The Complete Systemic Supervisor
Context, Philosophy, and Pragmatics
Second Edition
Edited by
Thomas C. Todd and Cheryl L. Storm

Systemic supervision and accompanying supervision are practiced by many professionals, including couple, marriage, and family therapists; social workers; psychologists; counselors; psychiatrists; and other healthcare providers. Long considered the definitive text on systemic supervision, this comprehensive, in-depth treatment of the subject is now presented in a fully updated second edition that includes auxiliary online resources. As well as laying out an overarching framework for systemic supervision, the text offers readers a set of guidelines for building a personal approach to their practice, tailored to their specific contexts. The comprehensive nature, inclusion of specific supervision models, in-depth discussion regarding ethics, outcome education, cultural equity, and international implications, as well as the numerous case illustrations throughout, distinguish this book from all competing titles. The new edition also highlights evolving contexts for systemic supervision such as healthcare, schools, and the military. The online supplement consists of highly practical resources for supervisors to use to enhance their supervision. Readers can easily adapt forms, instruments, and examples of documents to their setting and incorporate strategies into their everyday practice of supervision.

THOMAS C. TODD is on the faculty of the Chicago Center for Family Health, USA, and is the former Chair of the Marriage and Family Therapy Department at the Adler School of Professional Psychology, USA. He has coedited the book Family Therapy Approaches with Adolescent Substance Abusers (1991) and is internationally known for his book with M. Duncan Stanton, The Family Therapy of Drug Abuse and Addiction (1982). A longstanding member of the American Association for Marriage and Family Therapy (AAMFT), USA, he has recently focused on international training, working with therapists and supervisors in Scandinavia, Brazil, and Romania.

CHERYL L. STORM is Professor Emerita and former Director of the Marriage and Family Therapy Program, Pacific Lutheran University, USA. Her papers on education and supervision have appeared in the Journal of Marital and Family Therapy, Journal of Systemic Therapies, Handbook of Clinical Issues in Couple Therapy, and Handbook of Family Therapy. In addition to teaching supervision courses for community supervisors in the United States, Canada, and Mexico, she currently consults and gives workshops on supervision in Asia. She has been a long-standing and active member of the American Association for Marriage and Family Therapy (AAMFT), USA.
Praise for *The Complete Systemic Supervisor: Context, Philosophy, and Pragmatics,* Second edition

“The first edition of Todd and Storm became the most widely adopted text on supervision because it was cutting edge, explicated for the first time the extraordinary complexity of systemic supervision, and was definitive in its scholarship. This largely new second edition blazes new territory like global/international-minded supervision, evidence-based supervision, and gatekeeping and evaluating fit for systemic practice. No other volume comes close as a comprehensive overview of the field. Well-written and engaging with many case illustrations—yet also a scholarly tour de force. Destined to become the gold standard of the field until the next edition.”

_Doug Sprengle, PhD, Professor Emeritus of Marriage and Family Therapy/Human Development and Family Studies, Purdue University_

“Imagine a book that’s better the second time around. *The Complete Systemic Supervisor* keeps supervision in tune with our changing world and therapy practices. Todd and Storm maintain focus on the heart of supervision—relationship, process, person-of-the-therapist and skills—while providing rich theoretical perspectives and examples that are in keeping with the dynamism of the ecosystemic contextual parameters of supervision, therapy and our lives. The book for supervisors!”

_Harlene Anderson, PhD, Co-Founder and Board of Directors, Houston Galveston Institute, Taos Institute_

“Visionary…the most accurate word for this new edition in which an ensemble of writers and topics are gathered which grasp not only the essence of systemic supervision, but also material that will challenge even the most experienced and seasoned supervisor—inviting us all to visualize and practice supervision more ethically, contextually as well as globally.”

_Martha Gonzalez Marquez, PhD, Department of Family Therapy, Nova Southeastern University_

“Great supervision is crucial in developing outstanding therapists, and this book is a key resource in developing great supervisors! Like its predecessor, this second edition will be a standard in systemic therapy and positively impact supervisors, therapists, and those they treat for years to come.”

_Scott R. Woolley, PhD, California School of Professional Psychology, Alliant International University_

“This book captures the tensions involved in the complex webs of contexts, relationships, and roles faced by systemic supervisors and offers an amazing collection of resources, practical suggestions, and case examples for addressing them. What a gift to the systemic community!”

