ronnestad (1992)  
Holloway (1987)

### **Sept. 27      Class 6: The supervisory relationship: Individual and development differences**

**Readings:**      **B&G** (chapt. 5, 6, and 7)  
Nelson & Holloway (1990)  
Sells, Goodyear, Lichtenberg & Polkinghorn (1997)  
Lopez (1997)  
Leong & Wagner (1994).

- Oct. 4 Class 7: The supervisory relationship (cont.): Supervisor/Supervisee factors**  
**Readings:** B&G (chapt. 5, 6, and 7)  
 Bordin (1983)  
 Patton & Kivlighan (1997)  
 Burke, Goodyear & Guzzard (1998)  
 Ladany, Hill, Corbett & Nutt (1996)  
 Nelson & Friedlander (2001)  
 Ladany, Constantine, Miller, Erickson & Muse-Burke (2002)  
 Ramos-Sanchez, L., Esnil, E., Goodwin, A., et al. (2002).
- Oct. 11 Class 8: Modes of supervision: Individual supervision**  
**Readings:** B&G (chapt. 8 and 9)
- Oct. 18 Class 9: Modes of supervision (cont.): Group and live supervision**  
**Readings:** B&G (chapt. 10)  
 Ellis & Douce (1994)  
 Chicca Eneydy et al. (2003)  
 Goodyear et al. (handout)  
 Heppner et al. (1994)
- Oct. 25 Class 10: Legal and ethical considerations**  
**Readings:** B&G (chapt. 2 and 3)  
 Forrest, Elman, Gizara & Vacha-Haase (1999)  
 Knapp & Vandecreek (1997)  
Kansas Administrative Rules and Regulations
- Nov. 1 Class 11: Clinical and organizational consultation: Roles and models**  
**Readings:** Dustin, D., & Blocher, D. (1984)  
 Jackson & Hayes (1993)  
 Fuqua & Newman (2002)  
 Newman (1993)
- Nov. 8 Class 12: Supervision research**  
**Readings:** B&G (chapt. 12)  
 Baker, Daniels & Greeley (1990)  
 Holloway (1984)  
 Holloway & Neufeldt (1995)  
 Lambert & Ogles (1997)  
 Stein & Lambert
- Nov. 15 Class 13: Supervision research (expertness)**  
**Readings:** to be announced
- Nov. 22 No Class Thanksgiving Recess**
- Nov. 29 Class 14: Session supervisory critiques**
- Dec. 6 Class 15: Session supervisory critiques**

**Dec. 12 (TUESDAY) Final exam date (set by the Office of the University Registrar)**  
Session supervisory critiques (if needed)

### **Reading List**

- American Psychological Association,(1987). Resolutions approved by the national conference on graduate education in psychology. American Psychologist, 42, 1070-1084.
- Baker, D. & Benjamin, L. (2000). Affirmation of the Scientist-Practitioner: A look back at Boulder. American Psychologist, 55, 241-247.
- Baker, S. B., Daniels, T. G., & Greeley, A. T. (1990). Systematic training of graduate level counselors: Narrative and meta-analytic reviews of three major programs. The Counseling Psychologist, 18(3), 355-421.
- Blocher, D. H. (1983). Toward a cognitive developmental approach to counseling supervision. The Counseling Psychologist, 11, 27-34.
- Boggs, K., & Douce, L (2000). Current status and anticipated changes in psychology internships: Effects on counseling psychology training. The Counseling Psychologist, 28, 772-686.
- Borden, E. (1983). A working alliance based model of supervision. The Counseling Psychologist, 11, 35-42.
- Burke, W.R., Goodyear, R., & Guzzardo, C. (1998). Weakening and repairs in supervisory alliances: A multiple case study. American Journal of Psychotherapy, 52, 450-462.
- Chicca Enyddu, K., Arcinue, F., Puri, N., Carter, J., Goodyear, R., & Getzelman, M. (2003). Hindering phenomena in group supervision: Implications for practice. Professional Psychology: Research and Practice, 34, 312-317.
- Dustin, D., & Blocher, D. (1984). Theories and models of consultation. In S. Browne & R. Lent (Eds.), Handbook of counseling psychology. NY: Wiley.
- Ellis, M.V. & Douce, L.A. (1994). Group supervision of novice clinical supervisors: Eight recurring issues. Journal of Counseling & Development, 72, 520-525.
- Forrest, L., Elman,N., Gizara, S., & Vacha-Haase, T. (1999). Trainee impairment: A review of identification, remediation, dismissal, and legal issues, The Counseling Psychologist, 27: 627 – 686.
- Fuqua, D., & Newman, J. (2002). Academic Perspectives on the Principles for Training in Consulting Psychology, Consulting Psychology Journal: Practice and Research, Vol. 54, 223–232.
- Goodyear, R.K., Cortese, J., Guzzardo, C., Allison, R., Claiborn, C., Packard, R. (2000). Factors, trends and topics in the evolution of counseling psychology training. The Counseling Psychologist, 28, 603–621.

- Goodyear, R.K., & Guzzardo, C. (2000). Psychotherapy supervision and training. In R. Brown & S. Lent (Eds.), Handbook of Counseling Psychology (4<sup>th</sup> ed.). New York: Wiley.
- Hepner, P., Kivlighan, D., Burnett, J. Berry, T., Goedinghaus, M., Doxsee, D., Hendricks, F., Krull, L., Wright, G., Bellatin, A., Bruham, R., Tharp, A., Kim, H. Brossart, D., Wang, L, Witty, T. Kinder, M, Hertel, J. Wallace, D. (1994). Dimensions that characterize supervisor interventions delivered in the context of live supervision of practicum counselors. Journal of Counseling Psychology, 41, 227-235.
- Holloway, E.L.(1984). Outcome evaluation of supervision research. The Counseling Psychologist, 12(4), 167-174.
- Holloway, E.L.(1987). Developmental models of supervision: Is it development? Professional psychology: Research and Practice, 18(3), 209-216.
- Holloway, E.L., & Neufeldt, S.A. (1995). Supervision: Its contribution to treatment efficacy. Journal of Consulting & Clinical Psychology, 63, 207-213.
- Jackson, D., & D. Hayes (1993). Multicultural issues in consultation. Journal of Counseling and Development, 72, 144-147.
- Kansas Administrative Rules and Regulations for Licensed Psychologists (KAR 102-1-1 thru 102-1-16), Licensed Masters-Level Psychologists (102-4-1 thru 1-2-4-13), and Licensed Professional Counselors (102-3-1 thru 102-3-13). (available at: [www.ksbsrb.org](http://www.ksbsrb.org) )
- Knapp, S. & VandeCreek, L (1997). Ethical and legal aspects of clinical supervision. In C.E. Watkins (Ed.), Handbook of psychotherapy supervision. New York: Wiley.
- Ladany, Nicholas; Constantine, Madonna G.; Miller, Katherine; Erickson, Chris D.; Muse-Burke, Janet L. (2002) Supervisor countertransference: A qualitative investigation into its identification and description. Journal of Counseling Psychology. 47, 102-115.
- Ladany, N., Hill, C.E., Corbett, M.M., & Nutt, E.A. (1996). Nature, extent, and importance of what psychotherapy trainees do not disclose to their supervisors. Journal of Counseling Psychology, 43, 10-24.
- Lambert, M.J. & Ogles, B. (1997). The effectiveness of psychotherapy supervision. In C.E. Watkins (Ed.), Handbook of psychotherapy supervision. New York: Wiley.
- Leong, F.T. & Wagner, N.S. (1994). Cross-cultural counseling supervision: What do we know? What do we need to know? Counselor Education and Supervision, 34, 117-131.
- Loganbill, C., Hardy, E., & Delworth, U. (1982). Supervision: A conceptual model. The Counseling Psychologist, 10, 3-42.
- Lopez, S.R. (1997). Cultural competence in psychotherapy:A guide for clinicians and their supervisors. In C.E. Watkins (Ed.), .), Handbook of psychotherapy supervision. New York: Wiley.

