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Supervision in Nature: Integrating the Natural World in Supervision

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Supervision in Nature: Integrating the Natural World in Supervision

Abstract

Counseling supervision is a crucial component to the development of a counselor. Supervisors may integrate a variety of supervision techniques within the supervision process to facilitate the growth of the supervisee. This manuscript focuses on the integration of nature within the supervision process. We discuss the benefits of nature for humans, present nature-based supervision activities within the eight domains of professional functioning within the Integrated Developmental Model (IDM) of supervisee development, and discuss considerations for integrating nature within the supervision process.

Keywords

supervision, natural environment, nature, supervisory relationship, creativity

Counseling supervision is a crucial component to the development of counselor competency and it helps ensure clients are receiving quality, ethical care. Supervision may occur at various practice levels (e.g., academic training, working towards licensure), and include supervisors in academic (e.g., faculty, doctoral students) or practice settings. Additionally, supervision may have an administrative or clinical focus. This manuscript focuses on the integration of the natural world within clinical supervision for supervisors who are interested in the holistic approach or have practiced ecotherapy but seek guidance for application within the supervisory relationship. The authors discuss (a) aspects of clinical supervision, (b) the rationale for integrating the natural world, (c) specific techniques for integrating the natural world in supervision, and (d) cautions and considerations with this approach.

Aspects of Clinical Supervision

Clinical supervision involves a senior level professional working with a junior member (colleague or student) to supervise their clinical work to promote counselor development and ensure client welfare (Bernard & Goodyear, 2019). The supervisory working alliance is a crucial component of clinical supervision. Bordin (1983) explained the supervisory working alliance as focusing on three areas between the supervisor and supervisee: (a) emotional bond, (b) agreement on goals, and (c) understanding and agreement on tasks. Bordin also discussed eight goals in supervision: (a) awareness of self and influence on process, (b) awareness of process issues, (c) understanding clients, (d) addressing personal and intellectual challenges that effect learning, (e) understanding theory and concepts, (f) mastery of skills, (g) maintaining quality services, and (h) stimulating research. In examining the supervisory working alliance, Mehr et al. (2015) found a stronger supervisory working alliance predicted less anxiety and greater willingness to self-disclose among counselors-in-training in supervision. Additionally, researchers found a negative correlation between supervisory working alliance and supervisees'

level of stress in life, and a positive correlation with coping skills (Gnilka et al, 2012). Furthermore, participants identified a strong working alliance as a quality of a good supervisor (Ladany et al., 2013) and the supervisory relationship as a component of effective supervision (Kemer et al., 2019). Thus, research supports the supervisory working alliance as a key aspect of clinical supervision.

Researchers have also identified other important qualities of clinical supervision. Specifically, supervisees ($N = 128$) reported good supervisors had supervision styles that were attractive, task-oriented, and interpersonally sensitive, and they engaged more in self-disclosure. Good supervisors also were reportedly effective in the feedback process (Ladany et al., 2013). Moreover, Kemer et al. (2019) examined the qualities of effective supervision and found that among the eight themes identified, supervisors included qualities related to both the supervisor and the supervisee, in addition to the supervisory relationship. Specifically, the five themes related to the supervisee included their (a) experience and traits, (b) self-awareness, (c) preparation for and engagement in supervision, (d) counseling experience and competencies, and (e) attitude towards client and supervisor. The supervisor qualities included (a) self-awareness related to knowledge of and background in supervision, and (b) self-awareness about commonalities and differences with the supervisee. Thus, researchers emphasize the supervisory working alliance and qualities of both the supervisor and supervisee as important components of good, effective clinical supervision.

Although researchers have explored the importance of the supervisory working alliance and noted the importance of the individual qualities of both the supervisor and supervisee, neither concept addresses the environment within which supervision occurs. Bernard and Goodyear (2019) noted that supervision contracts often include the location of supervision but did not explore benefits or limitations of any proposed physical environments. Thus, supervisors

may want to further consider what environments are utilized for supervision and if expanding to include more of the natural world can benefit their supervisees.