_Carmen Knudson-Martin, PhD, Marital and Family Therapy Program, Loma Linda University_

“The Editors have done it again! This edition is a thoughtful update reflecting the evolution of systemic supervision towards integration and has a clear stance that not only values diversity but also is truly committed to equity. Beginning and advanced supervisors will be delighted with the enormous amount of conceptual and practical ideas to help them navigate the complex cultural, institutional, and social landscapes in which supervision occurs. Moreover, throughout the book, there are plenty of practical examples that speak to the day-to-day struggles and dilemmas of supervision. A digital counterpart to the book is a great addition with specific applications, guides, templates, and points of view.”

_Gonzalo Bacigalupe, EdD, Family Therapy Program, University of Massachusetts Boston_

“This new edition is a must read for anyone doing supervision today! I used the first edition for many years training community supervisors and this is an exciting update. This long-awaited revision offers a fresh and in-depth look at supervision addressing multicultural issues facing all supervisors and supervisees including sexual orientation, which is often ignored. It more than meets my hopes and expectations.”

_Mike Fitzpatrick, MSW, Adoption Services, Children’s Home Society of Washington_
The Complete Systemic Supervisor

Context, Philosophy, and Pragmatics

SECOND EDITION

Edited by
Thomas C. Todd and Cheryl L. Storm

WILEY Blackwell
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The Systemic Supervisor
Electronic Resources
(Electronic Supplement to Book)
www.wiley.com/go/todd

The electronic supplement includes highly practical resources for supervisors to use to enhance their supervision. Each section begins with a challenge that is commonly experienced followed by tips for addressing it. Readers can easily implement the strategies and adapt forms, instruments, and examples of various documents to their setting and everyday practice of supervision.

**Supervisory Challenge: Transitioning to a New Professional Endeavor**
- **Checking Your Approach—Does it Reflect Systemic/Relational Supervision?** (Cheryl L. Storm and Thomas C. Todd)
- **Locating Contextually-Informed Best Practices for Systemic Supervision** (Cheryl L. Storm and Thomas C. Todd)
- **Examining Systemic Supervisors’ Assumptions and Practices** (Sandra A. Rigazio-DiGilio)
- **Developing Ethical Decision-Making in Systemic Supervision** (Ingeborg E. Haug and Cheryl L. Storm)

**Supervisory Challenge: Addressing Foundational Aspects of Supervision**
- **Using Experiential Learning in Supervising and Training Systemic Supervisors** (Anne M. Prouty)
- **Assessing Learning Styles and Tailoring Systemic Supervisory Interventions** (Sandra A. Rigazio-DiGilio)
- **Implementing Your Systemic Approach with Customized Forms** (Thomas C. Todd, Rick Whiteside, and Stephanie Brooks)
- **Facilitating Systemic Supervision Contract Agreements in a Range of Settings** (Cheryl L. Storm, Thomas C. Todd, J. Mark Killmer, and Brent J. Atkinson)
Supervisory Challenge: Responding to Evolving Contexts and Issues in Supervision

- Becoming a Global-minded Systemic Supervisor and Therapist (Jason J. Platt)
- Implementing Technology in Systemic Supervision (Kevin Lyness)
- Adopting a Policy for Social Media in Supervision (Keely Kolmes)
- Supporting Supervisees in School Settings (Anne A. Hearon Rambo and Tommie V. Boyd)
- Supervising Systemic Healthcare Specialists (Jennifer L. Hodgson and Aubry N. Koehler)
- Supervising as a Civilian in the Military Context (Angela L. Lamson)
- Integrating Psychodynamic and Systemic Supervision (Peter Alan Reiner)
- Supervising Systemic Couple Therapists (Cheryl L. Storm)

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- Helping Supervisees Master Enactments (Sean M. Davis and Mark H. Butler)
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- Developing Gay Affirmative Practices in Systemic Supervision (Christi R. McGeorge and Tom Stone Carlson)
- Exploring Spirituality in Systemic Supervision (J. Mark Killmer)

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- Minding the Power in Systemic Supervision Evaluation (Cheryl L. Storm)
- Incorporating Client Feedback about Outcome and Alliance into Supervision (Jacqueline A. Sparks, Tiffani S. Kisler, Jerome F. Adams, and Dale G. Blumen)
• Using the STIC to Measure Progress in Therapy and Supervision (William Pinsof)
• Evaluating Supervisees’ Systemic Core Competencies with Instruments (Linda M. Perosa and Sandra L. Perosa)
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• Using the Supervisor Feedback Form (Lee Williams)

Supervisory Challenge: Becoming a Mentor and Training Supervisor
• Designing a Mentorship Contract and an Evaluation Process (Anne M. Prouty)
• Contracting for Mentoring Systemic Supervisors in a Country Other than Your Own (Cheryl L. Storm, Lee-ChunLin, and Mudita Rastogi)
In addition to coauthoring the earlier addition of this book that has been translated into Korean and *The Reasonably Complete Systemic Supervisor Resource Guide*, Tom and Cheryl coauthored a revised version in Mandarin Chinese. Both are AAMFT Clinical Fellows and Approved Supervisors and served in various capacities in AAMFT. Most notably Tom developed the model supervision course and Cheryl edited the supervision newsletter and taught the fundamentals of supervision institutes and refresher supervision courses for AAMFT and its divisions, locally, and nationally. Cheryl and Tom are licensed as systemic therapists within their respective professional disciplines.

