

Peer Review

Review of: "Improving Counselor Supervision and Documentation Through the Integrated Supervision Casenote"

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Dear Authors

Thank you for the opportunity to review your work. I found your conceptual paper interesting to read. I choose to assume the hypothetical scenario was born from counseling and supervisory experience, as it does seem plausible and easy to follow. I can see the value in the supervisory Casenote to guide the entire process, although I believe a version can be used by both the supervisor and supervisee to guide and capture both their learning journeys. In this regard, I would also recommend adding one additional overseer who reviews the Casenotes of both supervisor and supervisee once every three months and facilitates further discussion in a group setting, as well as individual sessions with both.

I would be very interested in the results and/or findings should such research be completed in an attempt to establish a well-working, well-guiding, yet flexible enough to be adapted to a professional's personal working theory preferences. I think both qualitative and quantitative measures can provide valuable insights into the design of an effective, encompassing Casenote that can guide the supervisory/supervisee learning and growth process.

Kindly revise the following sentences, which I found to be ambiguous or incomplete:

- a) On p4, "Another crucial component of effective supervision self-awareness and reflective knowledge [15] [16] [17]"
- b) On p12, "This example included the integration of Bernard's model and Hogan's [19] discrimination [20] four-level model provides supervisors multidimensional perspectives to work with counseling supervisees."

c) On p12, “For example, the same format may be utilized exchanging the Person-Centered Psychotherapy model with the concepts from Cognitive Behavioral or the Reflective Learning process model [21]; concepts may be incorporated rather than Discrimination.”

d) In table 1, p5, Development Hogan Characteristics Level 3 Conditional Dependence, there is an option named “Increases.” I am not sure what increase it refers to.

Finally, consider adding a timeline for desirable or at least acceptable growth to be shown by the supervisee. Considering the hypothetical scenario where the supervisee did not progress beyond dependency in a certain time period, a guideline can show which steps should be repeated and that the supervisor should rather extend the practicum in such cases. I know that learning and growth should not be capped by time, but time pressure or the knowledge of it can stimulate eustress, which serves learning well.

Thank you for allowing me to contribute. I wish you well in the development of further research projects to follow.

Kind regards,

Elette

Declarations

Potential competing interests: No potential competing interests to declare.