Rationale for Integrating the Natural World

Wilson (1984) discussed the inherent need humans have to connect with nature, referred to as the biophilia hypothesis. People may connect with the natural world in various ways and at different levels. Exposure to nature may also occur in an indoor setting that involves the presence of natural materials or a view of nature from a window. Within the outdoor environment, exposure to nature may range from being present in nature to interacting with nature. Furthermore, interactions in or with the natural environment may occur in various outdoor locations, including yards, city streets and parks, natural forests, lakes, beaches, or state parks.

In addition to the biophilia hypothesis, other theorists have proposed the positive influence of nature on humans. Specifically, Ulrich (1983) proposed that exposure to nature reduces both psychological and physiological stress. Additionally, researchers proposed that interaction with nature also helps address attention fatigue (Kaplan & Kaplan, 1989; Kaplan, 1995). Researchers have found support for the benefits of nature on human health and wellbeing, including physical health (e.g., Twohig-Bennet & Jones, 2018), mental health (e.g., Clatworthy et al., 2013; Twohig-Bennet & Jones, 2018), and social health (e.g., Kingsley et al., 2009).

The benefits of nature to humans has also contributed to the integration of nature within mental health services. Counselors may use a variety of nature-based interventions with clients that may range on a continuum from integrating nature within the counseling office (Swank et al., 2020) to engaging in multiple-day nature-based experiences, such as Wilderness Therapy (White, 2015). Counselors may also use nature within various settings (e.g., agencies, private practice, residential facilities, schools), and with various populations including children (nature-based child-centered play therapy; Swank & Shin, 2015b; therapeutic gardening; Swank &

Swank, 2013; Swank & Shin, 2015a) and various adult populations (e.g., substance use, Aslan, 2016; veterans, Poulsen et al., 2016). Furthermore, Reese and Myers (2012) proposed connectedness with nature as a component of holistic wellness, referred to as EcoWellness. In examining the use of nature-based counseling among helping professionals ($N = 406$), including counselors, psychologists, and social workers, Swank and Reese (2022) found 64% of participants reported using nature-based counseling approaches sometimes or often with clients.

However, despite the mental, physical, and social health benefits of nature exposure on humans, and the increasing integration within physical and mental health services, we found only two articles (Valadez & Garcia, 1998; Weaver, 2005) focused on the integration of nature within supervision. Weaver (2005) focused on supervision within ecopsychology and did not provide tangible strategies for integrating nature within supervision, while Valadez and Garcia (1998) focused on the use of the environment as a metaphor in supervision. Thus, a need exists for further discussing the integration of nature within supervision. The remainder of this article focuses on discussing practical ways for counseling supervisors to incorporate nature within the supervision process.

Integration of the Natural World in Supervision

In contrast to counseling, supervision is a more educational enterprise. Although limited, research on generalized implementation of educational practices within natural settings is promising (Becker et al., 2017; Fiennes et al., 2015). Becker et al. (2017) reviewed 13 studies focused on the effects of having classes in the natural environment and found students in outdoor education programs experienced improved academic performance and transference of knowledge and skills to real life situations. Additionally, Fiennes et al. (2015) reviewed 15 systematic reviews focused on outcomes associated with outdoor learning and found overall positive effects on self-awareness, self-responsibility, communication or teamwork, attention, creativity, health,

and well-being. Thus, researchers support the use of the natural environment for educational experiences. However, there is a lack of research specifically focused on the integration of nature within counseling supervision.

Supervisors can integrate nature within supervision in several ways. At the minimal level of involvement, supervisors can integrate natural elements within the indoor meeting space where they facilitate supervision (e.g., artwork of nature, natural light, natural sounds, plants, animals). The most basic integration of nature (e.g., photograph of natural scene) may help facilitate the supervision process by lowering the stress level of a supervisee, as researchers found viewing natural images reduced stress level by activating the parasympathetic nervous system (van den Berg et al., 2015). Additionally, when having supervisees engage in art exercises, the supervisor may have natural materials available. Chang and Netzer (2019) found that participants reported being more creative and relaxed when using natural materials in art, compared to focusing more on the cognitive level when using conventional art supplies.