**Thomas C. Todd** has spent most of his extensive career bridging the professions of marriage and family therapy (MFT) and clinical psychology. He received his doctorate in Clinical Psychology from New York University and did postdoctoral training at the Philadelphia Child Guidance Clinic, where he worked with Minuchin, Haley, Madanes, Aponte, and Montalvo. He has run family therapy oriented psychology internship programs at the Philadelphia Child Guidance Clinic, the Harlem Valley Psychiatric Center, and Forest Hospital; and was Director of a postdegree MFT Program at Bristol Hospital, accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). He spent two decades as the Chair of the MFT Department at the Adler School of Professional Psychology and on the faculty of the Chicago Center for Family Health.

Tom is also internationally known for his work with M. Duncan Stanton on family therapy and drug abuse, culminating in their book, *The Family Therapy of Drug Abuse and Addiction*, which received an outstanding research award from the AAMFT, and also coedited *Family Therapy Approaches with Adolescent*
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Cheryl L. Storm, Ph.D., has devoted most of her career to systemic therapy and supervision education, primarily within couple, marriage, and family therapy. After receiving her doctorate in MFT from Purdue University, she taught and served as Program Director in two MFT master’s degree programs at Auburn University and Pacific Lutheran University. Both programs were accredited by the COAMFTE. She received the Anselm Strauss Research Award from the National Council of Family Relations for her significant contribution to qualitative research.

Over her career, Cheryl has promoted state-of-the-art practices in systemic therapy and supervision. She was Editor of the Journal of Systemic Therapies, a professional publication specifically focused on systemic practice. Cheryl has published widely on education and supervision, including in the Journal of Marital and Family Therapy, Journal of Systemic Therapies (including editing a special issue on postmodern supervision), Handbook of Clinical Issues in Couple Therapy, and Handbook of Family Therapy. She defined standards for systemic educational programs and for supervision when she served on the COAMFTE and the Washington state marriage and family therapy regulatory body.

She is currently a Professor Emeritus of Pacific Lutheran University and a Couple and Family Therapy Supervision/Education Consultant, conducting trainings and consulting on systemic supervision throughout the United States and in Canada, Taiwan, Japan, and Mexico.
The contributors for this book are highly experienced, talented supervisors. Virtually all of them are American Association for Marriage and Family Therapy (AAMFT) Approved Supervisors and are licensed as therapists meeting requirements to supervise systemic therapists in disciplines appropriate to their contexts. Most have trained supervisors, either by teaching fundamental or refresher courses and/or mentoring supervisors interested in becoming designated as an AAMFT Approved Supervisor. Many have specifically presented and published on supervision. Publications not directly related to supervision have been omitted for the sake of brevity.

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About the Contributors

Counseling Services. He supervises graduate students to be culturally and linguistically competent with both English-and Spanish-speaking populations and has supervised therapists in Mexico City. Committed to postmodern brief approaches and walk-in single session therapy, Monte focuses on these ideas in his publications and training of supervisors.

**Tommie V. Boyd**, Ph.D., is Department Chair and Professor of FT, Nova Southeastern University, Fort Lauderdale, FL, where she supervises in a highly diverse context. She supervises doctoral/masters students in a variety of clinical settings and trains supervisors. She advocates for the practice of systemic supervision in schools and supervises systemic therapists in this evolving context as well as in the medical arena.

**Douglas C. Breunlin**, M.S.S.A., is Director of the MSMFT Program and Clinical Professor of Psychology, The Family Institute at Northwestern University, Evanston, IL. He has supervised in graduate and postdegree programs in the United States and the United Kingdom, including MFT, clinical psychology, and psychiatry. Douglas trains supervisors and coedited *The Handbook of Family Therapy Training and Supervision*, a classic text. He endorses research findings as critical in supervision.

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**Catherine K. Buckley**, Ph.D., is Chief Postdoctoral Clinical Fellow, The Family Institute at Northwestern University, Evanston, IL, where she supervises in the MFT masters program, which serves clients in community clinics. Catherine is an advocate for an integrated approach to therapy, especially as applied to families with young children, and uses this approach in supervision.

