Statement of Supervision Philosophy 2014
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Center Activities:
• Individual, couples, and group therapy
• Assessment Seminar for interns
  o Lead discussions, invite guest presenters
  o Supervise completion of assessments by interns
• Supervision of therapy
• Group Anxiety Program: Psychoeducational group
• Teaching: STDEV 109, Effective Study & Learning

Professional Interests:
• Common Factors in psychotherapy
• Psychotherapy research: Outcome and process
• Psychological assessment
• Humanistic and process-experiential approaches
• Anxiety disorders
• Acceptance in therapy

Theoretical Style:
I use an integrative approach to psychotherapy, paying close attention to several factors that are common across therapeutic modalities: therapeutic alliance, motivation and instilling hope, emotional experiencing, and psychoeducation and generalization strategies. If a person were to observe me doing therapy, most of the time they would observe a humanistic, process-experiential stance toward my clients. However, one would also observe me addressing specific issues by utilizing strategies with origins in cognitive, behavioral, cognitive-behavioral, acceptance-commitment, dialectical-behavioral, or interpersonal orientations. As a case in point, I love using mindfulness to help my clients gain self-awareness and move toward acceptance.

Supervision Style:
I value supervision as a unique, collaborative opportunity for learning and try to be as helpful a resource as I can be. When supervising students completing assessments, I encourage and emphasize logical problem-solving and clear writing. When supervising students conducting therapy, I view the supervision relationship as critical in providing a safe, supportive environment for a student to discuss issues that arise in student therapist-client relationships. I enjoy celebrating successes and wading through challenges with students. Depending on a student’s stage in their training and career, I also find it helpful to provide student therapists with didactics, resources, or strategies that may be new or unfamiliar to them. I find that supervising benefits my own clinical work as I learn from students and their experiences.