- Nelson, M.L., & Friedlander, M.. (2001). A close look at conflictual supervisory relationships: The trainee's perspective. Journal of Counseling psychology, 48, 384-395.
- Newman, J. (1993). Ethical issues in consultation. Journal of Counseling and Development, 72, 148-156.
- Patton, M., & Kivlighan, D. (1997). Relevance of the Supervisory Alliance to the Counseling Alliance and to treatment adherence in counselor training. Journal of Counseling Psychology, 44, 108-115.
- Ramos-Sánchez, Lucilia; Esnil, Edna; Goodwin, Alan; Riggs, Shelley; Touster, Lisa Osachy; Wright, Laura K.; Ratanasiripong, Paul; Rodolfa, Emil (2002). Negative supervisory events: Effects on supervision and supervisory alliance  
Professional Psychology: Research and Practice, 33, 197-202.
- Sells, J. N., Goodyear, R., Lichtenberg, J. W., Polkinghorne, D. E. (1997). Relationship of supervisor and trainee gender to in-session verbal behavior and ratings of trainee skills. Journal of Counseling Psychology, 44, 406-412.
- Skovolt, T. & Ronnestad, M. (1992). Themes in therapist and counselor development. Journal of Counseling and Development, 70, 505-515.
- Stein, D.M., & Lambert, M.J. (1995). Graduate training in psychotherapy: Are therapy outcomes enhanced. Journal of Counseling and Clinical Psychology, 63, 182-196.
- Stoltenberg, C. (1981). Approaching supervision from a developmental perspective: The counselor complexity model. Journal of Counseling Psychology, 28, 59-65
- Stoltenberg, C.D., McNeill, B.W., & Crethar (1994). Changes in supervision as counselors and therapists gain experience: A review. Professional Psychology: Research and Practice, 25, 416-449.

## SUPPLEMENTAL BIBLIOGRAPHY

The following readings are offered for your consideration. They are not required reading, although I hope that these articles may stimulate your thinking about supervision and consultation and be useful resources for your paper.

### Supervision

- ACES. (1989, Spring). ACES adopts standards for counseling supervisors. ACES Spectrum, 49(3), 7-10.
- Akamatsu, T. J. (1980). The use of role play and simulation techniques in the training of psychotherapy. In A. K. Hess Ed.), Psychotherapy supervision: Theory, research, and practice (pp. 209-225). New York: Wiley.
- Allen, G. J., Szollos, S. J., & Williams, B.E. (1986). Doctoral students comparative evaluations of best and worst psychotherapy supervision. Professional Psychology: Research and Practice, 17(2), 91-99.
- Altmaier, E. M. & Bernstein, D. N. (1981). Counselor trainees' problem-solving skills. Counselor Education and Supervision, 20, 285-290.
- Arnkoff, D. B., Glass, C. R., & Robinson, A. S. (1992). Cognitive processes, anxiety, and performance on doctoral dissertation oral examinations. Journal of Counseling Psychology, 39(3), 382-388.
- Atkinson, D. R., & Zimmer, J. M. (1977). The counselor trainee portfolio. Counselor Education and Supervision, 16(4), 257-262.
- Atkinson, D. R., Staso, D. & Hosford, R. (1978). Selecting counselor trainees with multicultural strengths: A solution to the Bakke crisis. Personnel & Guidance Journal, 56(9), 546-549.
- Avery, A. W., et al. (1976). An empirical investigation of the construct validity of empathic understanding ratings. Counselor Education and Supervision, 15(3), 177-183.
- Baker, S. B. (1977). An argument for constructive accountability. Personnel & Guidance Journal, 56(1), 53-55.
- Baker, S. B. & Daniels, T. G. (1989). Integrating research on the microcounseling program: A meta-analysis. Journal of Counseling Psychology, 36(2), 213-222.
- Bartlett, W. (1983). A multidimensional framework for the analysis of supervision of counseling. The Counseling Psychologist, 11, 9-18.
- Bernard, J. M. (1979). Supervisor training: A discrimination model. Counselor Education and Supervision, 18, 60-68.
- Bickman, L. (1987). Graduate education in psychology. American Psychologist, 42, 1041-1047.

- Biggs, D. A. (1988). Discussions on the case presentation: The case presentation approach in clinical supervision. Counselor Education and Supervision, 27, 240-248.
- Birk, J. M., & Brooks, L. (1986). Required skills and training needs of recent counseling psychology graduates. Journal of Counseling Psychology, 33, 320-325.
- Blocher, D. H. (1968). Counselor education: Facilitating the development of a helping person. In C. A. Parker (Ed.), Counseling theories and counselor education. New York: Houghton-Mifflin.
- Blocher, D. H. & Wolleat, P. L. (1972). A response to Zifferblatt and a report of a practical attempt at the development and evaluation of a counselor education model. The Counseling Psychologist, 3(4), 35-55.
- Bongar, B. & Harmatz, M. (1989). Graduate training in clinical psychology and the study of suicide. Professional Psychology Research and Practice, 20(4), 209-213.
- Bootzin, R. R. & Ruggill, J. S. (1988). Training issues in behavior therapy. Journal of Consulting and Clinical Psychology, 56(5), 703-709.
- Borders, L. D. (1989). Developmental cognitions of first practicum supervisees. Journal of Consulting and Clinical Psychology, 36(2), 163-169.
- Borders, L. D. (1989). A pragmatic agenda for developmental supervision research. Counselor Education and Supervision, 29(1), 16-24
- Borders, L. D., Bernard, J. M., Dye, H. A., Fong M. L. Henderson P., & Nance, D. W. (1991). Curriculum guide for training counseling supervisors: Rationale, development, and implementation. Counselor Education and Supervision, 31, 58-80.
- Borders, L. D., & Fong, M. L.(1989). Ego development and counseling ability during training. Counselor Education and Supervision, 29(2), 71-83.
- Borders, L. D. & Fong, M. L. (1984). Sex-role orientation research: Review and implications for counselor education. Counselor Education and Supervision, 24, 58-69.
- Borders, L. D., Fong-Beyette, M. L., Cron, E. A. (1988). In-session cognitions of a counseling student: A case study. Counselor Education and Supervision, 28, 59-70.
- Borders, L. D. & Leddick, G. R. (1987). Handbook of counseling supervision. Alexandria, VA: American Association for Counseling and Development.
- Boylan, J. C., Malley, P. B., & Scott, J. (1988). Practicum and internship textbook for counseling and psychotherapy. Muncie, IN: Accelerated Development.
- Bernard, J. M. (1992). The challenge of psychotherapy-based supervision: Making the pieces fit. Counselor Education and Supervision, 31, 232-237.