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Pilar Hernández-Wolfe, Ph.D., is Director and Associate Professor, MCFT Program, Lewis and Clark College, Portland, OR, where she supervises masters students. She is guest faculty in systemic training programs in Puebla, México, and Bogotá, Colombia. Pilar supervises systemic therapists in private practice and community settings nationally and internationally and trains supervisors. She has published on and researched supervision and its social contexts.

Jennifer L. Hodgson, Ph.D., is a Professor in the Departments of Child Development and Family Relations and Family Medicine, East Carolina University, Greenville, NC, where she supervises MFT and doctoral medical FT students. She has supervised community-based supervisees in a variety of settings, including the evolving contexts of inpatient/outpatient healthcare, schools, and military. Jennifer trains systemic supervisors. She has published on systematic supervision in health care contexts, most recently in her coedited book, Medical Family Therapy: Advanced Applications.

J. Mark Killmer, Psy.D., is Department Chair and Associate Professor in CFT, Adler School of Professional Psychology, Chicago, IL, where he supervises students. Mark also supervises interns in community agencies, a setting in which he has extensive experience as an administrator and supervisor of staff and students from many disciplines. Previously, he supervised chaplain interns. In each context, supervision included the integration of spirituality in therapy.

Aubry N. Koehler, M.A., is a medical FT doctoral student, East Carolina University, Greenville, NC. She has experience as a medical family therapist in rural community health centers, hospitals, and psychiatric/behavioral units. She has co-led trainings with community supervisors from a variety of disciplines on integrated care and has published on the topic of supervision in health care.

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Jay L. Lebow, Ph.D., is Clinical Professor of Psychology and Research Consultant at the Family Institute, Northwestern University, Evanston, IL. He supervises
doctoral students and postdoctoral fellows in clinical psychology and MFT students and trains supervisors. Jay has published widely on integrated approaches to supervision, including several books highlighting CFT practice, training, and research issues important to effective supervision.

**Kevin Lyness**, PhD., is Director of the MFT Program and Associate Professor of Applied Psychology, Antioch University New England, Keen, NH. His primary supervision context is in doctoral CMFT educational settings. Previously, he supervised new and experienced systemic therapists in substance abuse programs. He trains supervisors in the program and in the community. Kevin is involved in promoting outcome-based supervision.

**Teresa McDowell**, Ed.D., is Chair and Professor of Counseling Psychology, Lewis & Clark College, Portland, OR. She has experience providing supervision in MCFT masters and doctoral programs and through a private practice in the rural northwest U.S. Teresa has mentored supervisors and taught supervision courses locally and in Cairo, Egypt. She has published on critical consciousness and supervision as well as on supervising international students.

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**Jason J. Platt**, Ph.D., is Director and Associate Professor of International Counseling Psychology, Alliant University, Mexico City, Mexico, where he supervises MFT masters students and teaches supervision courses. He does systemic training and case consultation annually in Phnom Penh, Cambodia, and conducts immersion programs exposing supervisees to indigenous ways of healing, including in India, Mexico, Cambodia, and Vietnam. He stresses the importance of becoming a global professional in his publications.

**Anne M. Prouty**, Ph.D., is an Associate Professor of MFT, Texas Tech University, Lubbock, TX, where she supervises masters/doctoral students. During her career, Anne coordinated supervision in multiple training sites and currently mentors
new doctoral supervisors, including many international supervisees training in the United States. Anne has conducted research and published on feminist supervision and mentorship, and advocates a mentorship philosophy in supervision.

**Anne Hearon Rambo**, Ph.D., is the Director of the FT Masters and Graduate Certificate Programs, and Professor, Nova Southeastern University, Fort Lauderdale, FL, where she supervises masters/doctoral students. Anne has worked with the public schools in Florida to create opportunities for systemic therapists, developing supervision and therapy practices for this evolving context and then training others in them. She has published on diversity and supervision.

**Mudita Rastogi**, Ph.D., is Professor of Clinical Psychology, Illinois School of Professional Psychology, Argosy University, Schaumburg, IL, where she teaches psychology graduate students. She has integrated supervision in training workshops in India and the United States. Her edited books *Multicultural Couple Therapy* and *Voices of Color* contain segments on supervision and cases related to diverse supervisors, supervisees, and clients and the many unique issues and obstacles they face.