Similar to the use in counseling (Swank & Swank, 2013), supervisors may use nature as a metaphor within the supervision process, which provides an opportunity to consider information from a new, different perspective to obtain further insight (Valadez & Garcia, 1998). For example, the supervisor can use the growth cycle of a plant to discuss the growth and development of the supervisee, emphasizing growth occurring across time through nurturance, support, and weathering storms. Another example involves the supervisor using postcard size photographs of a variety of natural landscapes (e.g., rainforest, desert, cavern, ocean) and prompting the supervisee to select one photo that resonates with their counselor identity. When completed at the beginning and end of a supervisory relationship, the supervisor can use the visual differences between the photos and metaphors discussed by the supervisee to discuss the supervisee's journey of their counselor development.

The supervisor may also facilitate supervision sessions in an outdoor setting that involves sitting in nature, walking and talking, or engaging with nature during supervision. Being present in the natural environment can help promote relaxation and decrease stress and anxiety (Twohig-Bennet & Jones, 2018; Ulrich, 1983). This could be potentially helpful for supervisees experiencing a high level of stress related to their clinical work, such as counseling students who are seeing clients for the first time, or supervisees working in a high-stress setting. Additionally, time spent in nature is also associated with vitality (van den Berg et al., 2016) and may promote attention (Kaplan & Kaplan, 1989; Kaplan, 1995). Thus, supervision sessions in nature could be beneficial for supervisees who experience fatigue and may struggle with focusing during supervision for a variety of reasons, such as having supervision sessions after a full day of seeing clients and therefore being tired.

The integration of nature within supervision may also help supervisees consider how to integrate nature within counseling. It is crucial that counselor learn how to ethically and effectively integrate nature within counseling, as Swank and Reese (2022) found that although 64% of helping professionals reported using nature-based counseling approaches sometimes or often with clients, only 18% reported receiving training in using nature-based counseling approaches. Thus, supervision can be helpful in learning to integrate nature with clients.

Nature-based Supervision Strategies

When using strategies with supervisees, the supervisor is encouraged to consider the developmental level of the supervisee (Bernard & Goodyear, 2019). Typically, supervisors determine supervisee developmental level within a context of their chosen supervision theory. For the purpose of this article, we selected the Integrated Developmental Model (IDM) to present supervision strategies incorporating nature because IDM is one of the most widely used stage

development models of supervision (Bernard & Goodyear, 2019). However, supervisors using other supervision theories could also use the supervision strategies presented in this section.

IDM focuses on supervisee development in three areas across four levels within eight domains. The three areas include cognitive and affective self-other awareness, motivation, and autonomy (Stoltenberg & McNeill, 2010). These areas are present within the four levels: Level 1, Level 2, Level 3, and Level 3i. Level 1 supervisees have limited training or experience. Level 2 supervisees are in transition from dependence on supervisors to greater independence and confidence. Level 3 supervisees are focused more on establishing a personal style to counseling and using “self” in the therapy process. Finally, Level 3i supervisees are integrated and have level 3 competency across multiple domains. The eight domains of professional functioning are (a) intervention skills competence, (b) assessment techniques, (c) interpersonal assessment, (d) client conceptualization, (e) individual differences, (f) theoretical orientation, (g) treatment plans and goals, and (h) professional ethics (Stoltenberg & McNeill, 2010).

We pair the activities presented below with a domain of professional functioning within IDM. Further, activities are listed below in order of intensity along a continuum from nature integration within the counseling office to prolonged engagement with outdoor spaces. Supervisors can use the activities with supervisees across the developmental levels, tailoring them to each level by adjusting the processing questions to achieve greater levels of challenge or support. Supervisors are encouraged to use their judgment to determine if the activity is appropriate for their individual supervisees based on considerations discussed earlier such as comfortability and safety.

