**The integrated developmental model** of clinical supervision (IDM) posits that professional development occurs in a domain-specific manner, indicated by changes in three over-arching structures that serve as markers for development. These changes in self and other awareness, motivation, and autonomy illuminate the developmental progression through three levels across domains of professional activity.

Briefly, for the structure of self-other awareness, the trainee begins (Level 1) primarily attending to his or her own thoughts, emotions, and behavior attempting to understand and implement therapeutic processes while dealing with perceptions of low self-efficacy, anxiety, frustration, and hopefulness. Successful negotiation of this level moves the trainee to Level 2, where the focus moves away from self-consciousness to an increasing focus on the client, or other awareness. This growth allows for greater learning and understanding of the client's perspective (cognitive and affective) than was previously possible, and can have both positive (increasing ability to empathize, perspective-taking) as well as negative implications (confusion, emotional contagion, frustration). Movement to Level 3 is marked by more of a balance between a facilitative self-awareness and focus on the client, allowing for the positive impact of empathy and perspective-taking combined with reflection-in-action or a greater ability to reflect on past learning, experiences, one's own thoughts, and emotional reactions to bring to bear on the counseling process.

Similar changes occur for the structures of motivation and autonomy across levels. Motivation moves from global and somewhat extrinsic for Level 1 through variably high and low as it changes from extrinsic to more intrinsic for Level 2 and into a stable, largely intrinsic motivation in Level 3.

The autonomy structure changes accordingly, moving from largely dependent in Level 1 through dependency/autonomy vacillation in Level 2 to conditional autonomy in Level 3. In general, trainee development is conceptualized as reflecting quantitative changes within levels and qualitative changes across levels.

The final step, according to the IDM, is movement to Level 3, where the focus becomes more on integration of development across domains.

Differing characteristics and needs at each level of development suggest that the supervision environment should also vary accordingly. In general, the IDM assumes that the amount of structure for the supervision environment provided by the supervisor should be rather high for beginners and reduce over time moving toward greater supervisee influence on setting the structure for the supervision experience as development continues. Supervision interventions are broadly categorized into facilitative, prescriptive, conceptual, confrontive, and catalytic which are differentially used across supervisee levels to encourage growth.

An important aspect of the IDM is that of domain-specific development. Eight domains of professional activity are listed in the IDM, but these are noted as overly broad and as indications of some domains in which the supervisor should attend to differential development among supervisees.

The domains are

* intervention skills competence
* assessment techniques
* interpersonal assessment
* client conceptualization
* individual differences
* theoretical orientation
* treatment plans and goals
* professional ethics

However, as highlighted by Stoltenberg (2008), working with clients from different modalities (i.e., individual and couples counseling) may constitute different domains of development and may require moving between supervision environments appropriate for different levels of development for the same supervisee within a given supervision session as well as across sessions.

The "integrative" aspect of the IDM includes an examination of theory and research beyond the area of clinical supervision (and psychotherapy) to help illuminate processes held in common with other areas of psychology.

Stoltenberg and McNeill (2010) articulate the utility of additional research and conceptualizations in understanding the supervision process including cognitive models (cognitive and emotional processing; Anderson, 2005, Greenberg, 2002), schema development and refinement (McVee, Dunsmore, & Gravelek, 2005, Schön, 1987), and skill development; development from novice to expert (Anderson, 2005); interpersonal influence (Dixon & Claiborn, 1987; Stoltenberg, McNeill, & Crethar, 1995) and social intelligence (Goleman, 2006); motivation (Petty & Wegener, 1999, Ryan & Deci, 2000); and, of course, models of human development (Lerner, 1986).