**Peter A. Reiner**, Ph.D., is Instructor of Psychiatry and Behavioral Sciences, Northwestern University Feinberg School of Medicine, Chicago, IL. Previously, he was Coordinator of Clinical Training at the Family Institute of Chicago. He has led numerous systemic psychodynamic supervision groups for doctoral and postdoctoral clinical psychologists, and psychiatry residents. As a mentor, Peter is recognized for integrating systemic and psychodynamic concepts and therapies.

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**Laura Roberto-Forman**, Psy.D., is Director of an Eating Disorders Program at The Psychotherapy Center in Norfolk, Norfolk, VA, and Professor in Psychiatry and Behavioral Sciences at Eastern Virginia Medical School, Norfolk, VA. She teaches and supervises graduate and postgraduate clinicians specializing in couples and family work, especially in the transgenerational approaches.

**Bernadette Hassan Solórzano**, Psy.D., is Clinic Director and Associate Professor of Psychology, Our Lady of the Lake University, San Antonio, TX, where she supervises students, mentors doctoral student supervisors, and teaches a supervision course. Bernadette supervises and consults with community programs, including programs providing services to survivors of torture and rape and unaccompanied minors mostly from El Salvador, Honduras, and Guatemala. She believes cultural conversations are critical in supervision.
Jean Turner, Ph.D., is Associate Professor Emerita of CFT, University of Guelph, Guelph, Ontario, and supervises community therapists and coleads supervision groups. Previously as Director she collaborated with faculty to maintain leading edge supervision practices. Jean has supervised therapists from a variety of disciplines in diverse agencies, trained supervisors, and published on supervision. She is dedicated to developing practices reflecting a critical perspective on power relations and diversity.
Supervision is critical in our work because therapy is a professional undertaking with a core that is a personal process within the relationship between clinician and client. When you and I engage a client family or individual, it is a person-to-person experience for us and for them, him, or her. We do not just react personally to our clients, we also connect actively and purposefully to pursue our objectives, whether it is to gain trust, or to understand or influence their thinking, emotions, or behavior. Our professional training and technical skills are mediated through the personal connection we make with our clients.

How then can our supervisors shepherd us through this therapeutic process except through their personal relationships with us? Our supervisors will communicate their knowledge and implement their skills through how well and effectively they connect with us. And, like us in our work with clients, our supervisors will engage with us in varied contexts—schools, agencies, hospitals, clinics, institutes, private practice, etc. This only begins to tell how complex and varied are the journeys that we and our supervisors travel in the course of our work together.

What is particularly intriguing about our business, which lives in the entrails both of our clinical work and supervisory processes, are the dialectics that drive their engines. Inherent in these professional undertakings are tensions that can be the source of divisions or of creative generation: the institutional versus the individualized, the administrative versus the clinical, the technical versus the personal, the distinctive model versus the common factor, the philosophical influence versus the neutral stance, the distinctiveness of ethnicity versus the common human experience, the instinctive versus the trained, the existential versus the evidentiary, and more.

Today, we are enamored with evidence-based everything, which is part of a long-held desire to be scientific about the work of therapy. All the same, we face
the reality that the apparent infinitely possible ways of thinking about and doing our work are of itself evidence that the human condition is understandable yet in its ultimate depths unfathomable. So human behavior may be measurable, but is the soul quantifiable? So what does this paradox say to us about the basic nature of our work?

This is also an age of social activism, where our professional organizations and our professional schools, along with our models of therapy and supervision, seem drawn to take public positions on social and moral matters. Much of this activity takes place in the name of promoting support for “diversity.” The problem is that it is not always clear whose diversity we are supporting, and the social positions of our supervisors often differ from those of our supervisees. And then, of course, our own social positions often differ from those of our clients. And the world-views of our clients differ from one client to another. How do we resolve this dilemma?

For those persons who are supervising therapists working with clients, these professional and life puzzles are of special interest because the supervisors are themselves part of the problem as well as part of the solution. Supervisors are the experts at the top of the professional pyramid, but because they are at the top, they are also the farthest from the client family. They do not have the intimate personal connection with the family that the supervisee has. Consequently, they do not have the direct data that the person-to-person relationship offers. Yet, they have to make judgments that influence the therapist’s actions with the family. Yes, the supervisor enjoys the perspective of the perch, but the supervisor also comes with his/her personal life experiences and social/philosophical biases that tint his/her vision, along with a particular relationship with the supervisee that also creates its own slant on what the supervisor sees and hears. Does this not also add another level of perplexity to the whole process?

