

FEATURES AND CURRENT REQUIREMENTS FOR THE SUPERVISOR'S PROFESSIONAL ACTIVITY IN SPECIAL EDUCATION AND SOCIAL WORK

CARACTERÍSTICAS E REQUISITOS ATUAIS PARA A ATIVIDADE PROFISSIONAL DO SUPERVISOR EM EDUCAÇÃO ESPECIAL E ASSISTÊNCIA SOCIAL

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ABSTRACT

The article is devoted to supervision, which is becoming more and more necessary in all spheres of social life, including in the system of social work and special education. It is shown that one of the tasks of supervision is the development of certain skills and expansion of the supervised's understanding and capabilities. It is justified that for the effective performance of such tasks, the supervisor himself must have the appropriate skills and abilities. The purpose of the article is to study the specifics and consider modern requirements for the professional activity of a supervisor. The task of the article: to analyze the views of scientists on the goals and functions of supervision; consider the personal and professional characteristics of supervisors and the roles they perform; to investigate the content of supervision of social work and education. It was concluded that the purpose of supervision is to help the supervisee (them) more effectively perform the tasks defined in job duties through the development of emotional maturity, and the task of supervision is to satisfy organizational, professional and personal needs.

Keywords: Supervision. Supervisor. Supervisor's professional activity. Supervisory roles. Supervision of social work and education.

RESUMO

O artigo é dedicado à supervisão, cada vez mais necessária em todas as esferas da vida social, inclusive no sistema de assistência social e educação especial. Mostra-se que uma das tarefas da supervisão é o desenvolvimento de determinadas habilidades e ampliação do entendimento e das capacidades do supervisionado. Justifica-se que, para o efetivo desempenho de tais tarefas, o próprio supervisor deve possuir as competências e habilidades adequadas. O objetivo do artigo é estudar as especificidades e considerar os requisitos modernos para a atividade profissional de um supervisor. A tarefa do artigo: analisar as opiniões dos cientistas sobre os objetivos e funções da supervisão; considerar as características pessoais e profissionais dos supervisores e as funções que desempenham; investigar o conteúdo da supervisão do serviço social e da educação. Concluiu-se que o objetivo da supervisão é ajudar o supervisionado (eles) a desempenhar de forma mais eficaz as tarefas definidas nas funções de trabalho através do desenvolvimento da maturidade emocional, e a tarefa da supervisão é satisfazer as necessidades organizacionais, profissionais e pessoais.

Palavras-chave: Supervisão. Supervisor. Atividade profissional do supervisor. Funções de supervisão. Supervisão de trabalho social e educação.

Introduction

The relevance of the study of the peculiarities and modern requirements for professional activity is due to the fact that supervision is becoming more and more necessary in all spheres of social life, including in the system of social work and education. One of the tasks of supervision is the development of certain skills and expansion of understanding and capabilities of the supervised (VORONINA, MOISEEVA, 2014). But to effectively perform such tasks, the supervisor himself must have the appropriate skills and abilities. For example, the European standard (Code of Ethics and Practice of Supervisors of the British Counseling Association,

Code of Ethics of the European Psychotherapy Association) specifies that supervision is carried out only by an experienced colleague specially trained in the field of supervision. Therefore, the purpose of the article is to study the specifics and consider modern requirements for the supervisor's professional activity. The task of the article: to analyze the views of scientists on the goals and functions of supervision; consider the personal and professional characteristics of supervisors and the roles they perform; to investigate the content of supervision of social work and education.

The article used a system of scientific research methods, which included theoretical methods aimed at reviewing the literature on the problem of the supervisor's professional activity in social work and special education: theoretical and methodological analysis; comprehension, generalization and systematization of psychological-pedagogical and scientific-methodical literature.

Literature review

In essence, the research is a literature review aimed at analyzing the points of view of scientists from different countries of the world regarding the features and modern requirements for the supervisor's professional activity in general, which can become "applicable" in social work and special education, where the supervisor's activities in connection with the situation of the war in Ukraine is the most demanded and the least developed. The scientific works of A. Brown, L. Bolders, L. Voronina, O. Grishin, V. Zalevsky, M. Lavrentiev, D. Leddyk, L. Moiseeva, E. Williams, S. Falender, E. Shafransky are devoted to this issue, Yu. Shchukinoi, M. Yellis and many others, whose views are analyzed in our study.

