THE EMPOWERED SUPERVISOR

Foundational Clinical Supervision Course

Syllabus | 2027

Most recent draft revision: October 21, 2026. An updated syllabus will be confirmed and provided approximately two weeks before your cohort starts, including confirmed learning dates and assignment deadlines.

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10 weeks · 36 learning hours
20 hours of live online learning and 16 hours of structured asynchronous learning.

Course overview

Develop a reflective, relational, trauma-informed and culturally responsive approach to clinical supervision. Through Canadian professional guidance, scholarly readings, fictional cases, skills practice and reflection, you will connect supervisory theory with practical responsibilities for supervisee learning and client welfare.

Learning outcomes

1. Explain supervision's purposes, functions, boundaries and responsibilities, distinguishing it from therapy, consultation, mentoring and administrative oversight.

2. Compare supervision models and justify interventions in relation to supervisee development, context and client welfare.

3. Articulate a personal supervision framework integrating theory, reflexivity, ethics and professional values.

4. Demonstrate contracting, reflective inquiry, feedback, clinical reasoning and collaborative goal setting.

5. Analyze identity, power, culture, systemic oppression and the supervisor's professional use of self.

6. Apply ethical reasoning to consent, confidentiality, records, competence concerns, gatekeeping and consultation.

7. Develop usable supervision documents and evaluate observed practice against explicit criteria.

8. Plan for supervision of supervision, continuing learning, trauma stewardship and sustainable practice.

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Schedule and learning format

Live sessions take place on **Fridays, 12-2 p.m. Toronto local time**, via Zoom. Toronto local time follows seasonal clock changes. Use the dates for your registered cohort.

Cohort	Ten Friday sessions
Winter	January 15 - March 19, 2027
Spring	April 9 - June 11, 2027
Fall	October 8 - December 10, 2027

Module	Weeks	Live	Async	Total
1 SELF	1-2	4 h	3 h	7 h
2 LENS	3-4	4 h	3 h	7 h
3 RELATIONSHIP	5-6	4 h	4 h	8 h
4 POWER	7-8	4 h	3 h	7 h
5 SUSTAINABILITY	9-10	4 h	3 h	7 h
Course total	10	20 h	16 h	36 h

How to prepare

Complete the assigned reading selections and structured tasks before the relevant live session. Most weeks allocate 90 minutes to preparation and application; Weeks 5 and 6 allocate two hours. The reading list identifies required selections and recommended extensions. Full articles are optional unless explicitly assigned.

Additional time may be needed for essay drafting, portfolio refinement and recording. These activities can extend beyond the 36 structured course hours. No textbooks are required for purchase. Recommended textbooks are optional, and any decision to purchase them is entirely at your discretion. Links and access instructions for assigned readings are provided.

Attendance and participation

Attend at least **eight of the ten live sessions** and complete asynchronous learning. If you anticipate an absence, contact the instructor to discuss missed learning and skills practice. Spoken, written and observed-with-reflection contributions are valid participation formats.

Learning environment

Expect facilitated discussion, fictional Canadian cases, triad practice, peer feedback, document development and reflection. Access adjustments preserve the competence being assessed. Personal trauma disclosure and diagnostic disclosure are not participation or evaluation requirements.

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Weekly outline

Week 1 Defining Clinical Supervision

SELF | 2 live hours + 1.5 asynchronous hours

Focus: Explain supervision and distinguish it from therapy, mentoring, consultation and management; identify roles, boundaries and eligibility questions.

Live activity: Practise contracting the purpose and limits of a supervision conversation using a fictional placement case.

Readings: CRPO (2025), printed pp. 5-8; Chang et al. (2020), abstract.

Independent activity: Compare supervision, consultation and therapy; write a learning goal and supervisory stance.

Week 2 Power Trauma and Supervisory Identity

SELF | 2 live hours + 1.5 asynchronous hours

Focus: Analyze authority, positionality and use of self; connect cultural humility and supervisory alliance to conditions for disclosure.

Live activity: Rehearse inviting disagreement while retaining evaluation responsibility; separate observation, interpretation and access requests.

Readings: Hanson-Daley et al. (2026), abstract; discussion recommended; Ertl et al. (2023), abstract; CCPA (2025), Domain 3, items a-f.

Independent activity: Analyze a fictional recurring theme; draft a philosophy paragraph and an observable accountability practice.

Week 3 Choosing a Supervision Approach

LENS | 2 live hours + 1.5 asynchronous hours

Focus: Compare developmental, competency-based and relational approaches; apply systemic, narrative and solution-focused questions and justify model fit.