However, is all this complexity not part of what systems, in particular ecosystems, are about? Some people try to ignore all of these difficult differences. Others argue and fight about them. But are not the tensions born of the collisions of these samenesses and differences what potentially generate change, growth, newness, and creativity? But that assumes that we accept these dialectical tensions as normal to life, and thus to the therapeutic process, and certainly to the supervisory process. That is the energy that can drive the work that we do, shining light on the mysteries that we face as therapists and supervisors. For supervisors, as with every other active agent in the ecosystem, that implies that we see and actively engage the contradictions within ourselves, and between ourselves and our supervisees. We reach for light within those mysterious dilemmas and paradoxes, and we do so with the participation and help of our supervisees. To the extent that we can, we will be facilitating our supervisees’ efforts to see the potential of unlocking the mysteries of their clients through their own life struggles and the dynamic relationships with their clients. For the supervisee—therapists, this will mean being grounded in their own sense of self and self-awareness while open to the person and reality of their clients—a potentially generative therapeutic tension.
We can train and supervise therapists with the goal of their learning not only to understand but also to work with and through the systemic dynamics of the dialectics of their lives and relationships. By this I mean that therapists learn about, get in touch with, and develop the skill to work therapeutically with and through their own personal emotional conflicts, their sociopolitical incongruities, and moral and spiritual strivings. I mean that they train to utilize their own personal journeys to empathize with, gain insight into, and learn to touch the pain, struggles, and conflicts of their clients, that they learn to do so within the active dynamics of their relationships with clients. But, of course, for supervisors, this would mean doing the same for themselves in their own training to supervise, by marrying these personal insights and skills to their theoretical and technical expertise. Thus, the paradoxes presented by cohabitation of the personal with the technical can open the professional therapist/supervisor to the fullness of the potential of a profession that demands the warmth of the human heart within the discipline of the trained professional.

Writing about supervision from varied contexts and philosophies, and reading about these diverse perspectives with curiosity and respect, not with either automatic submission or obstinate defiance, will potentially stimulate our thinking and grow our wisdom. The book you are about to read will offer you just such an opportunity, engaging in multiple levels of complexity while never losing sight of the heart of the matter—the supervisory relationship.

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We dedicated the first edition *To all the supervisors and supervisors-in-training we have worked with, who have convinced us that there is still much to be learned about supervision* (Todd & Storm, 1997, p. v). Since then, there has been an explosion of interest in systemic supervision. Supervisors along with trainers and teachers of supervisors have taken the ideas that were prevalent at the time of the first edition and used them as a springboard for innovation, expansion, and fine-tuning of systemic supervision. We dedicate this second edition *To all the supervisors and trainers of supervisors, who are the co-developers of the advances in systemic supervision and thus are co-contributors to the contemporary practice of systemic supervision*.

We hope the new collection of chapters in this second edition successfully captures the critical areas contemporary systemic supervisors require to supervise. As Harry Aponte wisely recounts in the foreword to this edition, we live in an increasing complex world. He cites numerous dichotomies important for therapy and supervision. These include living in a world where we are “enamored with evidence-based everything” but “the human condition is understandable yet in its ultimate depths unfathomable,” and living in “the age of social activism” but where it is “not always clear whose diversity we are supporting.” In today’s supervision, there is no single point of view that is privileged over all others. Complexity is our constant companion as contemporary supervisors are practicing in more intricate environments, which require wrestling with complexity rather than accepting easy formulas.

The first edition included some of the first in-depth discussions in systemic supervision of such areas as the interface of supervision and social identities like social class and sexual orientation, supervision ethics, contracting, supervision models associated with the predominant models of systemic therapy, and training...
of supervisors. We hope to continue this tradition of including emerging new issues and contexts, as well as covering the many developments in enduring ideas and practices of systemic supervision. The contributors to this edition are generally more advanced in their careers, including ourselves, so it offers a more nuanced, broader perspective based on extensive supervisory experience.

**Our Intentions for the Second Edition**

This edition reflects the carving out of supervision as an endeavor distinct from training. At the time of the first edition, this distinction was less common and clear. In the introduction to this edition, we offer what we believe makes supervision distinctively *systemic* and our overall framework for systemic supervision.

In the first part of this edition on *Context—Multiple Perspectives*, we move away from a catalog of differences in people to a broader perspective of cultural equity. We acknowledge that spirituality, feminist supervision, and lesbian, gay, bisexual, and transgender affirmative practices probably should have been emphasized more in the book itself, but we encourage supervisors to read key pieces on these topics in the accompanying *The Systemic Supervisor Electronic Resources (TSSER)*. Several controversial issues outlined in the first edition have been resolved—the handling of multiple relationships in supervision and attention to the self-of-the therapist. A contemporary view is highlighted in this section. Systemic supervision is pushing its boundaries, as systemic therapy is evolving and making its way into new contexts, and this section includes three emerging examples—schools, medical, and the military. We also included the challenge for supervisors of becoming globally minded; the context of systemic supervision will increasingly touch the globe. For example, it will increasingly include participants across national borders, and the international supervision community is growing exponentially.