In the context of studying the features and modern requirements for the professional activity of a supervisor in social work and special education, we relied on the concept of personality development in psychology (V.G. Aseev, O.M. Leonyev, S.D. Maksimenko, V.O. Romenets, S.L. Rubinstein, Y.M. Shvalb), the methodology of psychological knowledge of the individual as an active subject of activity and the nature of the formation of fundamental personal qualities (K.O. Albukhanova-

Slavska, M.V. Savchyn, V.I. Selivanova, L. S. Slavina), general principles of differential psychological analysis of professional activity (A. Anastazi, V. S. Merlin, V. D. Nebylitsyn, B. M. Teplov).

Materials

An important goal of supervision is to provide assistance in the generalization of knowledge obtained in various fields of science, thanks to the mastery of which professional identity is achieved.

Yu.V. Shchukina describes three traditional goals of supervision (SHCHUKINA, 2010): ensuring the professional development of a practicing psychologist; stimulation of the development of special skills and competence to improve the quality of work; examination of the professional activity of a specialist in the field of psychological assistance, increasing the responsibility of a specialist in relation to the standards of professional psychological assistance.

According to V.G. Zalevsky, one of the dominant goals of supervision is overcoming/removing "blockades of change", or, more broadly, prevention and correction of various manifestations of fixed forms of professional behavior. In this regard, one of the key moments and leading tasks of the supervisor and supervision is the very task of "pushing" the supervisee from his "point of view", promoting the expansion of his professional consciousness and initiating the development of a wide range of professionally adequate and personally congruent forms of behavior in consultative therapeutic activity, on the one hand, and on the other hand, to prevent activation of one or another type of protection against supervision, development and changes (ZALEVSKY, 2010).

(LAVRENTYEVA, GRISHINA, 2015) define educational, facilitating, normative and advisory functions. The implementation of the educational function involves the formation of professional competence, where the main attention was paid to the development of the competence of correlation of existing knowledge with the goals, conditions and methods of practical activity. Implementation of the facilitation function is focused on support in a situation of emotional tension, on creating a

psychologically comfortable atmosphere; on the development of professional motivation; to increase self-confidence. The normative function in the role of supervisor is the function of control over compliance with moral and ethical requirements, over compliance with the implementation of practical activities taking into account the standards of the educational organization and the rules of professional activity. The performance of the advisory function by the supervisor consisted in the joint discussion and search for solutions to various issues that arise during practice.

A specialist in the field of supervision is a supervisor. According to L.V. Voronina and L.V. Moiseeva, a supervisor is "a specialist who has mastered the method of supervision" (VORONINA, MOISEEVA, 2014).

Supervisors are experienced, competent practitioners whose knowledge and experience help solve the problems of the supervised; scientists or educators who are engaged in scientific work and participate in practical social projects, cooperating with public services or public organizations in the field. They combine a deep theoretical understanding of the content of their activities with the experience of practical work in real situations, and often participate in monitoring and evaluating the effectiveness of project implementation. Supervisors are specially trained specialists for whom supervision is a profession.

Among the main personal and professional qualities of a supervisor, most scientists single out: the ability to listen constructively and actively; ability and readiness for reflection; the ability to be in different functional roles according to the supervised colleague; the ability to quickly assess the "zone of immediate development" of a supervised colleague; striving for systematic and continuous professional growth; balance between respect for the supervisee's independence and responsibility for his work; respect for autonomy, protection of the supervisee and concern for his well-being; activities within the framework of their competence and in accordance with the Code of Ethics and professional standards of the profession; to prioritize the quality of services provided, etc.

We would like to add that the personal and professionally important qualities of a supervisor include: humanistic personality orientation, sociability, empathy,

responsibility, optimism, benevolence, pedagogical tact, reflection, striving for professional improvement and self-development, ICT competence, the ability to work with a student audience and many other qualities (MAKAROVA, GAVRILOVA, 2015).