Live activity: Use triads to compare two approaches to the same fictional clinical learning need, including the Seven-Eyed model in course teaching materials.

Readings: Peetoom and Nuttgens (2019), pp. 213-219; Han et al. (2026), abstract; Discussion recommended.

Independent activity: Compare two models; record the rationale and observer feedback to support Assignment 1.

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Weekly outline continued

Week 4 Trauma Informed and Anti Oppressive Supervision

LENS | 2 live hours + 1.5 asynchronous hours

Focus: Apply choice, predictability and cultural humility; examine colonial power, barriers to participation and the supervisory needs of therapists engaged in trauma work.

Live activity: Redesign feedback or skills practice for access; rehearse responding to trauma-related distress while maintaining clinical accountability and supervision boundaries.

Readings: Whittington (2026), abstract; framework and vignette recommended; Public Health Agency of Canada (2023), cultural safety, cultural humility and anti-racism definitions; CCPA (2025), Domain 6, items a-d; Shatto et al. (2023), abstract; full article recommended for supervisory application. Further reading: Luke and Litt (2025), TISM.

Independent activity: Audit a fictional supervision activity for power, access and trauma sensitivity; revise the philosophy and record a learning question.

Week 5 Agreements Learning Plans and Records

RELATIONSHIP | 2 live hours + 2 asynchronous hours

Focus: Distinguish agreement, informed consent and learning plan; specify boundaries, information sharing, competence goals and documentation.

Live activity: Audit an ambiguous agreement and negotiate a learning plan, including urgent and routine contact routes and limits of availability.

Readings: CRPO Standard 4.1, agreements and records sections; CCPA (2021), E2 and commentary.

Independent activity: Draft agreement, consent and goals; create a fictional session record. Assignment 1 due; prepare portfolio components.

Week 6 Feedback Evaluation and Repair

RELATIONSHIP | 2 live hours + 2 asynchronous hours

Focus: Give feedback against observable criteria; distinguish formative feedback, summative evaluation and relational repair; examine parallel process tentatively.

Live activity: Rehearse feedback and responses to disagreement using criteria, observed evidence, the learner’s perspective, support and a review date.

Readings: Paré et al. (2004), pp. 118-122; CCPA (2025), Domain 4, items j-m and q; Levy (2024), full article, pp. 1-9.

Independent activity: Script feedback and repair; revise criteria after peer review. Receive formative feedback before the final demonstration.

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Weekly outline continued

Week 7 Ethical Responsibilities

POWER | 2 live hours + 1.5 asynchronous hours

Focus: Separate ethical reasoning from legal, regulatory and organizational duties; document a proportionate response to uncertainty or risk.

Live activity: Analyze a fictional privacy incident: known facts, affected parties, protective steps, consultation, communication and review.

Readings: CCPA (2020), Ethical Decision-Making; CCPA (2025), Domain 5, items a-f, j and l; Llamosa (2024), abstract and introductory rationale, p. 344.

Independent activity: Complete an ethical decision record and audit confidentiality, consultation and escalation procedures.

Week 8 Gatekeeping and Ethical Decisions

POWER | 2 live hours + 1.5 asynchronous hours

Focus: Balance client protection, support and procedural fairness; address competence concerns, role conflicts and scope limits.

Live activity: Rehearse a gatekeeping conversation grounded in observed evidence, a learning plan and a clear review route.

Readings: CRPO (2025), Oversight and Boundaries questions, printed pp. 20-24; CCPA (2021), E4 and commentary; Ecko Jojo (2024), abstract.

Independent activity: Prepare a competence concern and support plan; audit and revise the portfolio. Assignment 2 due; arrange demonstration permissions and assessment format.

Week 9 Resilience and Trauma Stewardship

SUSTAINABILITY | 2 live hours + 1.5 asynchronous hours

Focus: Distinguish vicarious trauma, compassion fatigue, burnout and moral distress; connect individual capacity with organizational responsibility.

Live activity: Develop a stewardship plan addressing workload, consultation, boundaries and service conditions; respond to capacity concerns without diagnosing the learner.

Readings: Thériault et al. (2015), Discussion and Conclusion; Martin et al. (2021), Abstract and Discussion.

Independent activity: Develop a capacity and consultation plan; reflect on a sustainable boundary. Prepare the demonstration and reflective paper outside scheduled tasks as needed.