In the second part of this edition on *Philosophy—Preferred Ideas, Values, and Beliefs*, we updated the models included in the first edition, since they continue to be prominent. We recognize that in general models have become less influential in systemic therapy and supervision. However, we believe models remain important for individual supervisors in order to articulate a supervision philosophy when they initially transition to becoming a supervisor. Typically, a supervision philosophy begins from a therapy model. We acknowledge that an argument could be made for the addition of other specific models, most notably the emotionally focused supervision approach (Palmer-Olsen, Gold, & Woolley, 2011) but opted for adding a more general chapter on evidence-based practice to incorporate some of the newer approaches. Much of the current evolution of the systemic field has focused on evidence-based models, but these tend to be population specific—working with families, individuals, and/or couples with particular struggles such as chemical dependency, couple distress or sexual problems, adolescents in trouble with the law, etc. Few of these discussions have contributed significantly to the evolution of supervision.
In the third part on *Relationships—Power, Problems, and Complexity*, the focus is on the supervision relationship and the power embedded in the supervisory role, which remain a cornerstone of supervision and as important as always. We added more diverse supervisee voices to this section to reflect the changing, diverse, and global context that exists for supervision.

In the fourth part on *Pragmatics—Practices, Methods, and Gatekeeping*, the ingredients of practice are not new, but supervisors are seeing them in more contextually and meaningful ways. Best practices are emerging for supervision as a whole as well as for supervising therapists working within specific therapy populations (some by consensus and some based on empirical evidence), and supervisors are expected to apply them across settings. There is cross over of methods—structures, formats, and interventions—as supervisors test them in many contexts and settings, with no method particularly the province of any one model. A specific chapter on gatekeeping and evaluation was added, which highlights the need to acknowledge context when fulfilling this supervisor responsibility.

In the final part on *Training Supervisors*, we have emphasized how experienced supervisors can mentor supervisors locally and across borders in an effort to develop a trained global community of systemic supervisors. When a mentoring perspective is embedded into supervision, new supervisees, supervisors-in-training, and experienced supervisors will have a supportive and professionally fulfilling context in which to grow, develop, and practice.

**Hopes for How the Book Will Be Used**

We believe this edition continues the tradition of a highly practical introduction that offers the fundamentals for new supervisors, while also incorporating a level of sophistication that will be stimulating and useful for experienced supervisors as well. It is aimed at systemic supervisors practicing in varied contexts and across disciplines, and at the training of supervisors within and outside academic systemic programs. It is especially appropriate for those trained as couple, marriage, and family therapists and supervisors, given the congruence of this discipline with the underlying systemic assumptions of systemic supervision. We also attempt to widen the discussion of systemic supervision beyond the local to the international context, but acknowledge the edition still has a North American, predominantly US perspective, and the discussion is uneven throughout the edition. However, we hope it adds to the conversation.

**The Systemic Supervisor Electronic Resources**

Although we consider the edition itself to be highly pragmatic and filled with many useful case examples, it comes with *TSSER*, a set of broad resources with wide applicability accessible by a keyboard stroke. In line with the complexity involved in contemporary supervision, we offer these resources to stimulate thinking and innovation.
Each of the seven sections begins with a supervisory challenge and TSSER covers the following areas: Transitioning to a New Professional Endeavor, Addressing Foundational Aspects of Supervision, Responding to Evolving Contexts and Issues in Supervision, Staying Creative in Supervision, Reflecting on the Self-of-the-Supervisor and Self-of-the-Therapist, Providing Feedback, Evaluation, and Gatekeeping, and Becoming a Mentor and Training Supervisors. The items include resources developed by some of the authors in support of their chapters, resources developed by other innovative supervisors, and reprints of some of our favorite resources. Many of the reprints are excerpts from the Journal of Marriage and Family Therapy, one of the premier journals on systemic therapy and supervision, which has graciously granted us permission to include them. We intended them to be read in conjunction with the book; the table of contents for TSSER appears immediately after the table of contents of the book. However, the resources are also written to stand-alone, and we do not intend TSSER to be read as a conventional book. We encourage readers to begin with the challenge for each section and then to peruse it for those resources that are useful and fitting for their supervision practice and context.

