

BOOK REVIEWS

John R. Culbreth and Lori L. Brown, eds., *State of the Art in Clinical Supervision* (New York: Routledge Taylor & Francis Group, 2010), 233 pp.

A visitor from another planet might be excused for assuming that extensive professional interactions exist between what appear to be two rather closely related professional groups: clinical pastoral educators (ACPE and AAPC supervisors, as well as seminary field educators) and faculty in university departments of counseling and education. Each relies heavily on personality theories rooted in Freud and elaborated over the decades to include ego psychology, attachment theory, reality therapy, cognitive therapy, general systems theory, etc. Each develops theory and practice in relation to the interactions between members of the same fundamental triad: supervisor, supervisee, and client/student/patient. They appear to speak a common language with emphasis on words like transference, parallel process, authority issues, self-identity, and projection—to name a few. Each is quite careful to declare that they are doing counseling and not therapy (an emphasis which may be as much political as theoretical, as the psychological/psychiatric establishment appears to have attained exclusive rights to the word “therapy”). Perhaps their divergent paths simply reflect our age of specialization, a host of professional associations to join, and some discomfort on the part of one group with the spiritual/religious organizing principle of the other group (educators are constantly reminded of the separation of church and state). Hopefully, and I suspect this may be the case, some degree of interprofessional consultation and sharing occurs among individuals, as well as a few small groups between educational counselors and pastoral/spiritual care practitioners. To those individuals and groups I would strongly recommend, without reservation, *State of the Art in Clinical Supervision*. Each will experience an enrichment of their Clinical Supervision supervisory theory and practice by reading and discussing this little volume.

The book consists of ten chapters, eight of which were produced by a collaboration between two or more authors (not always an easy thing to accomplish and which may have strengthened the papers). The fact that twenty of the twenty-one authors possess a PhD suggests the academic milieu from which they write and practice. Most of the writers are from the southeastern United States, with a few outliers from Seattle, Washington and Kent State University, Kent, Ohio. The two authors, John R. Culbreth (University of North Carolina at Charlotte) and Lori L. Brown (a Professional School Counselor and Licensed Professional Counselor in private practice in eastern North Carolina), have done a superb job of pulling their material together. Each chapter stands alone as an effective learning module—the chapters complement and enrich one another and there is virtually no overlap or redundancy.

A listing of the ten chapter headings readily conveys the richness and diversity of this volume: “Multicultural Supervision Competence,” “No Surprises: Practices for Conducting Supervisee Evaluations,” “Triadic Supervision,” “Innovative Uses of Technology in Clinical Supervision,” “Principles of Best Practices for Clinical Supervisor Training Programs,” “Religious, Spirituality, and Clinical Supervision,” “Transtheoretical Model of Change in Clinical Supervision,” “Applications of Narrative Therapy in Supervision,” and “On Becoming an Emotionally Intelligent Counseling Supervisor.”

While I feel I gained a good deal from each of the chapters, three in particular caused me to pause and consider how they might be implemented in my supervisory practice. Years ago as a trainee in family therapy, I inadvertently experienced “triadic supervision,” more as a result of a couple of trainees being absent that day than as a supervisory theory put into practice. Lenoir Gillam (University of Columbus, Columbus, Georgia) and Michael Baltimore (Georgia’s Columbus State University), give an excellent explication of how such a model might work out in practice, giving attention to such issues as: consideration of factors in the selection process, dealing with different levels of competency, and confidentiality issues. This struck me as a model which might well enrich a year-long residency program.

The chapter on the expressive arts in supervision was written by six authors: Sondra Smith-Adcock (University of Florida, Gainesville), Mark Scholl (East Carolina University, Greenville), Elaine Wittmann (Registered Play Therapist in North Carolina), Catherine Tucker (Indiana State Univer-

sity, Terre Haute), Clarrice Rapisarda (University of North Carolina, Chapel Hill), and Mary Amanda Graham (Seattle University, Seattle, Washington). They give excellent presentations on the use of four art modalities in supervision: puppetry, psychodrama, bibliotherapy, and sandtray-worldplay.

Finally, the presentation by Debbie Crawford Sturm (University of South Carolina in Columbia) on the applications of Narrative Therapy in supervision draws on the innovative work developed in 1989 by Michael White and David Epston, of Australia and New Zealand respectively, in the field of family therapy. This also correlates well with the relatively recent emphasis on narrative theology as well as the power derived from the sharing of stories. As the author states, "A narrative approach to supervision offers a number of benefits including, but certainly not limited to, its approach to power and agency, its emphasis on lived experience and applicability to a wide range of cultural conditions, techniques such as externalizing the problem that allow supervisees to examine areas of weakness in a safe way, and the process of curious questioning, allowing a safe, accepting line of examination" (p. 193).

Returning to our extraterrestrial visitor, perhaps on a return visit a few years from now she/he/it will discover that educational supervisors and clinical spiritual supervisors have forged closer bonds of professional interaction in theory and practice. Hopefully, we will have moved beyond our being "so near and yet so far." If so, our supervisory theory and practice can only be enriched—and *State of the Art in Supervision* may be cited as one of the important books that contributed to the rapprochement.

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Derek Milne, *Evidence-Based Clinical Supervision: Principles and Practices* (London, UK: Wiley-Blackwell, 2009), 288 pp.

There are so many varied schools of psychotherapy and counseling. How does the reputable clinician know which approach is truly effective? In response to this question and several other factors, like pressure from man-