Week 10 Sustainable Supervision Practice

SUSTAINABILITY | 2 live hours + 1.5 asynchronous hours

Focus: Integrate philosophy, documentation and observed skills; plan consultation, professional development and ethical business systems.

Live activity: Review selected demonstrations and implementation plans; discuss fees, insurance, records, accessibility and scope. The instructor evaluates each learner’s demonstration separately.

Readings: CRPO (2025), Business and Financial questions, printed pp. 26-28; CCPA (2025), Domain 7.

Independent activity: Audit practice systems; set a 90-day development goal; complete the learning-hour record. Assignment 3 due.

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Evaluation and assignments

Evaluation connects your supervision framework, practical documents and observed supervisory skills. Use scholarly sources in APA 7 format and identify the profession, jurisdiction and practice context relevant to your work.

Evaluation component	Weight	Due
Personal Philosophy Essay	25%	Week 5
Documentation Portfolio	25%	Week 8
Demonstration Video and Reflective Paper	35%	Week 10
Professional Engagement	15%	Throughout
Total	100%	

Assignment 1 Personal Philosophy Essay

1,500-2,000 words, excluding references. Explain the purposes and responsibilities of supervision. Integrate at least two supervision models; connect theory with strategies and skills; analyze power, identity and context; and explain commitments to client welfare, evaluation and continuing development. Include a fictional practice example.

Criterion	Within-assignment weight
Theory and scholarly integration	25%
Reflexivity and personal philosophy	25%
Power, culture and identity	20%
Ethical accountability	20%
Organization, writing and APA 7	10%

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Evaluation and assignments continued

Assignment 2 Documentation Portfolio

Submit five connected professional documents: **supervision agreement; informed consent; goals and evaluation framework; documentation and risk-management procedures; and an equity and accessibility statement.** Include a brief rationale connecting the documents to your profession, jurisdiction and setting. Use fictional records and exclude identifiable client information.

Criterion	Within-assignment weight
Completeness and practical usability	25%
Ethical and regulatory alignment	25%
Consent, boundaries and responsibilities	20%
Power, equity and accessibility	20%
Presentation and organization	10%

Demonstration evaluation

Assignment 3 Demonstration and Reflective Paper

Submit a **15-20 minute supervision video or instructor-approved observed equivalent**, plus a **1,500-2,000 word reflective paper**. Demonstrate an agreed focus, reflective inquiry, clinical reasoning, feedback, attention to identity and authority, ethical judgment and next steps. Analyze specific moments using theory and timestamps, identify strengths and learning edges, and set a development goal. Include a separate supervisee reflection and instructor feedback record.

Criterion	Within-assignment weight
Relational and foundational skills	25%
Clinical reasoning and theory	20%
Ethics, power and cultural responsiveness	20%
Critical reflection and use of self	25%
Scholarship and presentation	10%

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Evaluation guidance and participation

What the criteria assess

Scholarly integration: Accurate understanding, critical comparison and reasoned application of supervision theory.
Reflexivity: Analysis of assumptions, use of self, impact and changes informed by feedback.
Ethical accountability: Clear consent, confidentiality, role boundaries, welfare considerations and proportionate consultation.
Cultural responsiveness and access: Context-sensitive attention to power, identity, systemic conditions and accessible participation.
Practice quality: Observable supervision skills, usable documents and clear follow-up.

Professional Engagement 15%

Assessed across the course through preparation, thoughtful participation, respectful collaboration, peer feedback, reflective inquiry and engagement in skills practice. The quality of learning and professional contribution matters; personal disclosure or a particular communication style is not an assessment requirement.

Confidentiality and recording

Use fictional cases in group activities. Obtain agreement before recording any demonstration, including purpose, authorized viewers, storage and deletion. Do not include identifiable client material in course submissions or upload it to public links or general-purpose AI services. Discuss secure submission arrangements with the instructor.

Assignment deadlines are expressed by course week; calendar dates and submission instructions will be provided for your cohort. Contact the instructor about accessibility, extensions or questions about feedback. Course completion and professional supervisor eligibility are separate matters.

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Module reading list

Use the required selections for weekly preparation. Recommended readings deepen application and comparison. Professional guidance from CRPO concerns Ontario regulation; CCPA and BCACC are professional associations. Apply the requirements relevant to your profession and jurisdiction.

Module 1 SELF - Weeks 1-2

Learning focus: Supervisory identity, role clarity, cultural humility and disclosure.