Client Conceptualization - Nature Object Exploration

This activity focuses on helping the supervisee engage in conceptualization of a client. It is adapted from Swanson (2001). This supervision activity may occur inside with a selection of

nature objects, or outdoors with found natural items. The supervisor begins by prompting the supervisee to select a client they struggle to conceptualize or want to understand more. After allowing time for the supervisee to think about all the client details they know, the supervisor asks them to pick two or three nature objects that relate to the client. Then, the supervisee holds each object one at a time in their hands, while the supervisor provides cues to promote further exploration the object. For example, the supervisee may select a pinecone because they think of their client as prickly in session and slowly opening up. As the supervisee holds the pinecone, the supervisor might encourage the supervisee to engage in the following process. Close your eyes and feel the weight of the pinecone. As you turn it over in your hands, notice the textures you feel. Feel the pinecone in other ways. Consider bringing it towards your face to explore what it smells like. Open your eyes and inspect its color and shape. Look at it close up and far away. Imagine it could tell you something about itself. What might you hear it say?

After the supervisee has completed this process with each item, the supervisor has them reflect on the activity by asking what they discovered about each object. Another helpful observation might be what was similar and different about their reactions between objects. The supervisor investigates with the supervisee if any of what they learned can apply to their conceptualization of their client.

Treatment Plans and Goals – Planting Seeds

The purpose of this activity is to increase the supervisee's ability to plan and organize the treatment planning process, especially when a client struggles with identifying areas they want to work on or developing concrete goals. Working either outdoors or in an indoor room with an easy-to-clean floor, the supervisor provides the supervisee with a small terra cotta pot or other planting container. The supervisor encourages the supervisee to think of a client for whom they would like to work with to create a treatment plan or goals. While holding the pot, the supervisor

has the supervisee share the client's presenting concerns and any needs they have already expressed in the initial counseling sessions. Next, the supervisor gives the supervisee dirt and has them fill their pot until there is about one inch of space remaining at the top. As the supervisee scoops in the dirt, invite them to share what kinds of approaches the client may have already tried and the client's strengths. Then, the supervisor gives a few seeds to the supervisee and has them hold the seeds in their hands, inviting them to close their eyes and think of what they wish for their client (e.g., increased wellness, assertiveness in work relationships, support in sobriety). Then, the supervisee plants the seeds in the pot.

The supervisor closes the activity by having the supervisee water the freshly planted seeds, asking the supervisee what they can do in the counseling relationship to facilitate the client's growth toward discussing areas of concern and identifying clear goals to work on in session. To help bridge this abstract experience with more concrete steps, especially for supervisees in earlier developmental levels, the supervisor may want to further conclude the activity by asking supervisees to come up with three concrete goals they might want to collaborate on with their client based on what they encountered by participating in the activity. The supervisor reminds the supervisee that the development of the treatment plan is a collaborative process with the client and the purpose of this activity was to help them brainstorm some areas to help facilitate this process with the client.

Theoretical Orientation – Spontaneous Nature Events

The purpose of this activity is to increase the supervisee's understanding of theory. It is adapted from Talamo and Fisher (2018) and requires the supervision session to occur outdoors or in front of a window with a view of nature. The supervisor invites the supervisee to sit by a window with a natural view or walk outdoors and observe the world around them, while thinking about their theoretical orientation. Some supervisees might find it more comfortable to observe

and think in silence, while others might desire to engage in theoretical discussion. While the supervisee processes, the supervisor listens and observes the environment for spontaneous nature events that might relate to the supervisee's process. For example, a supervisee might discuss how as a beginning Adlerian counselor, the theory seems large and they find it hard to know where to start or worry they will forget to include all of the pieces in their client conceptualization. As the supervisee talks, a buck with large antlers passes in front of the pair, pauses as it notices them, and then leaps away. The supervisor would bring the supervisee's attention to this event if the supervisee did not notice it.

Then, the supervisor might wonder aloud what the encounter might mean in relation to what the supervisee was sharing with the supervisor. The supervisor might describe how like the buck carrying heavy antlers, they also feel like they must carry a large theory. Additionally, the supervisor may compare the antlers to the theory further by describing the branches of the antlers as similar to the many branches of focus within Adlerian theory, such as personality priorities, life tasks, and mistaken beliefs. The supervisor may also ask if the supervisee sees any parallels between the buck's movements and the way they feel when using Adlerian theory. In closing, the supervisor may ask the supervisee what message they are taking away from the encounter.