In our opinion, the main functions of a supervisor include:

staff support (management of stress and fears; clarifying issues; giving advice; feedback; understanding personal problems that prevent work; creating an atmosphere of trust; motivating and empowering; supporting motivated decisions);

personnel management (administration, solving administrative problems; planning and organization of implementation; setting standards; monitoring, evaluating the quality of work; compliance with the work plan; disciplining; implementation of job instructions; efficient and economical use of resources);

staff training (instructions on the organization's policies and procedures; assistance in mastering the effective practice of modeling work and conducting training; recommending literature and training courses; supporting professional growth; career development; resource mobilization).

E. Williams puts forward the following requirements for the supervisor: 1) theoretical knowledge; 2) practical experience and procedural knowledge; 3) high quality of judgments; 4) perceptiveness (WILLIAMS, 2001).

The supervisor acts not only as a more experienced psychologist, but also as an empowered colleague representing the professional community with its rules, requirements, and standards of professional activity (PYSHINSKAYA, 2011).

(VORONINA, MOISEEVA, 2014) believe that the supervisor acts as a consultant, oriented to the personality of the supervisee. One of the supervisor's goals is to facilitate the supervisee's growth as a consultant. In particular, the supervisor facilitates self-discovery of the supervisee and helps him identify personal problems and areas of development.

As rightly noted by E.V. Lavrynovych, the main task of the supervisor is to create an "atmosphere of trust, security, openness, in which it becomes possible to sincerely present a request to the supervisor" (LAVRYNOVYCH, 2011).

The supervisor's role is considered fully fulfilled only when he ensured a lively and independent search for a solution to the problem, opened the direction of this search, and did not declare a way out of the existing situation, as an expert whose thinking is not subject to any doubt or revision (YAKOVLEV, YAKOVLEVA N.O., 2015).

The study of the role of the supervisor in the system of social work shows that the supervisor can significantly contribute to the increase of individual efficiency, helping the social worker at all stages of his professional formation and development. The supervisor is usually not just a professional in his field, but a person who has undergone special training for this on the basis of various forms of professional development. It is the supervisor who is the central figure in ensuring the continuity and quality of social work, as well as in maintaining working capacity and developing personnel (KREMNEVA, 2015).

Investigating the theoretical foundations of designing the practice of future social workers, V.P. Smorchkova singles out the following approaches: competence-based, contextual, reflective, modular-activity. Within the framework of the reflexive approach, it is fundamentally important to include in the practice process not only traditional subjects (tutor - practice methodologist, teacher - practice manager from the department, practical worker - representative of the practice site), but also "as a central figure - a supervisor who helps student in solving various problems that arise in the process of practice. In foreign systems of professional training of representatives of helping professions, supervision plays a significant role. Its basis is the idea of active use of experience accumulated in the process of practical work, therefore the supervisor is usually a specialist who has a higher qualification and has authority among specialists" (SMORCHKOVA, 2010).

In the supervision of social work, we single out basic ethical and legal principles, such as: 1) competence (expert assessment of not only the knowledge and skills of the supervised person, but also his personal readiness to take on professional responsibility; responsibility for qualified assistance to the client provided supervisee; 2) informed consent (in counseling) (BERNARD, 1998), as a

means of protecting the supervisor and supervisee from prosecution by the client (USHAKOVA, 2011), at three levels. The supervisor must make sure that:

- the supervisee informed the client about the specifics of the consultation;
- the client is aware of these features;
- the supervisee is informed about the evaluation criteria of the supervisory, process and other aspects of the situation (HARRAR, VANDECREEK, KNAPP, 1990);
- protection of the rights of the client and the young specialist (KURPIUS, GIBSON, 1991);
- confidentiality;
- responsibility.

In the education system, a supervisor is a teacher who is directly responsible for facilitating the student's learning and professional training in the process of industrial practice. This person also evaluates the student's performance and makes recommendations to the university. The role of a supervisor includes practical training of a social worker, quality control of his work, work consultations with difficult cases and psychotherapeutic counseling for psychological support of the specialist and relief of his emotional tension.

From the point of view of H.P. Sinitsina, a point of view is being formed that the activity of a teacher of higher education can be attributed to the supervisory activity, which helps students to solve problems and difficulties of professional development.

The functions of a teacher-supervisor in working with bachelors of psychological and pedagogical education are determined by the need for rapid adaptation of bachelors to the educational process of pedagogical higher education, providing assistance in practical activities.