Canadian Counselling and Psychotherapy Association. (2025). *National clinical supervision framework: Qualifications, competencies, and best practices (2018/2025): Clinical supervision self-assessment*. https://www.ccpa-accp.ca/wp-content/uploads/2025/07/2025-National-Clinical-Supervision-Self-Assessment_EN-FINAL-1.pdf

Required: Domain 3, items a-f.

Chang, J., Mudry, T. E., & Hiseler, L. (2020). Clinical practice and clinical supervision: Building a firm foundation. *Canadian Journal of Counselling and Psychotherapy, 54*(4), 595-616. https://doi.org/10.47634/cjcp.v54i4.70677

Required: Abstract.

College of Registered Psychotherapists of Ontario. (2025, March). *Clinical supervision: A guide for supervisors, applicants, and registrants*. https://crpo.ca/wp-content/uploads/2025/01/Clinical-Supervision-Guide-Mar1325.pdf

Required: Printed pp. 5-8.

Ertl, M. M., Ellis, M. V., & Peterson, L. P. (2023). Supervisor cultural humility and supervisee nondisclosure: The supervisory working alliance matters. *The Counseling Psychologist, 51*(4), 590-620. https://doi.org/10.1177/00110000231159316

Required: Abstract. Discussion is recommended when authorized full-text access is available.

Hanson-Daley, J., Spencer, T. J., Pierce, J. L., & Fife, S. T. (2026). Empowering supervision in academia: Fostering a feminist-informed way of being to encourage supervisee self-disclosure. *Contemporary Family Therapy, 48*, 209-220. https://doi.org/10.1007/s10591-025-09756-w

Required: Abstract. Recommended: Discussion of a feminist-informed way of being.

Module 2 LENS - Weeks 3-4

Learning focus: Comparing supervision approaches; trauma-informed, feminist and decolonizing lenses.

Canadian Counselling and Psychotherapy Association. (2025). *National clinical supervision framework: Qualifications, competencies, and best practices (2018/2025): Clinical supervision self-assessment*. https://www.ccpa-accp.ca/wp-content/uploads/2025/07/2025-National-Clinical-Supervision-Self-Assessment_EN-FINAL-1.pdf

Required: Domain 6, items a-d.

Han, E., Jang, H., & Shin, S. M. (2026). Feminist supervisors in South Korea: A reflective thematic analysis of identity and clinical practice. *International Journal for the Advancement of Counselling, 48*, Article 21. https://doi.org/10.1007/s10447-026-09636-4

Required: Abstract. Recommended: Discussion on identity and advocacy.

Peetoom, J., & Nuttgens, S. A. (2019). Practicum supervision: What students need to know and what supervisors ought to know. *Canadian Journal of Counselling and Psychotherapy, 53*(3), 213-231. https://cjc-rcc.ucalgary.ca/article/view/61238

Required: pp. 213-219.

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Public Health Agency of Canada. (2023, June 20). *Common definitions on cultural safety: Chief Public Health Officer Health Professional Forum*. https://www.canada.ca/en/health-canada/services/publications/health-system-services/chief-public-health-officer-health-professional-forum-common-definitions-cultural-safety.html

Required: Definitions of cultural safety, cultural humility, and anti-racism.

Shatto, E. H., Stefurak, J., Rinner, A. E., & Kantra, L. M. (2023). Trauma-informed supervision: The supervisory needs of mental health therapists engaged in trauma-related work. *Journal of Counselor Preparation and Supervision, 17*(5). https://research.library.kutztown.edu/jcps/vol17/iss5/2/

Required: Abstract for Week 4. Recommended: Full article to develop supervisory applications.

Whittington, E. Y. (2026). Decolonizing supervision: A critical race and queer theory framework for marriage and family therapy. *Contemporary Family Therapy*. Advance online publication. https://doi.org/10.1007/s10591-026-09800-3

Required: Abstract. Recommended: Proposed decolonizing framework and illustrative vignette.

Luke, M., & Litt, S. (2025). The trauma-informed supervision model (TISM). *Trauma Counseling and Resilience, 2*(2). https://doi.org/10.33470/2997-7088.1060

Further reading: Trauma-informed supervisory roles, areas of focus, and practical applications.

BC Association of Clinical Counsellors. (2023). *Standards of clinical practice: Indigenous cultural safety, cultural humility, and anti-racism*. https://bcacc.ca/wp-content/uploads/2023/11/05-BCACC-Standards-of-Clinical-Practice_ICSHAR-November-2023.pdf

Recommended professional guidance: Clauses 5.1-5.7. Use to examine Indigenous cultural safety in the British Columbia counselling context; adapt thoughtfully to the learner's own jurisdiction and local Indigenous communities.