- Bradey, J., & Post, P. (1991). Counselor preparation: Impaired students: Do we eliminate them from counselor education programs? Counselor Education and Supervision, 31, 100-108.
- Brodsky, A. M. (1980). Sex-role issues in supervision of therapy. In A. K. Hess (Ed.), Psychotherapy supervision: Theory, research and practice (pp. 509-522). New York: Wiley.
- Carey, J. C., Reinat, M., & Fontes, L. (1990). School counselors: Perceptions of training needs in multicultural counseling. Counselor Education and Supervision, 29(3), 155-169.
- Carifio, M. S. & Hess, A. K. (1987). Who is the ideal supervisor? Professional Psychology: Research and Practice, 18(3), 244-250.
- Childers, J. H. & Rye, D. R. (1987). Doctoral student selection in counselor education: A multidimensional assessment strategy. Journal of Counseling and Development, 65, 555-557.
- Christenson, E. W. et al. (1977). An affective sexual awareness preparation program for counselors. Counselor Education and Supervision, 16(3), 185-193.
- Claiborn, C. D. & Dixon, D. N. (1982). The acquisition of conceptual skills: An exploratory study. Counselor Education and Supervision, 21, 274-281.
- Coleman, H.L.K. (1997), Portfolio assessment of multicultural counseling competence. In D.Pope-Davis & H.L.K. Coleman (Eds.). Multicultural counseling competence: Assessment, education, training, and supervision (pp. 43-59). Thousand Oaks, CA: SAGE.
- Cook, D. A. & Helms, J. E. (1988). Visible racial/ethnic group supervisees' satisfaction with cross-cultural supervision as predicted by relationship characteristics. Journal of Counseling Psychology, 35, 268-274.
- Cooper, H. M. (1982). Scientific guidelines for conducting integrative research reviews. Review of Educational Research, 52, 291-302.
- Cormier, L. S. & Bernard, J. M. (1982). Ethical and legal responsibilities of clinical supervisors. Personnel & Guidance Journal, 60, 486-491.
- Cormier, L. S. & Cormier, W. H. (1976). Developing and implementing self-instructional modules for counselor training. Counselor Education and Supervision, 16(1), 37-45.
- Cormier, S. (1990) Systematic training of graduate-level counselors: A reaction. The Counseling Psychologist, 18(3), 446-454.
- Cottingham, H. F. & Swanson, C. D. (1976). Recent licensure developments: Implications for counselor education. Counselor Education and Supervision, 16(2), 84-97.
- Costa, L. (1994). Reducing anxiety in live supervision. Counselor Education and Supervision, 34, 30-40.

- Davenport, D. S. Ethical and legal problems with client-centered supervision. Counselor Education and Supervision, 31, 221-231.
- Deering, C.G. (1994). Parallel process in the supervision of child psychotherapy. American Journal of Psychotherapy, 48(1), 102-110.
- Dinest, E. R. & Armstrong, P. M. (1988). Evaluation of students' clinical competence. Professional Psychology: Research and Practice, 19(3), 339-341.
- Dobson, K. S. & Shaw, B. F. (1988). The use of treatment manuals in cognitive therapy: Experience and issues. Journal of Consulting and Clinical Psychology, 56(5), 673-680.
- Eberlein, L (1987). Introducing ethics to beginning psychologists: A problem-solving approach. Professional Psychology: Research and Practice, 18(4), 353-359.
- Efstation, J. F., Patton, M. J., & Kardash, C. M. (1990). Measuring the working alliance in counselor supervision. Journal of Counseling Psychology, 37(3), 322-329.
- Ellis, M. V. & Dell, D. M. (1986). Dimensionality of supervisors' roles: Supervisors' perceptions of supervision. Journal of Counseling Psychology, 33(3), 282-291.
- Ellis, M.V., Ladany, N., Kregel, M., & Schult, D. (1996). Clinical supervision research from 1981-1993: A Methodological critique. Journal of Counseling Psychology, 43, 35-50.
- Emerson, S. (1988). Female student counselors and child sexual abuse: Theirs and their clients'. Counselor Education and Supervision, 28, 15-21.
- Farwell, G. F., Gamsky, N. R., & Coughlan, P. M. (1974). The counselors' handbook. New York: Intext.
- Ford, J. D. (1979). Research on training counselors and clinicians. Review of Educational Research, 48, 87-130.
- Forsyth, D. R., & Ivey, S. E. (1980). Microtraining: An approach to differential supervision. In A. K. Hess (Ed.), Psychotherapy supervision: Theory, research and practice ((242-261). New York: Wiley.
- Foster, S. F. (1986). Ten principles of learning revised in accordance with cognitive issues: With implications for others. Educational Organizations Journal, 21(3), 235-243.
- Freeman, S. C. (1992). C. H. Patterns on client-centered supervision: An interview. Counselor Education and Supervision, 31, 218-225.
- Friedlander, M. L., Keller, K. E., Peca-Baker, T. A., & Olk, M. E. (1986). Effects of role conflict on counselor trainees' self-statements, anxiety level, and performance. Journal of Counseling Psychology, 33(1), 73-77.
- Friedlander, M. L., Siegel, S. M., & Brenock, K. (1989). Parallel processes in counseling and supervision: A case study. Journal of Counseling Psychology, 36(2), 149-157.

