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-

aged care companies, there has emerged in professional circles a movement termed, "evidence-based psychotherapy." The proponents of this view focus on conducting and surveying empirical research to carefully document which methods and approaches to helping others are effective. This movement is having an increasingly significant impact upon how psychotherapy is practiced and taught in the United States.

Derek Milne, Director of the Newcastle University doctoral program in Clinical Psychology, writing on behalf of the British Psychological Society which has published this volume, has applied this perspective to supervision. He argues that supervision is extremely vital and important to the success of any human services delivery system, but supervision has been a neglected research area in terms of reliable empirical studies on supervision and related issues. Nevertheless, he seeks in *Evidence-Based Clinical Supervision* to provide supervisors with "the best available evidence to guide their work in the mental health field." His approach and findings have much to teach those of us who are primarily serving in theologically informed ministries of pastoral care, counseling, spiritual direction and field education.

One of the values of this volume is its careful review of the research that critiques the various models and methods of supervision. He also traces the history of supervision back to the apprenticeship model that evolved in Western culture as the traditional way of passing on a craft. He identifies three main models of supervision: the development model, the therapy model, and several supervision-specific models. He discusses the strengths and weaknesses of each model in light of the empirical research. While this task is valuable enough, Dr. Milne goes on to present what he calls "an evidence-based clinical supervision model (EBCS)," which is built more solidly upon research and takes into account the limitations of the prevailing models mentioned earlier. In particular, he wishes to distinguish EBCS from the cognitive behavioral therapy (CBT) model currently popular in English universities. In building his EBCS model, he draws heavily on the previously unappreciated staff development literature and adult learning theory.

Dr. Milne builds his EBCS model of supervision around four principles or essential tasks. They are: (1) conducting an educational needs assessment, (2) leading to the collaboration with the supervisee of a learning contract, (3) the facilitation of the supervisee's learning through the application of various methods, and, finally, (4) the use of an evaluation in or-

der to monitor and measure the outcomes. The author expands upon each of these stages in detail in subsequent chapters, again bringing to bear the relevant research on each issue. He states that most of the attention has been focused on the various processes and methods of supervision. Little attention has been given to the very important phases of conducting a needs assessment and an objective evaluation process. He offers some helpful insights and approaches for attending to these neglected areas.

Personally, I appreciated the discussion of the role of the supervisee in the supervision process, that is, what the supervisee brings to the table that facilitates or blocks the supervision process. I also appreciated his affirmation of the need to provide support systems for the supervisor through consultative services. I also found the discussion of evaluation helpful. How do we know when we have been successful as a supervisor? Dr. Milne argues for a measurement process that is more objective, including outcome measures, rather than a mere satisfaction survey filled out by the supervisee. Increasingly, in whatever institutional context we serve, we who are supervisors are being called to accountability, explaining and documenting carefully what we do, how it is important, and when is it effective in achieving the institution's goals.

This is a hard book to read. The writing style is objective, essay-like, and filled with research, theory, and charts. It would be a tough read for a beginning supervisor, but for a supervisor fashioning his or her theory paper it is a must-read. Too much of what passes for supervision training in the theological disciplines is based on oral history, personal experiences, and often biased by the personal theologies and values of the training program or supervisor. This volume will force us to think about this important subject with a more scientific, thoughtful, and objective analysis.

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