Module 3 RELATIONSHIP - Weeks 5-6

Learning focus: Agreements, consent, feedback, evaluation and neuroinclusive relationships.

Canadian Counselling and Psychotherapy Association. (2021). *Standards of practice* (6th ed.). https://www.ccpa-accp.ca/wp-content/uploads/2021/09/CCPA-Standards-of-Practice_Final_Digital_2021_EN.pdf

Required: E2 and accompanying commentary.

Canadian Counselling and Psychotherapy Association. (2025). *National clinical supervision framework: Qualifications, competencies, and best practices (2018/2025): Clinical supervision self-assessment*. https://www.ccpa-accp.ca/wp-content/uploads/2025/07/2025-National-Clinical-Supervision-Self-Assessment_EN-FINAL-1.pdf

Required: Domain 4, items j-m and q.

College of Registered Psychotherapists of Ontario. (n.d.). *4.1 Providing clinical supervision*. https://crpo.ca/practice-standards/clinical-supervision/providing-clinical-supervision/

Required: Sections addressing supervision agreements and records.

Levy, B. (2024). Can therapists be autistic? *Murmurations: Journal of Transformative Systemic Practice, 7*(2), 1-9. https://doi.org/10.28963/7.2.1

Required: Full article.

Paré, D., Audet, C., Bailey, J., Caputo, A., Hatch, K., & Wong-Wylie, G. (2004). Courageous practice: Tales from reflexive supervision. *Canadian Journal of Counselling, 38*(2), 118-130. https://cjc-rcc.ucalgary.ca/index.php/rcc/article/view/58733

Required: pp. 118-122.

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BC Association of Clinical Counsellors. (2025). *Standards of clinical practice: Clinical supervision*. https://bcacc.ca/wp-content/uploads/2025/09/14-BCACC-Standards-of-Clinical-Practice_Clinical-Supervision-September-2025.pdf

Recommended professional guidance: Compare agreements, responsibilities and evaluation expectations with the applicable CRPO or other professional requirements. Effective September 20, 2025; association standards are distinct from Ontario regulation.

Module 4 POWER - Weeks 7-8

Learning focus: Ethical reasoning, gatekeeping, power and procedural fairness.

Canadian Counselling and Psychotherapy Association. (2020). *Code of ethics*. https://www.ccpa-accp.ca/2020-code-of-ethics/

Required: Ethical Decision-Making section.

Canadian Counselling and Psychotherapy Association. (2021). *Standards of practice* (6th ed.). https://www.ccpa-accp.ca/wp-content/uploads/2021/09/CCPA-Standards-of-Practice_Final_Digital_2021_EN.pdf

Required: E4 and accompanying commentary.

Canadian Counselling and Psychotherapy Association. (2025). *National clinical supervision framework: Qualifications, competencies, and best practices (2018/2025): Clinical supervision self-assessment*. https://www.ccpa-accp.ca/wp-content/uploads/2025/07/2025-National-Clinical-Supervision-Self-Assessment_EN-FINAL-1.pdf

Required: Domain 5, items a-f, j and l.

College of Registered Psychotherapists of Ontario. (2025, March). *Clinical supervision: A guide for supervisors, applicants, and registrants*. https://crpo.ca/wp-content/uploads/2025/01/Clinical-Supervision-Guide-Mar1325.pdf

Required: Oversight and Boundaries questions, printed pp. 20-24.

Ecko Jojo, G. (2024). Disability-affirming supervision: Future directions in applied behavior analytic supervision. *Behavior Analysis in Practice, 17*(1), 26-36. https://doi.org/10.1007/s40617-023-00846-5

Required: Abstract. Full discussion is recommended for critical comparison when accessible.

Llamosa, P. (2024). Reclaiming social justice: Using a metatheoretical supervision model to (re)orient clinical practice to social work's core value. *Advances in Social Work, 24*(2), 344-365. https://doi.org/10.18060/27466

Required: Abstract and introductory rationale, p. 344.

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Module reading list continued

Module 5 SUSTAINABILITY - Weeks 9-10

Learning focus: Trauma stewardship, organizational conditions and sustainable supervision.

Canadian Counselling and Psychotherapy Association. (2025). *National clinical supervision framework: Qualifications, competencies, and best practices (2018/2025): Clinical supervision self-assessment*. https://www.ccpa-accp.ca/wp-content/uploads/2025/07/2025-National-Clinical-Supervision-Self-Assessment_EN-FINAL-1.pdf

Required: Domain 7, Professionalism of the Supervisor.