- Friedlander, M. L. & Snyder, J. (1983). Trainees' expectations for the supervisory process: Testing a developmental model. Counselor Education and Supervision, 22, 342-348.
- Friedlander, M. L. & Ward, L. G. (1984). Development and validation of the Supervisory Styles Inventory. Journal of Counseling Psychology, 31, 541-557.
- Fukuyama, M.A. (1994). Critical incidents in multicultural counseling supervision: A phenomenological approach to supervision research. Counselor Education and Supervision, 34, 142-151.
- Fuqua, et al. (1984). Cognitive methods in counselor training. Counselor Education and Supervision, 24, 85-95.
- Galassi, J. P. & Trent, P. J. (1987). A conceptual framework for evaluating supervision effectiveness. Counselor Education and Supervision, 24, 85-95.
- Gawthrop, J. C., & Uhlemann, M. R. (1992) Effects of the problem-solving approach in ethics training. Professional Psychology: Research and Practice, 23(1), 38-42.
- Gelso, C. J. (1979). Research in counseling: Methodological and professional issues. The Counseling Psychologist, 8(3), 7-35.
- Gilmore, S. K. (1973). The counselor in training. New York: Appleton, Century, Crofts.
- Gitterman, A. & Miller, I. (1979). Supervisors as educators. In F. W. Kaslow (Ed.), Supervision Consultation. and Staff Training in the Helping Professions. San Francisco: Jossey-Bass.
- Glidden, C. E., & Tracey, T. J. (1992) A multidimensional scaling analysis of supervisory dimensions and their perceived relevance across trainee experience levels. Professional Psychology: Research and Practice, 23(2), 151-157.
- Goldman, L. (1976). A revolution in counseling research. Journal of Counseling Psychology, 23(6), 543-553.
- Goodyear, R. K. & Bradley, F. (1983). Theories of counselor supervision: Points of convergence and divergence. The Counseling Psychologist, 11, 59-68.
- Greenberg, L. S. & Goldman, R. L. (1988). Training in experiential therapy. Journal of Consulting and Clinical Psychology, 56(5). 696-702.
- Guest, P. D. & Beutler, L. E. (1988). Impact of psychotherapy supervision on therapist orientation and values. Journal of Consulting and Clinical Psychology, 56(5), 653-658.
- Harrar, W. R., Vandecreek, Leon, & Knapp, Samuel. (1990). Ethical and legal aspects of clinical supervision. Professional Psychology: Research and Practice, 21(1), 37-41.
- Heppner, M.S. & O'Brien, K. (1994). Multicultural counseling training: Students' perceptions of helping and hindering events. Counselor Education and Supervision, 34, 4-18.

- Heppner, P. P. & Roehlke, H. J. (1984). Difference among supervisees at different levels of training: Implications for a developmental model of supervision. Journal of Counseling Psychology, 31, 76-90.
- Hess, A. K. (1980). Theories and models in clinical psychology. In A. K. Hess (Ed.), Psychotherapy supervision: Theory, research, and practice. New York: Wiley.
- Hill, C., Charles, D., & Reed, K. (1981). A longitudinal analysis of changes in counseling skills during doctoral training. Journal of Counseling Psychology, 28, 428-436.
- Hills, M. (1987). The discovery of personal meaning: A goal for counselor training. Counselor Education and Supervision, 27, 37-43.
- Holloway, E. L. (1982). Interactional structure of the supervision interview. Journal of Counseling Psychology, 29, 309-317.
- Holloway, E.L. (1987). Developmental models of supervision: Is it development? Professional psychology: Research and Practice, 18(3), 209-216.
- Holloway, E.L. (1988a). Instruction beyond the facilitative conditions: A response to Biggs. Counselor Education and Supervision, 27, 252-258.
- Holloway, E.L. (1988b). Models of counselor development or training models for supervision: Rejoinder to Stoltenberg and Delworth. Professional Psychology: Research and Practice, 19, 138-140.
- Holloway, E.L. (1995). Clinical supervision: A systems approach. Thousand Oaks, CA: SAGE.
- Holloway, E., & Carroll, M. (1996). Reaction to the special section on supervision research. Journal of Counseling Psychology, 43, 51-55.
- Holloway, E. L., Freund, R. D., Gardner, S. L., Nelson, M. L., & Walker, B. R. (1987). The relation of power and involvement to theoretical orientation in supervision: An analysis of discourse. Journal of Counseling Psychology, 36(1), 88-102.
- Holloway, E. L. & Hosford, R. E. (1983). Towards developing a perspective technology of counselor supervision. The Counseling Psychologist, 11, 73-78.
- Holloway, E. L. & Johnson, R. (1985). Group supervision: Widely practiced but poorly understood. Counselor Education and Supervision. 24(4), 332-340.
- Holloway, E. L. & Wampold, B. E. (1986). Relation between conceptual level and counseling-related tasks: A meta-analysis. Journal of Counseling Psychology, 33(3), 310-319.
- Holloway, E. L. & Wolleat, P. L. (1981). Style differences in beginning supervision: An interactional analysis. Journal of Counseling Psychology, 28, 373-376.

- Holloway, E. L. & Wolleat, P. L. (1980). The effects of conceptual level on clinical hypothesis formation. Journal of Counseling Psychology, 27, 539-545.
- Horan, J. J. (1972). Behavioral goals in systematic counselor education. Counselor Education and Supervision, 11(3),162-170.
- Hosford, R. E., & Barmann, D. (1983). A social learning approach to supervision. The Counseling Psychologist, 11, 51 -58.
- Hosford, R. E., Johnson, M. E., & Atkinson, D. R. (1984). Academic criteria, experiential background, and personal interviews as predictors of success in a counselor education program. Counselor Education and Supervision, 23, 268-275.
- Hoshmand, L. T., & Polkinghorne, D. E. (1992). Education and Training in psychology. Redefining the science-practice relationship and professional training. American Psychologist, 47(1), 55-66.
- Hutt, C., Scott, J., & King, M. L. (1983). A phenomenological study of supervisees' positive and negative experiences in supervision. Psychotherapy: Theory, Research and Practice, 20,118-123.
- Iovacchini, E. V. (1981). The impact of recent academic due process decisions on counselor education programs. Counselor Education and Supervision, 20,163-171.
- Juhnke, G.E. (1994). Teaching suicide risk to counselor education students. Counselor Education and Supervision, 34, 52-57.
- Kadushin, A. (1968). Games people play in supervision. Social Work, 13, 2332.
- Kagan, N. (1983). Classroom to client: Issues in supervision. The Counseling Psychologist, 11, 69-72.
- Kagan, N. (1980). Influencing human interaction--eighteen years with IPR. In A. K. Hess (Ed.), Psychotherapy Supervision: Theory, Research and Practice (pp. 262-283). New York: Wiley.
- Kell, B. L. & Mueller, W. J. (1966). Impact and change: A study of counseling relationships. New York: Appleton, Century, Crofts.
- Kitchener, K. S. (1986). Teaching applied ethics in counselor education: An integration of psychological processes and philosophical analysis. Journal of Counseling and Development, 64, 306-310.
- Kiviighan, D. M., Angelone, E. O., & Swafford, K. G. (1991). Live supervision in individual psychotherapy: Effects on therapist's intention use and client's evaluation of session effect and working alliance. Professional Psychology: Research and Practice, 22(6), 489-495.
- Klas, L. D. & Peters, H. J. (1973). Counseling interview techniques: A comparison of theory and practice. Counselor Education and Supervision, 13(2), 137-143.