Individual Differences – Celebrating Diverse Communities

This supervision activity focuses on developing awareness of the diverse communities the supervisee is a member of and appreciating the varied communities that clients may represent. Supervision in nature may assist supervisors in fostering multicultural competency in supervisees by providing a space for supervisees to acknowledge the unique identities of the other-than-human world and celebrate how they are interconnected within the greater ecosystem. In this activity, the supervisor has the supervisee focus on a specific client situation where they noticed their own cultural biases interfering with the therapeutic process, or the supervisor might

introduce the activity as an exploration for supervisees to understand better how culture influences them in their counselor roles.

After a brief check-in, the supervisor and supervisee go outside. The supervisor designates a space where they will stay during the activity, such as by a tree or other landmark. Then, the supervisor introduces the concept of diversity and discusses developing multicultural awareness, including increasing self-awareness of attitudes and beliefs, knowledge, skills, and action (Ratts et al., 2015). Next, the supervisor invites the supervisee to slowly walk around outside and to stop and observe one living aspect of the other-than-human world (e.g. tree, insect, bird, flower). The supervisor asks the supervisee to stay in contact with the living being while considering what makes it unique and how it is connected to the world around it. The exploration time should last approximately 20-25 minutes before the supervisor signals for the supervisee to return.

When the supervisee returns, the supervisor provides an opportunity for them to share about the living being they encountered and what they discovered about the interconnectedness of nature. The supervisor asks the supervisee what they noticed about the other-than-human world when they sat with it, and if they found any new appreciation for the presence of uniqueness within communities. Finally, the supervisor explores with the supervisee how they might apply what they learned about themselves or the interconnectedness of individuals within diverse communities to their work with clients from varied backgrounds.

Assessment Techniques –Observation in Nature

The purpose of this activity is to increase awareness and skill with engaging in observation of nonverbal behavior as part of the assessment process. While sitting in nature, the supervisor invites the supervisee to focus on a single object in nature and to describe what they observe about the object. This includes what they first noticed about the object, describing what

captured their attention. The supervisor also encourages the supervisee to describe the more subtle characteristics of the object that are less noticeable at first glance, but also important. Following the description and ensuring they are in a confidential space, the supervisor invites the supervisee to consider their observation of a challenging client they have been working with and to consider their assessment of the subtle characteristics of the client that they may have previously missed in observing the client during sessions. The supervisor may also give the supervisee homework to engage in this observation process with their client during the next session. The supervisor asks the supervisee to focus on observing the nonverbal behavior of the client that they may have previously missed, assessing what it might mean, and discussing it in the next supervision session. This exercise encourages the supervisee to be mindful of nonverbal behavior when they become focused only the client's words and miss important nonverbal messages in the ongoing assessment process.

Interpersonal Assessment - Dialoguing with Nature

This activity focuses on helping supervisees assess their role in the therapeutic relationship. It is adapted from Atkins and Snyder's (2018) The Pen and the Path nature-based expressive arts activity. The activity begins inside with the supervisor briefly grounding the supervisee with an introductory poem or imagery to connect their physical bodies with the environment. Then, the supervisor asks the supervisee to sit comfortably in the room with paper and a writing instrument. The supervisor prompts the supervisee to write continuously and descriptively about their relationship with a client they are struggling with most, encouraging the supervisee to be as honest as possible and assuring them that they are the only one who will see the writing. Depending on the supervisee's developmental level, it might be helpful to provide additional prompts (e.g., asking them to include details about what is challenging in the relationship; the context and effect on them personally and professionally; how the relationship

may affect larger relational systems such as their family, the counseling profession, or the world). After 5-10 minutes, the supervisor concludes the writing exercise by prompting the supervisee to close their writing by asking a question, which if answered, would give insight into how they can build a stronger therapeutic relationship with their client.

Next, the supervisor transitions the session outside, having the supervisee bring along their writing materials. The supervisor provides the supervisee with the following prompt, “Now you will move with your question. Go slowly and pay attention to both yourself and your environment. Try to maintain presence with what you find around you, staying in one place or with a living creature as long as you wish. When you hear my whistle (or other sound to call the supervisee back) return to our meeting spot.” After 15-20 minutes, the supervisor calls the supervisee back and asks them to write about their walk. Some prompts Atkins and Snyder (2018) suggested are (a) What stood out most to you on your walk? (b) What surprised you on your walk? (c) What challenges did you experience and how did you navigate them? (d) What did your walk say about your question?