College of Registered Psychotherapists of Ontario. (2025, March). *Clinical supervision: A guide for supervisors, applicants, and registrants*. https://crpo.ca/wp-content/uploads/2025/01/Clinical-Supervision-Guide-Mar1325.pdf

Required: Business and Financial questions, printed pp. 26-28.

Martin, P., Lizarondo, L., Kumar, S., & Snowdon, D. (2021). Impact of clinical supervision on healthcare organisational outcomes: A mixed methods systematic review. *PLOS ONE, 16*(11), Article e0260156. https://doi.org/10.1371/journal.pone.0260156

Required: Abstract and Discussion.

Thériault, A., Gazzola, N., Isenor, J., & Pascal, L. (2015). Imparting self-care practices to therapists: What the experts recommend. *Canadian Journal of Counselling and Psychotherapy, 49*(4), 379-400. https://cjc-rcc.ucalgary.ca/article/view/61031

Required: Discussion and Conclusion.

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Recommended textbooks

No textbooks are required for purchase. The books below are optional resources for further learning and professional development. Whether you purchase any of them is entirely at your discretion. You do not need to own these books to complete the course or its assignments. You may choose to explore library copies, existing personal copies, or publisher previews where available.

Select according to your interests and practice context. These recommendations complement the assigned module readings; they do not add required preparation or assessed work. Links lead to book information or publisher pages, rather than guaranteed free full text.

Bernard, J. M., & Goodyear, R. K. (2019). *Fundamentals of clinical supervision* (6th ed.). Pearson. https://www.pearson.com/en-us/subject-catalog/p/fundamentals-of-clinical-supervision/P200000000788/9780134752518

A foundational overview of supervision models, relationships, methods and professional responsibilities. Relevant across all five modules.

Brown, L. S. (2016). *Supervision essentials for the feminist psychotherapy model of supervision*. American Psychological Association. https://www.apa.org/pubs/books/4317407

A foundational feminist framework for examining power, collaboration, bias and supervisory practice. Especially relevant to SELF, LENS and POWER.

Collins, S., & Jay, M. (Eds.). (2025). *Decolonizing health, healing, and care: Embodying culturally responsive and socially just counselling*. Counselling Concepts. https://doi.org/10.71446/ji62364753

A recent Canadian counselling resource for critical reflection, cultural responsiveness and social justice. Especially relevant to LENS and POWER; apply its broader care framework to supervision.

Falender, C. A., & Shafranske, E. P. (2021). *Clinical supervision: A competency-based approach* (2nd ed.). American Psychological Association. https://www.apa.org/pubs/books/clinical-supervision-second-edition

A competency-based approach to supervisory relationships, assessment and professional development. Especially relevant to RELATIONSHIP, POWER and SUSTAINABILITY; interpret professional requirements within your Canadian context.

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Recommended textbooks continued

All textbooks in this section are optional. Purchasing any textbook is entirely at your discretion.

Linklater, R. (2014). *Decolonizing trauma work: Indigenous stories and strategies*. Fernwood Publishing. https://fernwoodpublishing.ca/books/decolonizing-trauma-work

A foundational Indigenous Canadian perspective on trauma, colonialism, wellness and healing. Especially relevant to LENS and POWER; a trauma-work resource to inform supervisory reflection, rather than a supervision manual.

Shepard, B., Martin, L., & Robinson, B. (Eds.). (2016). *Clinical supervision of the Canadian counselling and psychotherapy profession*. Canadian Counselling and Psychotherapy Association. https://www.ccpa-accp.ca/ccpa-publications/

A foundational Canadian supervision collection connecting theory, research and practice. Relevant across all five modules; consult current professional guidance alongside this text.

Thiessen, E. W. (2023). *A clinical supervision training handbook: Becoming a reflective systemic supervisor*. Tellwell Talent. https://bcacc.ca/a-clinical-supervision-training-handbook/

The handbook developed in partnership with BCACC, offering a reflective systemic lens, relational practice and contracting resources. Especially relevant to LENS, RELATIONSHIP and SUSTAINABILITY.

Thomas, F. N. (2013). *Solution-focused supervision: A resource-oriented approach to developing clinical expertise*. Springer. https://doi.org/10.1007/978-1-4614-6052-7

A foundational resource for solution-focused supervisory stance, questions and clinical examples. Especially relevant to LENS and RELATIONSHIP.

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