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Nota di contenuto   Chapter 1. Supervision in Cognitive Behavioral Therapy: Theory, Practice, Culture, and Ethics -- Chapter 2. Ethics in Supervision -- Chapter 3. Supervisory Alliance: Reflections and Illustrations -- Chapter 4. Technology in Cognitive Behavioral Supervision -- Chapter 5. Clinical Supervision of CBT with Youth, Adolescents, and Families -- Chapter 6. Supervising Work with Couples -- Chapter 7. SA CBT Model for Supervision in the Delivery of Care to Suicidal Individuals -- Chapter 8. A Trauma-Informed Approach to Supervision and Consultation -- Chapter 9. Supervising CBT with Youth in Schools: Keystones and Variations -- Chapter 10. Teaching and Supervising in the Context of Behavioral Medicine -- Chapter 11. Supervisory Processes in the Context of Dissemination and Implementation Science -- Chapter 12. Developing and Implementing Supervisory Standards -- Chapter 13. Competency in Clinical Supervision in Cognitive Behavioral Therapy -- Chapter 14. Evidence-based Methods for Training CBT Supervisors: Recommendations for Career-long Development -- Chapter 15. The Use of Deliberate Practice in CBT: From Declarative to Procedural

Knowledge -- Chapter 16. Remediation Processes for Health Service Psychology Trainees with Problems of Professional Competence -- Chapter 17. Supervision from the Perspective of Supervisee -- Chapter 18. Reflections on CBT Supervision and Training for Therapy and Consultation.

Sommario/riassunto	This book provides a scientific and practical guide for training and supervision in cognitive behavioral therapy (CBT). It builds on more general fundamentals of clinical supervision with a theory-driven approach backed by empirical support for training and supervising clinicians in the practice of CBT. The book dispels the myth of "do it, teach it" as it relates to supervision and addresses the importance of recognizing that one size does not fit all with CBT supervision. The volume synthesizes CBT research on supervision and links it to the practice of supervision. It reviews components of supervision that warrant consideration (e.g., therapeutic alliance, ethics), specific settings (e.g., medical setting, schools) and clients (e.g., culture, individual, group, disability, and high-risk). In addition, it addresses a neglected area of developing competency, including developmental models as well as measuring trainee and supervisor competency in the provision of clinical supervision. The book recommends future directions on how to integrate technology into supervision to enhance the quality of supervision and, ultimately, client outcome. Key areas of coverage include: Major constructs in CBT supervision and training. Supervising work with various clients, including individuals, children, adolescents, families, and couples. Supervision and high-risk cases. Teaching and supervision within a behavioral medicine context. Issues of diversity, technology, and ethics of supervision. The Handbook of Training and Supervision in Cognitive Behavioral Therapy is an is an essential resource for researchers, professors, and graduate students as well as clinicians, therapists, and other professionals in clinical and school psychology, pediatrics, social work, developmental psychology, behavioral therapy/rehabilitation, child and adolescent psychiatry, nursing, and special education.