- Kopta, S. M., McGovern, M. P., Newman, F. L., & Angle, R. S. (1989). Relation between years of psychotherapeutic experience and conceptualizations, interventions, and treatment plan costs. Professional Psychology: Research and Practice, 20(1), 5961.
- Krause, A. A. & Allen, G. J. (1988). Perceptions of counselor supervision: An examination of Stoltenberg's model from the perspectives of supervisor and supervisee. Journal of Counseling Psychology, 35, 77-80.
- Kurpius, D., Gibson, G., Lewis, J., & Corbet, M. (1991). Ethical issues in supervision counseling practitioners. Counselor Education and Supervision, 31, 48-57.
- Kurpius, D. J., Benjamin, D., & Morran, D. K. (1985). Effects of teaching a cognitive strategy on counselor trainee internal dialogue and clinical hypothesis formulation. Journal of Counseling Psychology, 32, 263-271.
- LaFromboise, T. D. & Foster, S. L. (1992). Cross-cultural training: Scientist-practitioner model and methods. The Counseling Psychologist, 20(3), 427-489.
- Lambert, L. E. & Werthemier, M. (1988). Is diagnostic ability related to relevant training and experience? Professional Psychology: Research and Practice, 19(1), 5052.
- Lambert, M. J. (1974). Supervisory and counseling process: A comparative study. Counselor Education and Supervision, 14(1), 54-60.
- Lambert, M. J. & Arnold, R. C. (1987). Research and the supervisory process. Professional Psychology: Research and Practice, 18(3), 217-224.
- Lanning, W. (1986). Development of the supervisor emphasis rating form. Counselor Education and Supervision, 25(3), 191-196, 207-209.
- Lanning, W.L., Whiston, S., & Carey, J.C. (1994). Factor structure of the supervisor emphasis rating form. Counselor Education and Supervision, 34, 41-51.
- Larson, L. M., et al. (1992). Development and validation of the Counseling Self Estimate Inventory. Journal of Counseling Psychology, 39(1), 105-120.
- Leddick, G. R. & Bernard, J. M. (1980). The history of supervision: A critical review. Counselor Education and Supervision, 19(3), 186-196.
- Leong, F.T. & Wagner, N.S. (1994). Cross-cultural counseling supervision: What do we know? What do we need to know? Counselor Education and Supervision, 34, 117-131.
- Linden, J. D., Stone, S. C. & Shertzer, B. (1965). Development and evaluation of an inventory for rating counseling. Personnel and Guidance Journal, 44(3), 267-276.
- Littrell, J. M. (1978). Concerns of beginning counselor trainees. Counselor Education and Supervision, 18(1), 29-35.

- Littrell, J. M., Lee-Borden, N. & Lorenz, J. (1979). A developmental framework for counseling supervision. Counselor Education and Supervision, 18, 129-136.
- Loganbill, C., Hardy, E., & Delworth, U. (1982). Supervision: A conceptual model. The Counseling Psychologist, 10, 3-42.
- Lopez, S.R. (1997). Cultural competence in psychotherapy: A guide for clinicians and their supervisors. In C.E. Watkins (Ed.), ., Handbook of psychotherapy supervision. New York: Wiley.
- Lopez, S. R., Grover, P., Holland, D., Johnson, M. J., Kain, D. D., Kanel, K., Mellins, C. A., & Rhyne, M. C. (1989). Development of culturally sensitive psychotherapists. Professional Psychology: Research and Practice, 20(6), 369-376.
- Margolis, R. L. & Rungfa, S. A. (1986). Training counselors for work with special populations: A second look. Journal of Counseling and Development, 64(10), 642-644.
- Martin, J. S., Goodyear, R. K., & Newton, F. B. (1987). Clinical supervision: An intensive case study. Professional Psychology: Research and Practice, 18(3), 225-235.
- Martinez, R. & Holloway, E.L. (1997). The supervision relationship in multicultural training. In Pope-Davis, D.B., & Coleman, H.L.K. (Eds.). (1997). Multicultural counseling competencies: Assessment, education and training, and supervision, (pp. 325-349). Thousand Oaks, CA: Sage.
- Masters, M. A. (1992). The use of positive reframing in the context of supervision. Journal of Counseling & Development, 70, 387-390.
- Matarazzo, R. G. (1978). Research on the teaching and learning of psychotherapeutic skills. In S. L. Garfield & A. E. Bergin (Eds.), Handbook of psychotherapy and behavior change (2nd Ed.). New York: Wiley.
- Mayer, G. E. & Engle, K. (1971). Personality and attitude change in counselor trainees: An evaluation. Counselor Education and Supervision, 10, 273-282.
- McCarthy, P., DeBell, C., Kanuha, V., & McLeod, J. (1988). Myths of supervision: Identifying the gaps between theory and practice. Counselor Education and Supervision, 28, 22-28.
- McNeill, B. W., Stoltenberg, C. D., & Pierce, R. A. (1985). Supervisees' perceptions of their development: A test of the counselor complexity model. Journal of Counseling Psychology, 32(4), 630-633.
- McNeill, B. W., & Worthen, V. (1989). The parallel process in psychotherapy supervision. Professional Psychology: Research and Practice, 20(5), 329-333.
- Menne, J. M. (1975). A comprehensive set of counselor competencies. Journal of Counseling Psychology, 22(6), 574-553.