When the writing time has ended, the supervisor and supervisee return to a confidential space and process the activity. The supervisor invites the supervisee to share any awareness they gained about their role in the therapeutic relationship. Additionally, the supervisor guides the supervisee in considering how they might use this understanding of self to conceptualize client concerns.

Intervention Skills Competence - Embodiment of Nature's Qualities

The purpose of this activity is to increase a supervisee's empathic understanding and competence in facilitating an intervention with a client. After discussing a therapeutic intervention or skill that the supervisee is struggling to implement with a client, such as reflecting feelings, the supervisor invites the supervisee to go on an intentional walk outside. The

supervisor asks the supervisee to take a moment to think about their client and the skill they are striving to apply with their client. Then, the supervisor asks the supervisee to focus their attention on the environment and find an object that captures their attention. When the supervisee identifies the object, the supervisor asks the supervisee to describe the qualities of the object. Then, to the extent the supervisee is comfortable, the supervisor has them create a movement that embodies the natural element. For example, a supervisee who selects a rock may create fists with their hands or squat down closer to the ground and wrap their arms around their legs. While in their new position or while creating their movement, the supervisor has the supervisee reflect on what it is like to embody this quality and take on the worldview of another. When the supervisee seems ready, the supervisor asks them to release their position or end their movement. Then, the supervisor has the supervisee practice the skill they are working toward with the natural element, as if it is the client. Thus, the supervisee above might reflect the feelings of the rock (e.g. “You feel strong. You feel certain of yourself. You feel stuck.”). Upon returning to a confidential space, the supervisor asks the supervisee to reflect on their client and role play employing the same skill in a counseling session.

Professional Ethics - Fire by Friction

The purpose of this activity is to facilitate supervisees’ connection between professional and personal ethics by highlighting the mutual trust and responsibility inherent between supervisee and supervisor when confronted with situations requiring ethical decision-making. Following steps to create a contained fire using a hand-drill spindle and fire-board, the supervisor has the supervisee work together closely with them to sustain a constant downward back-and-forth motion of the spindle into a prepared hole on the fire-board. The activity can be very tiring and requires focus to balance autonomy and reliance on the supervisory relationship to endure the task, as well as clear communication skills to know when each person needs to take

a turn. When the ember is ready, the supervisee transfers it to a prepared tinder bundle (a nest-like collection of dry, fibrous grasses, bark, and easily flammable material). The supervisor has the supervisee gently blow into the center of the nest until it catches flame, and then place it into the fire pit. As the flame grows, the supervisor works together with the supervisee to build the fire to an appropriate size starting with kindling and ending with larger logs. For detailed steps to create a fire by friction, refer to Atkins and Snyder (2018).

After the fire is steady, the supervisor allows the supervisee time to sit by the fire and reflect on the experience and what was accomplished together. After a few minutes, the supervisor asks the supervisee to share what the experience was like for them personally, including any moments where they struggled or experienced doubt. This activity can be powerful and spark emotional reactions. Thus, the supervisor will need to possess flexibility to process other parts of the experience based less in the cognitive discussion of ethics and more in any present-minded awareness that may surface. When ready, direct the conversation to focus on what similarities the supervisee perceives with the process of ethical decision-making. If the supervisee has experience applying an ethical decision-making model to a client case, invite them to share what was mirrored across the two experiences. If not mentioned by the supervisee, the supervisor may want to compare how the dependence on each other while making the fire embodies the trust required when the supervisee experiences ethical concerns and how in both situations, the supervisor takes on a potentially more active role in guiding the supervisee's process through concrete steps.

Considerations

Before integrating nature within supervision, we recommend supervisors are familiar with the nature-based counseling and ecotherapy literature. Supervisors may develop competence and confidence in using nature-based supervision techniques by attending

ecotherapy and nature-based counseling trainings. Developing a strong knowledge base and competence may also help with obtaining support from institutional/agency administrators for implementing this innovative supervision approach, when permission is needed for conducting supervision beyond the office setting.

