

Columbia law by many of the contributors for the basis of much of their presentations. This will require the reader to ensure that he or she is familiar with any differences in the law in their own jurisdiction. There was some redundancy, which is common in books presented in this format, but the editors did a commendable job in keeping it to a minimum. The editors carefully point out that the law is a living and changing process. This of course means that some of the material in this book will be dated fairly quickly and will require the reader to be alert to changes in the law that occur. Perhaps the editors might want to consider a regular update of their book when major changes occur.

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Bernard, J. M. & Goodyear, R. K. (1992). *Fundamentals of clinical supervision*. Boston: Allyn and Bacon. 347 pages.

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*Reviewed by:* Carol Stuart, Doctoral Student, University of Victoria.

Bernard and Goodyear state that this book is intended to incorporate the best of the supervision literature from several disciplines. Their goal is a book which is useful as a textbook or as a professional resource; the result is a highly practical and thought-provoking book, well grounded in theory and research, with multiple uses for the practitioner of supervision.

Chapter one, introduces the book by exploring the definition of supervision. The chapter fully explicates this definition by looking at the differences between supervision and education, therapy and consultation.

The following five approaches to supervision are discussed in chapter two: psychotherapy based, developmental, model-based, personal growth, and parallel process and isomorphism. Chapter three uses Bernard's *Discrimination Model* to discuss supervisory roles. Woven throughout the presentation of these approaches to supervision are the historical growth of the field of supervision and the theoretical roots of the approaches presented.

Chapters four, five and six will be of the most use to the practising supervisor, in the field or in an educational institution providing practica or internship experiences. These chapters look at the process and possibilities inherent in the supervisory techniques of individual case conference, group supervision, and live supervision. Throughout all three chapters there are many examples, grounded in a variety of theoretical approaches and contextual environments in which supervision could occur. Chapter four includes many practical suggestions and techniques for use in individual supervision meetings. Supervisory assessment forms and scales are appended. Chapters five and six discuss techniques for group supervision within the theoretical context of group process and the use of live supervision in the context of family therapy. Advantages and disadvantages of the techniques presented in these chapters are discussed. Research applicable to the techniques described is integrated within the practical presentation of the techniques.

Because the definition of supervision used by Bernard and Goodyear includes an evaluative component, it is not surprising that they devote an

entire chapter to the difficult and multi-faceted issues of evaluation. The authors distinguish between process evaluation, or the ongoing nature of supervision, and summative evaluation, which is required for practicum, internship and annual performance evaluations. This chapter is a must for any supervisor, instructor in counselling or therapeutic skill development, and administrators of clinical programs in academic settings. They emphasize setting clear evaluation criteria and incorporating evaluation into the supervisory or instructional context.

In chapter eight, the differences between ethics and legal liability are highlighted and discussed. Major ethical themes in supervision (due process, informed consent, dual relationships, competence, confidentiality) are discussed from the point of view of the responsibility to the client by supervisee and supervisor, and the responsibility to the supervisee by the supervisor. Legal themes discussed include the supervisor's duty to warn citizens who may be in danger as a result of client actions, malpractice, and the liability of the supervisor for the supervisee's actions. The discussion is reinforced with varied and relevant examples from the field.

Chapter nine addresses the least favourite task of most supervisors, administration. Bernard and Goodyear adopt the perspective that there are two types of supervisors, administrative and clinical. Within the context of clinical supervision, however, there are still administrative tasks. The chapter discusses the administrative tasks required for supervision that occurs solely with one system (e.g., an agency), instead and the task required for supervision that involves two settings such as a university and an agency. This chapter is a must for field supervisors, practicum coordinators and administrators. The chapter offers sample questions, guidelines for record keeping, and time management techniques to assist the supervisor to deal with administrative tasks in an organized, efficient manner.

Chapter ten is focused on several important issues not addressed in other chapters. The focus is on the issues of anxiety (both supervisor and supervisee), need for adequacy, countertransference by the supervisor, conflict, interpersonal power issues, and harmful supervision for the supervisee. The chapter does not present solutions to these dilemmas, but encourages the reader to apply the knowledge and techniques from this book to these issues.

Chapter eleven discusses supervision in the multicultural context. The authors regard therapy as a culture. They take the time to discuss definitional issues relative to the multicultural context, before reviewing specific practical issues and suggestions surrounding supervision within the areas of cross-cultural, gender issues and homosexuality.

The concluding chapter of the book begins with a challenge to readers to conduct research, stimulated by questions arising from the preceding chapters. In order to facilitate the reader's interest in research, Bernard and Goodyear consider the methodological issues in supervisory research and recommend the use of an Aptitude Treatment Intervention approach to doing research. They follow this with a broad and thematic identification of issues and topics for research based in cognitive science, relationship issues and social influence theory. The chapter requires a basic grounding in research approaches and learning theory to understand their perspective on

methodology, but the themes and questions that they raise are provocative and provide a good base for anyone interested in doing further research.

Overall the book will make useful and interesting reading for supervisors, supervisees (particularly at the internship level), trainers in supervision, instructors in various helping professions (e.g., counselling, social work, psychotherapy, child and youth care work, and nursing), and administrators and practicum coordinators in university and college settings. A field supervisor who is interested in improving a specific technique (chapters four, five and six), or honing evaluation skills (chapter seven), or administrative competence (chapter nine), could choose to read the relevant chapters, but reading the whole book is recommended. Bernard and Goodyear have met their goal of a book that could serve as a text or as resource book for a clinical supervisor.

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Farmer, James A. (1989). *Positive Influence A Practical Guide for Dealing with Teenage Aggression*. Springfield, Illinois: Charles E. Thomas.

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*Reviewed by:* William E. Schulz, Ph.D., Professor in Counsellor Education, University of Manitoba.

Although the first chapter of the book, "Taking the Bull by the Horns," does not tell us much about the content, the intent of this chapter is both important and well presented. Farmer's intention is to help parents understand their teen. After outlining classic parent types such as "blamer," "walking wounded," and "junior psychologist," the author gives some valuable tips on parenting. Some of the tips are little more than good common sense (listening, communicating) but for some parents this is uncommon.

In chapter three of this book, Farmer provides the reader with many case situations which show the power plays between parent and teenager, the "in-house stress" produced by modern day environments and the negative memories from parents' own childhoods that subconsciously affect what they do with aggressive teenagers.

One of the most interesting chapters in the book is chapter four which addresses teenage manipulation of parents, where they use temper tantrums or pouting to get their way, or where they use a third-party friend to manipulate a parent. A few recommendations are presented for dealing with the manipulative teenager. Farmer outlines the importance of varying parental approaches and of not embarrassing the teenager. He also comments on the importance of humour, timing, creativity, honesty, consistency, non-blaming and openness.

In chapter seven, the author discusses those times when parents may need to turn to professional helpers or self-help groups. In the typical, practical approach used throughout this book, Farmer discusses the costs of professional help, the questions parents should ask professionals and the kinds of self-help groups that may be available for teenagers.