- Miars, R. D., Tracey, T. J., Ray, P.B., CoMfeld, J. L., O'Farrell, M., & Gelso, C. J. (1983). Variation in supervision process across trainee experience levels. Journal of Counseling Psychology, 30, 403-412.
- Mueller, W. J. (1972). Coping with conflict: Supervising counselors and psychotherapists. New York: Appleton, Century, Crofts.
- Mueller, W. J. (1982). Issues in the application of supervision: A conceptual model' to dynamically oriented supervision. The Counseling Psychologist, 10, 43-46.
- Murdock, N. L. (1991). Case conceptualization: Applying theory to Individuals. Counselor Education and Supervision, 30, 355-365.
- Myers, J.E. & Smith. A.W. (1994). On-campus clinical training in counselor education. Counselor Education and Supervision, 33,249-261.
- Myrick, R. & Kelly, F. D. (1971). A scale for evaluating practicum students in counseling supervision. Counselor Education and Supervision, 10(4), 330-336.
- Neufeldt, S.A., Karno, M.P., & Nelson. M.L. (1996). A qualitative study of expert's conceptualization of supervisee reflectivity. Journal of Counseling Psychology, 43, 3-9.
- Newman, A. S. (1981). Ethical issues in the supervision of psychotherapy. Professional Psychology, 12, 690-695.
- Newman, F. L., McGovern, M. P., Kopta, S. M., Howard, K. I., & McNeilly, C. L. (1998). Evaluating trainees relative to their supervisors during the psychology internship. Journal of Consulting and Clinical Psychology, 56(5), 659-665.
- Olk, M. E., & Friedlander, M. L. (1992). Trainees' experiences of role conflict and role ambiguity in supervisory relationships. Journal of Counseling Psychology, 39(3), 389-387.
- Paravonian, S. O. (1981). Evaluating and grading preservice counseling students. Counselor Education and Supervision, 21, 276-284.
- Pistole, M.C., & Watkins, C.E. (1995). Attachment theory, counseling process, & supervision. The Counseling Psychologist, 23, 457-478.
- Ponterotto, J.C. (1997). Multicultural counseling training: A competency model & national survey. In Pope-Davis, D.B., & Coleman, H.L.K. (Eds.). (1997). Multicultural counseling competencies: Assessment, education and training, and supervision (pp.111 -130). Thousand Oaks, CA: Sage.
- Ponterotto, J. G. & Zander, T. A. (1984). A multimodal approach to counselor supervision. Counseling Education and Supervision, 24, 40-50.
- Pope-Davis, D.B., & Coleman, H.L.K. (Eds.). (1997). Multicultural counseling competencies: Assessment, education and training, and supervision. Thousand Oaks, CA: Sage.

- Pope-Davis, D.B., & Dings, J.G. (1995). The assessment of multicultural competencies. In J.G. Ponterotto, J.M. Casas, L.A. Suzuki, & C.M. Alexander (Eds.), Handbook of Multicultural Counseling. Thousand Oaks, CA: SAGE.
- Porter, N. (1994). Empowering supervisees to empower others: A culturally responsive supervision model. Hispanic Journal of Behavioral Sciences, 16, 43-56.
- Priest R. (1994). Minority supervisor and majority supervisee: Another perspective of clinical reality. Counselor Education and Supervision, 34, 152-158.
- Putney, M. W., Worthington, Jr., E. L. & McCullough, M. E. (1992). Effects of supervisor and supervisee theoretical orientation and supervisor-supervisee matching on interns' perceptions of supervision. Journal of Counseling Psychology, 39(2), 258-265.
- Rabinowitz, F., Heppner, P. P., & Roehike, H. J. (1986). Descriptive study-of process and outcome variables of supervision over time. Journal of Psychology, 33(3), 292-300.
- Ramos-Sanchez, L., Esnil, E., Goodwin, A., Riggs, S., Touster, L., Wright, L., Paul Ratanasiripong, R., & Rodolfa, E. (2002). Negative events: Effects on supervision satisfaction and supervisory alliance. Professional Psychology: Research and Practice, 33, 197-202.
- Reising, G., & Daniels, M. (1983). A study of Hogan's model of counselor development an supervision. Journal of Counseling Psychology, 30, 235-244.
- Remley, T. P., Benschoff, J. M., & Mowbray, C. A. (1987). Postgraduate peer supervision: A proposed model for peer supervision. Counselor Education and Supervision, 27, 53-60. .
- Renner, R. Omvig, C., & Watson, J. J. (1978). Counselor education curricula and professional identity. Counselor Education and Supervision, 18(2), 84-94.
- Ridley, C.R., Espelage, D.L., & Rubenstein, K.J. (1997). Course development in multicultural counseling. In Pope-Davis, D.B., & Coleman, H.L.K. (Eds.). (1997). Multicultural counseling competencies: Assessment, education and training, and supervision (pp.131 – 158). Thousand Oaks, CA: Sage.
- Robiner, W. N., & Schofield, W. (1990). Reference on supervision in clinical and counseling psychology. American Psychological Association, 21(4), 297-312.
- Roffers, T., Cooper, B. A. B., & Sultanoff, S. M. (1988). Can counselor trainees apply their skills in actual client interviews? Journal of Counseling and Development, 66, 385-388.
- Ronnestad, M. H. (1977). Effect of modeling, feedback, and experiential methods-on counselor empathy. Counselor Education and Supervision, 16(3), 194-201.
- Rounsaville, B. J., O'Malley, S., Foley, S., & Weissman, M. M.(1988). Role of manual-guided training in the conduct and efficacy of interpersonal psychotherapy for depression. Journal of Consulting and Clinical Psychology, 56(5), 681-688.

- Russell, R. K., Crimmings, A. M., & Lent, R. W. (1984). Counselor training and supervision. In S. Brown & R. Lent (Eds.), Handbook of counseling psychology. New York: Wiley.
- Sampson, D. E., & Liberty, L. H. (1989). Textbooks used in counselor education programs. Counselor Education and Supervision, (2), 111-118.
- Shaw, B. F. & Dobson, K. S. (1988). Competence judgements in the training and evaluation of psychotherapists. Journal of Consulting and Clinical Psychology, 56(5), 666-672.
- Shoemaker, J. T. & Splitter, J. L. (1976). A competency-based model for counselor certification. Counselor Education and Supervision, 15(4), 267-275.
- Sipps, G. J., Sugden, G. J., & Faiver, C. M. (1988). Counselor training level and verbal response type: Their relationship to efficacy and outcome expectations. Journal of Counseling Psychology, 35(4), 397-401.
- Slovenko, R. (1980). Legal issues in psychotherapy supervision. A. K. Hess (Ed.), Psychotherapy supervision: Theory, research and practice (pp. 435-473). New York: John Wiley.
- Snider, P. D. (1985). The duty to warn: A potential issue of litigation for the counseling supervisor. Counselor Education and Supervision, 25(1), 66-73.
- Springer, H. C. & Brammer, L. M. (1971). A tentative model to identify elements of the counseling process and parameters of counselor behavior. Counselor Education and Supervision, 11(1), 8-16.
- Stadler, H. A. (1986). To counsel or not to counsel: The ethical dilemma of dual relationships. Journal of Counseling and Human Service Professions, May, 134-140.
- Stenack, R. J. & Dye, H. A. (1982). Behavioral descriptions of counseling supervision roles. Counselor Education and Supervision, 21, 295-304.
- Stokes, J. P. & Tait, R. C. (1978). Compatibility of written and oral measures in evaluating counselor training. Counselor Education and Supervision, 17(3), 222-229.
- Stoltenbery, C.D., McNeill, B.W., & Crethar (1994). Changes in supervision as counselors & therapists gain experience: A review. Professional Psychology: Research and Practice, 25, 416-449.
- Strohm Kitchener, K. (1986). Teaching applied ethics in counselor education: An integration of psychological processes and philosophical analysis. Journal of Counseling and Development, 64, 306-310.
- Strupp, H. H., Butler, S. F., & Rosser, C. L. (1988). Training in psychodynamic therapy. Journal of Consulting and Clinical Psychology, 56(5), 689-695.
- Styczynski, L. E. (1980). The transition from supervisee to supervisor. In A. K. Hess (Ed.), Psychotherapy supervision: Theory, research and practice (pp. 29-40). New York: John Wiley.