The functions of a teacher-supervisor are realized when working both with a group of bachelors and with individual students. The specifics of the performance of these or other functions depend on the content of the activities of teachers in higher education institutions and bachelors in general education institutions, as well as on the individual characteristics and preferences of each student.

Reflection accompanies all directions of work of a supervisor teacher and stages of professional training of bachelors of psychological and pedagogical education.

Reflection includes self-diagnosis, self-observation, self-knowledge, self-analysis of achieved results (SINITSYNA, 2015).

Woody, believes that the work of a teacher-supervisor contributes to the formation of psychological and pedagogical education, general and professional competences, personal qualities, the desire for self-activity, self-actualization and creative self-realization in psychological and pedagogical activities in bachelors (WOODY, 1984).

Identified five criteria for the development of the psychological training of a teacher, a teacher-psychologist, and a teacher of psychology at a pedagogical higher education institution in the system of continuous education: ensuring the integrity and continuity of a teacher's psychological education; the formation and development of a teacher's professional self-awareness, which determines the integral formation of the level of psychological literacy, which includes value-content and identification components that determine the choice of the appropriate professional-behavioral style; the formation and development of a teacher's holistic image of a psychologically competent self in his own preparatory and professional activities; determination by the teacher of the need for professional self-development and self-improvement at the level of actual psychological culture; the choice of effective technological means in professional educational activities as a carrier of general psychological culture.

Regarding the formation of the psychological culture of a psychology teacher in the framework of post-university psychological training, notes the importance of supervisory activity, which should be presented not only as mutual attendance of teachers at each other's classes, but also as a step-by-step process of professional development by a young specialist from supervised to supervisor.

In this sense, the level of actual psychological culture is often characterized as wisdom. Professional wisdom is the goal of supervision, and it should constitute the context of normal theoretical and procedural development of the supervised.

The author concludes that supervision should become one of the main tools of the teacher's psychological development and self-improvement, ensuring effective interaction and influence in the system of his continuous psychological education (MOLOZHAVENKO, 2008).

A supervisor is an experienced, qualified specialist who has reached the pinnacle of professional skill in the course of his professional activity, passing the way from an unqualified supervisee to a supervisor. Such a professional path made it possible to master the skills to consciously be in one or another supervisory role, which is optimally adequate to the request and makes it possible to satisfy it as efficiently as possible. During the supervision session, the supervisor can try such roles as "teacher", "facilitator" (therapist) and "consultant" (ELLIS, DELL, 1986), which are the main ones, and such additional roles, as "expert", "manager" and "administrator" (Williams, 2001), (FALENDER, SHAFRANSKE, 2004).

In the role of a teacher (NEUFELDT, 1994), (DYE, BORDERS, 1990), the supervisor has the following powers: evaluates the interactions that take place during the counseling session; discusses hypotheses related to the client with the supervisee; determines the necessary interventions (interventions), their content and effectiveness; models, demonstrates and teaches intervention techniques, promotes skills practice; encourages the supervisee to seek reasonable explanations for specific strategies and interventions; explains the significant events occurring during the session; sets tasks for the next sessions; encourages the supervisee to study special literature and increase the professional level and other ways of professional improvement.

While performing the role of therapist, facilitator (NEUFELDT et al., 1990), the supervisor: explores the feelings of the supervisee during the counseling session with the client; explores the feelings of the supervisee during the supervision session with competent social workers-mentors; explores the supervisee's feelings about certain techniques and interventions; prompts the supervisee to examine himself regarding his trust in the mentor or concerns about the session; explores defensive reactions or affects of the novice during the supervisory session;

according to the nature of protective reactions or affects, emotionally supports the beginner.

As a consultant (NEUFELDT et al., 1990), the supervisor: focuses on the system "supervised - client"; offers the supervisee alternative interventions and advisory hypotheses; encourages the supervisee to think about the counseling strategy and intervention; encourages the supervisee to discuss the client's motivation problems; takes care of the supervisee during the supervision session; allows the supervisee to structure the supervision session.