Our Appreciation

We want to thank the many authors who squeezed writing on chapters and resources into their already over-flowing schedules and contributed their best ideas and experiences. We also want to extend our appreciation for how gracious the authors were about our many edits and requests. We want to thank various individuals from Wiley-Blackwell, our publisher. We begin with Darren Reed, Senior Commissioning Editor, Psychology Books, for his endorsement of this second edition and willingness to add TSSER, which we were passionate about including. We want to recognize and give our appreciation to Olivia Wells, Karen Shield, and Suvesh Subramanian, for their support and patience, especially since we missed every deadline possible!

Most of all we thank our respective long-suffering spouses who can attest to how grossly we underestimated the work and time it has taken to produce a second edition. Tom’s wife Tracy provided constant reminders of the importance of work-life balance and the goal of enjoying retirement together. Cheryl’s husband John was a continual source of patience and encouragement when the project grew in scope and seemed to go on forever, and reminded her frequently that a new edition was a key component of her “preferment” (aka semi-retirement) vision. Cheryl and John are looking forward to her return as his companion.

Reference

Core Premises and a Framework for Systemic/Relational Supervision

Cheryl L. Storm and Thomas C. Todd

Some people collect memorabilia highlighting particular moments in their life, while others collect something for its particular beauty; still others collect things they are passionately interested in; this book is the culmination of our collection of supervision ideas and practices. Our collection began when we noticed that our experiences and those of many of our supervisory colleagues and supervisees were inconsistent with what we read about supervision in the literature (Storm, Todd, Sprenkle, & Morgan, 2001). It includes experiences from those supervisors we trained and supervisees we worked with and our own experiences as supervisors and trainers of supervisors. We invited supervisors who were passionate and highly knowledgeable about various aspects of systemic supervision to contribute to our collection and incorporated results from the limited research on supervision. Our collection brought together ideas and methods reflecting the day-to-day practice of systemic supervision. From this current collection and ideas that have served us well over the years, we culled a set of guiding premises that we offer readers. The hope is that these premises assist readers in transitioning from a therapist to a supervisor who practices systemic supervision.

Core Premises of Systemic Supervision

How is systemic supervision distinct from supervision in the broader therapeutic community? Most agree that supervision is where one professional (who we call “supervisee”) hoping for guidance enters into a learning relationship with another
professional (who we call “supervisor”) with a mutual goal of advancing the supervisee’s clinical and professional competencies while ensuring quality services to clients. Although systemic supervisors perform the same normative (i.e., gatekeeping), restorative (i.e., mentor and evaluator), and formative (i.e., developing supervisees’ competence and capabilities) functions as other supervisors (Milne, Aylott, Fitzpatrick, & Ellis, 2008), they are always mindful of their systemic/relation paradigm and the following key premises that we believe underlay systemic supervision. None are more important than the others since they intersect with one another in complex ways.

Contextualization of supervision invites multiple views and acknowledges complexity

Our first core premise is that contextualization of supervision invites multiple views and acknowledges the complexity of the supervision process. Contextualizing supervision is paying ongoing attention to the unique, specific context in which supervision occurs, including considering the many diverse perspectives of stakeholders and participants. As supervisors juggle the multiple demands and obligations of stakeholders and participants, they develop supervisory cognitive complexity. “Cognitive complexity, broadly defined, is the ability to ask questions, admit uncertainty, examine beliefs, tolerate ambiguity, listen carefully, suspend judgments, and adjust opinions” (Granello, Kindsvatter, Granello, Underfer-Babalis, & Hartwig Moorhead, 2008, p. 35). Contextualization contributes to a rich in-depth understanding of the context of supervision and of therapy. Supervision becomes more meaningful and effective when supervisors ask, “Have I invited and considered the relevant perspectives?” Overall, supervision is more nuanced, tailored to the specific context with supervisors having an understanding of the complexity involved.

The perspectives are considered of a broad spectrum of stakeholders and participants including but not limited to supervisors, supervisees, other professionals, clients, institutional personnel, the systemic practice community, educators, and regulators. (See The Systemic Supervisor Electronic Resources for guidelines in locating relevant contexts for consideration.) Perspectives are highly related to personal aspects of their lives including families of origin, conjugal families, and other meaningful relational dynamics; emotional reactions; motives, values, attitudes, and philosophies; biographies or stories; and socially situated identities and influences. Viewpoints vary by professional settings—those in private practices are different than those in organizations, such as community agencies, healthcare settings, churches, and so on. The perspectives of stakeholders and participants are influenced by the sociohistorical place and time of supervision, since supervision has a particular meaning and certain ideas and values are predominant. For example, where collectivist ideas are central, supervisee confidentiality will have a different meaning and value than in individualistic societies.

Contextualization of supervision can be a simultaneously challenging and fascinating process due to the sheer number, multiplicity, and differences in the