- Thayer, L. (1977). Video packaging: Integrating simulation techniques and systematic skill training. Counselor Education and Supervision, 16(2), 126-134.
- Upchurch D. W. (1985). Ethical standards and the supervisory process. Counselor Education and Supervision, 25(2), 90-98.
- Vande Creek, L. & Knapp, S. (1984). Counselors, confidentiality, and life-endangering clients. Counselor Education and Supervision, 24, 51-57.
- Vasquez, L.A. (1997). A systemic multicultural curriculum model: The pedagogical process. In Pope-Davis, D.B., & Coleman, H.L.K. (Eds.). (1997). Multicultural counseling competencies: Assessment, education and training, and supervision (pp. 159-183). Thousand Oaks, CA: Sage
- Ward, L. G., Friedlander, M. L., Schoen, L. G., & Klein, J. G. (1985). Strategic self-presentation in counseling. Journal of Counseling Psychology, 32, 111 -118.
- Watkins, C.E. (1997). Defining psychotherapy supervision and understanding supervisor functioning. In C.E. Watkins (Ed.), Handbook of psychotherapy supervision. New York: Wiley.
- Watkins, C.E. (Ed.). (1997). Handbook of psychotherapy supervision. New York: Wiley.
- Wessler, R. L., & Ellis, A. (1983). Supervision in counseling: Rational-emotive therapy. The Counseling Psychologist, 11, 43-50.
- Wolleat, P. L. (1974). What the counselor needs to know: Dimensions of counselor behavior. In G. F. Farwell, et al. (Eds.), Counselors' handbook. New York: Intext.
- Worthen, V., & McNeil, B.W. (1996). A phenomenological investigation of "good" supervision events. Journal of Counseling Psychology, 43, 25-34.
- Worthington, E. L. (1984). Empirical investigation of supervision of counselors as they gain experience. Journal of Counseling Psychology, 31, 63-75.
- Worthington, E. L. (1987). Changes in supervision as counselors and supervisors gain experience: A review. Professional Psychology: Research and Practice, 18(3), 189-208.
- Worthington, E. L. & Roehlke, H. J. (1979). Effective supervision as perceived by beginning counselors in training. Journal of Counseling Psychology, 26, 64-73.
- Young, R. L., Chamley, J. D., & Withers, C. (1990). Minority faculty representation and hiring practices in counselor education programs. Counselor Education and Supervision, 29(3), 155-169.

## **Consultation**

### **Prevention as a Context for Consultation Training Consultants**

- Albee, G. W., & Ryan-Finn, K. D. (1993). An overview of primary prevention. *Journal of Counseling and Development, 72*, 115-123.
- Brown, D. (1993). Training consultants: A call to action. *Journal of Counseling and Development, 72*, 139-143.
- Gallessich, J. (1985). Toward a meta-theory of consultation. *The Counseling Psychologist, 13*, 337-354.
- Kaplan, R. M. (2000). Two pathways to prevention. *American Psychologist, 55*, 382-396.
- Kurpius, D. J., & Rozecki, T. (1992). Outreach, advocacy, and consultation: A frame work for prevention. *Elementary School Guidance and Counseling, 26*. 176-189.
- Kurpius, D., & Fuqua, D. R. (1993), Fundamental issues in defining consultation. *Journal of Counseling and Development, 71*, 598-600.
- Leonard, H. S. (1999). Becoming a consultant: The real stories. *Consulting Psychology Journal: Practice and Research, 51*, 3-13.

### **Models of consultation: Overview and Mental Health Model**

- Brack, G., Jones, E. S., Smith, R. M., White, J., & Brack, C. J. (1993). A primer on consultation theory: Building a flexible worldview. *Journal of Counseling and Development, 71*, 619-628.
- Fuqua, D. R., & Kurpius, D. J. (1993). Conceptual models in organizational consultation. *Journal of Counseling and Development, 71*, 607-618.
- Gallessich, J. (1985). Toward a meta-theory of consultation. *The Counseling Psychologist, 13*, 337-354.
- Mendoza, D. W. (1993). A review of Gerald Caplan's theory and practice of mental health consultation. *Journal of Counseling & Development, 71*, 629-635.

### **Model: Adlerian**

#### **Consultation Stages and Processes: Relationship**

- Lin, M-J, Kelly, K. R., & Nelson, R. C. (1996). A comparative analysis of the interpersonal process in school-based counseling and consultation. *Journal of Counseling and Development, 43*, 389-393.

### **Multicultural Processes in Consultation**

- Beer, M., & Spector, B. (1993). Organizational diagnosis: Its role in organizational learning. *Journal of Counseling and Development*, 71, 642-650.
- Connelly, P. I. (2000). Leadership on race in a changing suburban high school. *Journal of Applied Behavioral Science*, 36, 407-424.
- Fisher, C. J., & Alford, R. J. (2000). Consulting on culture: A new bottom line. *Consulting Psychology Journal: Practice and Research*, 52, 206-217.
- Hall, A. S., & Gushee, A. G. (2000). Diagnosis and treatment with attention deficit hyperactive youth: Mental health consultation with school counselors. *Journal of Mental Health Counseling*, 2, 295-305.
- Jackson, D. N., & Hayes, D. H. (1993). Multicultural issues in consultation. *Journal of Counseling and Development*, 72, 144-147.
- Plummer, D. L. (1998). Approaching diversity training in the year 2000. *Consulting Psychology Journal: Practice and Research*, 50, 181-189.
- Rogers, J. R., & Lopez, E. C. (2002). Identifying critical cross-cultural school psychology competencies. *Journal of School Psychology*, 40, 115-141.
- Russell-Chapin, L. A., & Stoner, C. R. (1995). Mental health counselors as consultants for diversity training. *Journal of Mental Health Counseling*, 17, 146-156.
- Steward, R. J. (1996). Training consulting psychologists to be sensitive to Multicultural issues in organizational consultation. *Consulting Psychology Journal: Practice and Research*, 48, 180-189.
- Tobias, R. (1993). Underlying cultural issues that affect sound consultant/school collaborations in developing multicultural programs. *Journal of Educational and Psychological Consultation*, 4, 237-251.
- Watson, T. S., Sterling, H. E. & McDade, A. (1997). Demythifying behavioral consultation. *School Psychology Review*, 26, 467-474.