Supervisors should explore the activities discussed in this article on their own before facilitating them with their supervisees. It is especially important for supervisors to experience more intensive activities, such as fire by friction, that require facilitation skills beyond ones based in counseling supervision theories. Supervisors can benefit from practicing activities with volunteer peers or in consultation with other experienced supervisors who can role play how supervisees may respond. Furthermore, supervisors should explore their beliefs, values, and personal connections with nature, including their own ecowellness, as well as their beliefs about the integration of nature within the supervision process.

The supervisor may consider integrating nature within individual and group supervision sessions. When engaging in nature within group supervision, the supervisor will want to consider whether supervisees engage in individual activities and then process them as a group, or engage in activities as an entire group or in pairs. The supervisor will also need to ensure that all supervisees are comfortable being in the natural environment during supervision. Decisions about the structure and format of the nature-based supervision activities will depend on the purpose and goals of the activities.

When integrating nature within supervision, it is crucial to consider confidentiality. This might be particularly concerning when discussing client cases within some outdoor settings, as supervision is not occurring within the enclosed secure space provided by a room (Greenleaf et al., 2014). When there is concern regarding the risk of breaching confidentiality in the identified space, the supervisor may decide that the supervisee does not discuss clients in that space, and

instead, supervision in that space focuses on the personal and professional growth of the supervisee. In this case, the supervisor would have the supervisee sign a consent form that includes the risks of breaching confidentiality in the space. This allows the supervisee to make an informed decision about using the space during supervision. It also models for the supervisee the importance of this process when using the natural environment in counseling sessions. Additionally, as discussed in many of the examples above, the supervisor may facilitate part of a supervision activity outside and then process the activity related to clients in an alternative, confidential space. The supervisor's ability to appropriately manage time and prioritize supervisee and client needs is paramount when planning and implementing any of the proposed supervision activities. For example, if a supervisee reports an ethical dilemma with a client, the supervisor would need to postpone the intended activity to address the pressing situation.

Another area of consideration is safety, as well as comfort. It is important for the supervisee(s) and the supervisor to be safe and comfortable in the natural setting. This involves considering allergies, exposure to the temperature and elements, and the presence of various animals, including insects. The supervisor should be aware of any concerns and develop a plan to promote safety. It is also crucial for the supervisor and the supervisee(s) to feel comfortable in the natural environment, as feeling uncomfortable may inhibit the supervision process, affecting supervisee growth and development and endangering client welfare.

Finally, supervisors should consider the scope and practicality of integrating nature-based interventions. For supervisors providing services in cities or densely populated urban areas, attention to the natural world may center around adding items into a traditional office space or noticing aspects of nature that are present in more metropolitan environments (i.e. grass growing through sidewalk cracks, insects, birds, weather conditions, contained plants, etc.). However, these supervisors would likely be unable to facilitate more intensive nature-based activities such

as fire by friction without planning to visit an alternate site. In contrast, supervisors who can easily access state parks may still require a traditional office space for some supervision sessions depending on the developmental level of their supervisees or common concerns that arise due to the client populations their supervisees serve.

Recommendations for Future Research

We found no research focused on the use of nature within supervision, and only two articles that mentioned the integration of nature within supervision. Therefore, a need exists for investigating the integration of nature within the supervision process. Researchers may focus on examining the relationship between nature integration and various aspects of the supervision process (i.e., supervisory working alliance). Additionally, researchers may explore supervisors' and supervisees' experience engaging in nature-based supervision within individual, triadic, and group supervision. Further, as the need for virtual supervision increases, researchers may examine the application of nature-based interventions in virtual settings including necessary modifications and limitations. Overall, research can help supervisors further understand the integrating of nature within supervision, including the benefits and challenges of the approach.

Conclusion

Counseling supervision can be challenging, requiring flexibility and creativity from the supervisor. The supervisor may integrate nature within the supervision process to provide an opportunity for the supervisee to experience supervision in a new, unique way while also receiving the benefits that nature offers. Thus, supervisees may benefit personally and professionally through engaging in supervision within the natural environment.

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