As an expert (WILLIAMS, 2001), an experienced supervisor: monitors the achievement of the goals formulated in the supervisory contract; checks whether the supervisee carried out the intervention discussed in the previous session; monitors the client's progress; gives feedback to the supervised regarding knowledge of the theory, his personal qualities; helps the supervisee assess his strengths and weaknesses; evaluates the progress of the supervisee; monitors compliance with ethical standards; if necessary, supervises the supervisee on certain material.

As a manager (WILLIAMS, 2001), (DIGEST, 1988) the supervisor makes and maintains communication between the staff of the institution where he works, the administration, customers and society. According to this role, the supervisor communicates the direction of the administration to the lower levels of the organization, communicating the goals and intentions of the organization and inspiring the staff to follow these goals. It is also within his competence to notify the staff about changes in the rules and internal procedures of the organization, to protect the rights of the staff. Before the administration communicates the decision to the staff, the supervisor informs them about the impact of rules, procedures and administrative decisions on the morale of the staff, their actions and positions. It is important to involve the supervisor in the decision-making process of the organization, because he takes into account the interests of all interested parties, studying customer complaints, responding to them and thus providing information for a comprehensive review of the situation. Within the organization, the mentor stimulates staff engagement in making important decisions about program

evaluation, development, and advancement, helping the organization as a whole to function more effectively and provide more effective management.

As an administrator (WILLIAMS, 2001), the supervisor supports the development and use of mechanisms that improve the quality of work, performs personnel work on the orientation of new employees, evaluates their actions, and conducts training with them. He monitors various cases, consultation plans, reference procedures regarding the issue of completion of counseling and other cases of responsibility for providing and receiving qualified assistance by clients. In addition, the supervisor, as an administrator, ensures that the institution's actions comply with accepted standards and agreements.

Scientific results:

The specifics of the professional activity of a psychologist-mentor [supervisor-mentor] determines the need for the proofreader [supervisor-proofreader] to solve the following problems:

1. Determining the possibilities of using means that support the integrity of the supervisory process, which does not require psychotherapy, focuses the professional skills and the skills of the private life of the supervisee.
2. Development of methods for monitoring the mentor's [supervisor's] advancement towards professional goals and assessing the degree of improvement of professional skills and personal development.
3. Conditional dilution of means of prevention (correction) and therapy of mental burnout.
4. Determining the effectiveness of the use of psychotherapeutic agents (choice of a specific method, methods of its application) within the framework of orientation towards the actualization of the supervised authentic existential attitudes.

The following universal requirements for the competence of (both future and already practicing) supervisors can be singled out: the ability to listen constructively and actively; ability and readiness for reflection; the ability to be in different functional roles according to the supervised colleague; the ability to quickly assess the "zone of immediate development" of a supervised colleague; striving for

systematic and continuous professional growth; the ability to discuss ethical issues; prioritizing the quality of services provided.

Conclusions

Having analyzed the different views of scientists on the goals of supervision, it can be concluded that the goal of supervision is to help the supervisee (them) more effectively perform the tasks defined in job duties through the development of emotional maturity, and the task of supervision is to satisfy organizational, professional and personal needs.

The process of supervision can be carried out through the implementation of special functions peculiar only to supervision. Scientists distinguish various functions of supervision, but they are not distinguished by great diversity. Some, having different names, are quite close in content, which allows us to outline the general trends in their identification.

The supervisor's professional skill allows him to be in one or another supervisory role, which is optimally adequate to the request, and makes it possible to satisfy it as efficiently as possible. Each of the roles assumes the presence of specific strategies that are proportionately used in working with the supervisee. The ability to flexibly use these functional roles depending on the request makes the supervision process more effective.

It is concluded that the supervisor at the beginning of his activity will use the experience he has acquired in his personal and professional life. Although theoretical models and training can significantly affect a supervisor's style, an equally important influence will be his already learned model or idea of what it means to be a supervisor, what the supervisor does, how the supervisor treats the supervisee.

The study of the content of supervision of social work and special education showed that supervision is a tool for improving the efficiency of workers in these areas.

It was found that the supervisor's professional skill allows him to be in one or another supervisory role, which is optimally adequate to the request, and makes it possible to satisfy it as efficiently as possible. Each of the roles assumes the presence of specific strategies that are proportionately used in working with the supervisee. The ability to flexibly use these functional roles depending on the request makes the supervision process more effective.

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