**Data-based Decision Making**  
**Stages and Process: Strategy Selection and Implementation**  
**Evaluation and Termination**

- Cooper, S. E. & Raymond, M. O. (1993). Standards for organizational consultation assessment and evaluation instruments. *Journal of Counseling and Development*, 71, 651-660.
- Froehle, T. C., & Rominger, R. L. III (1993). Directions in consultation research: Bridging the gap between science and practice. *Journal of Counseling and Development*, 71, 693-699.
- Lusky, M. B., & Hayes, R. L. (2001, Winter). Collaborative consultation and program evaluation. *Journal of Counseling and Development*, 79, 26-38.

Noell, G. H., & Witt, J. C. (1999). When does consultation lead to intervention implementation? Critical issues for research and practice. *Journal of Special Education*, 33, 29-35.

Schein, E. H. (1993). Legitimizing clinical research in the study of organizational culture. *Journal of Counseling and Development*, 71, 703-708.

### **Model: Organizational Consultation in Agencies**

Borgen, W. A. (2000, June). Developing partnerships to meet clients' needs in changing government organizations: A consultative process. *Journal of Employment Counseling*, 37, 128-142.

Cascio, W. F. (1995). Whither industrial and organizational psychology in a changing world of work? *American Psychologist*, 50, 928-939.

Cruse, R., & Kixmiller, J. S. (1994). Counseling psychologists as nursing home consultants: What do administrators want? *The Counseling Psychologists*, 22, 104-114.

Fetsch, R. J., & Zimmerman, T. S. (1999). Marriage and family consultation with ranch and farm families: An empirical family case study. *Journal of Marital and Family Therapy*, 25, 485-501.

Heller, K. (1993). Prevention activities for older adults: Social structures and personal competencies that maintain useful social roles. *Journal of Counseling and Development*, 72, 124-130.

Levinson, H. (1994). Why the behemoths fell: Psychological roots of corporate failure. *American Psychologist*, 59, 428-436.

McDowell, T. (1999). Systems consultation and Head Start: An alternative to traditional family therapy. *Journal of Marital and Family Therapy*, 25, 155-168.

Mohrman, S. A., & Quam, K. (2000). Consulting to team-based organization: An organizational design and learning approach. *Consulting Psychology Journal: Practice and Research*, 52, 20-35.

Offermann, L. R., & Gowig, M. K. (1990). The changing face and place of work, organizations of the future: Changes and challenges. *American Psychologist*, 45, 95-108.

Rockwood, G. F. (1993). Edgar Schein's process versus content consultation models. *Journal of Counseling and Development*, 71, 636-638.

Werner, J. L., & Tyler, J. M. (1993). Community based interventions: A return to community mental health centers' origins. *Journal of Counseling and Development*, 71, 689-692.

Winum, P. C. & Seamons, T. R. (2000). Developing a team-based organization: A case study in progress. *Consulting Psychology Journal: Practice and Research*, 52 (1), 82-89.

Winum, P., Ryterband, E. & Stephenson, P. (1997). Helping organizations change: A model for guiding consultation. *Consulting Psychology Journal: Practice and Research*, 52, 20-35.

### **Consultation in Higher Education Consultee Characteristics**

Hebel, S. (Sept. 10, 1999). Private consulting firm to work on Student-aid delivery. *Chronicle of Higher Education*

Kuh, G. D. (1993). Appraising the character of college. *Journal of Counseling and Development*, 71, 661-668.

Lords, E. (May 19, 2000). Community Colleges turn to consultants to help them recruit & retain students. *Chronicle of Higher Education*.

Maital, S. L. (1996). Integration of behavioral and mental health consultation as a means of overcoming resistance. *Journal of Educational and Psychological Consultation*, 7, 291-303.

Stefani, L. A. J. (1998). Assessment in partnership with learners. *Assessment & Evaluation in Higher Education*, 23, 339-350.

### **Consultation in Schools Consultation with Parents/Families**

Campbell, C. (1993). Strategies for reducing parent resistance to consultation in the schools. *Elementary School Guidance and Counseling*, 28, 83-91.

Downing, J., & Downing, S. (1991). Consultation with resistant parents. *Elementary School Guidance and Counseling*, 25, 296-301.

West, J. F. & Idol, L. (1993). The counselor as consultant in the collaborative school. *Journal of Counseling and Development*, 71, 678-683.

### **Law, Ethics and Professional Issues**

Cosier, R. A., & Dalton, D. R. (1993). Management consulting: Planning, entry, performance. *Journal of Counseling and Development*, 72, 191-198.

Krivacska, J. J., & Margolis, H. (1995). The special education consultant in due process hearings: Ethics and expertise. *Consulting Psychology Journal: Practice and Research*, 47, 169-183.

McCarthy, M. M., & Sorenson, G. P. (1993). School counselors and consultants: legal duties and liabilities. *Journal of Counseling and Development*, 71, 159-167.

Newman, J. (1993). Ethical issues in consultation. *Journal of Counseling and Development*, 72, 148-156.

Remley, T. P. Jr. (1993). Consultation contracts. *Journal of Counseling and Development*, 72, 157-158.

Taveggia, T. C. (1995). The economics of consulting I: Billing rates. *Proceedings of the Association on Employment Principles Conference*, 234-238.

---

### **Miscellaneous**

Alpin, J. C. (1978). Structural change vs. behavioral change. *Personnel Guidance Journal*, 56, 407-411.

Altrocchi, J. (1972). Mental health consultation. In S. Golann & C. Eisdorger (Eds.), *Handbook of community mental health*. NY: Appleton-Century-Crofts.

Arrendondo, P., Shealy, C., Neale, M., Winfrey, L. (2004). Consultation and interprofessional collaboration: Modeling for the future. *Journal of Clinical Psychology*, 60(7), 787-800.

Block, P. (1981). Flawless consulting: A guide to getting your expertise used. San Diego, CA: University Associates

Conoley, J. C., & Conoley, C. W. (1992). *Consultation: A guide to practice and training* (2nd ed.). New York: Allyn and Bacon.

Dustin, D., & Blocher, D. (1984). Theories and models of consultation. In S. Browne & R. Lent (Eds.), *Handbook of counseling psychology*. NY: Wiley.

Hellkamp, D., Zins, J., Ferguson, K., & Hodge, M. ( ). Training practices in consultation: A national survey of clinical, counseling, industrial/organizational, and school psychology faculty. *Consulting Psychology Journal: Practice and Research*, 50(4), 228-236.

Kurpius, D. (1978). Consultation theory and process: An integrated model. *Personnel Guidance Journal*, 56, 335-338.

Shullman, S. L. (2002). Reflections of a Consulting Counseling Psychologist: Implications of the Principles for Education and Training at the Doctoral and Postdoctoral Level in Consulting Psychology for the Practice of Counseling Psychology. *Consulting Psychology Journal: Practice and Research*, 54(4), 242-251.

Tokunaga, H. T. (1984). Ethical issues in consultation: An evaluative review. *Professional Psychology: Research and Practice*, 15, 811-821.