

**A Review of Self-Identified Critical Incidents among
Counseling Supervisors-in-Training**

by

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A dissertation submitted to the Graduate Faculty of
Auburn University
in partial fulfillment of the
requirements for the Degree of
Doctor of Philosophy

Auburn, Alabama
May 9, 2015

Keywords: counseling supervision, supervisor training, critical incidents

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Abstract

Supervision-specific training programs have become the norm for individuals interested in becoming a counseling supervisor because formal training has focused on incorporating the principles from general development models into the training programs. However, in focusing on larger, more general outcomes of the development of supervisors-in-training, researchers may overlook what is taking place on an individual level with trainees. Overall, research focused on the individual experiences of those conducting supervision is rare. The purpose of the study was to examine self-identified critical incidents among counseling supervisors-in-training. The experiences of these supervisors-in-training were examined using critical incidents, identified by the participants through responses to reflection questions. The critical incidents were analyzed using transcendental phenomenological techniques. Themes were isolated for the beginning, middle, and end of the semester. The primary themes that were reported demonstrated the participants' focus on critical moments regarding both interactions with their supervisee as well as their self-reflection. Better understanding the textural and structural context of the reported themes during specific periods of the semester can better equip educators to support the supervisors training needs.

Acknowledgments

I would like to recognize my amazing friend who also happens to also be my spouse, Emilie. Her sacrifice and patience during this drawn-out journey is beyond comprehension. She willfully put her dreams on hold as she selflessly encouraged me to accomplish mine. Thank you for your unwavering support, inspiration, belief, and love in general; and more recently through the experience of the south, academia, the tremendous stress this dissertation process became, and the births of our two beautiful children. I am genuinely and perpetually grateful for your love and friendship. A special thanks to my committee chair, Dr. Amanda Evans, who provided tremendous support and direction when I was at my lowest. Also, I would like to thank each of my committee members, Dr. Suhyun Suh and Dr. Chippewa Thomas, who provided tremendous flexibility, effort, and time to see this work to completion. I would like to express my gratitude for the mentoring of Dr. John Dagley, who instilled me with tremendous courage, especially to be imperfect. Additionally, I would like to thank my friend, Dr. Tyler Wilkinson, for the joy of his friendship and for his support throughout my academic career, beginning with orientation day of our master's program. Finally, I would like to express my appreciation of my academic family at Northeastern State University; specifically Dr. Debbie Landry and Dr. Kenny Paris for showing implausible patience with me through this process.

Also, Dr. Elizabeth Keller-Dupree, whose immeasurable encouragement was matched only by her friendship. I sincerely appreciate all of you in this journey.

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Chapter 1

Introduction

Counseling supervision is considered to be the most prevalent and influential instructional method of the mental health profession (Barnett, Cornish, Goodyear, & Lichtenberg, 2007). Supervision is considered to be an essential and necessary part of how counselors-in-training are prepared and practicing counselors are developed. This is reflective of what Shulman (2005) called “signature pedagogy,” (p. 1) which related to a specific instructional strategy that exemplified the preparation of its practitioners.

Bernard and Goodyear (2009) also discussed supervision in relation to professions that require high-levels of independence. These professions require a particular, idiomatic, experiential instructional ethos that is necessary to prepare and train future practitioners. In counseling this process of supervision is not completed at the educational level, it is expected to progress throughout one’s professional career leading into a life-long, cumulative, developmental process with levels of proficiency beyond competence (Falender, Erickson Cornish, Goodyear, Hatcher, Kaslow, & Leventhal, 2004).

For the mental health field, clinical supervision is important in the development of competent professionals (Barnett et al., 2007). Specifically, counseling supervision is a process that helps to ensure individuals are prepared to enter the counseling profession. This role of “gate-keeping” may be one of the most critical roles of supervision in counselor training (Bernard & Goodyear, 2009). Because the supervisor plays such a substantive, pivotal and enormous role in the supervisory process, affecting all aspects of

supervisee learning and growth, developing a better understanding of supervisor development is of considerable importance (Watkins, 2012b).

Historically, many individuals in the role of supervisor have little to no formal training in supervision (ACA 1990; Falender et al., 2004; Hoffman, 1990, 1994; Loganbill, Hardy, & Delworth, 1982). “It has been the tradition that once one finishes being trained as a psychotherapist, one is ready to begin supervising” (Alonso, 1985, p.5). However, “most supervisors simply might not improve with experience... supervisors have little training in how to supervise effectively and thus may perpetuate the mistakes of their own supervisors” (Worthington, 1987, p. 206). Throughout the decades, the predominant view throughout the supervision culture has shifted towards an expectation of supervisor training (Bernard & Goodyear, 2009). As early as two decades ago research indicated that supervisors practicing without training were doing so unethically (Hoffman, 1990, 1994; Pope & Vasquez, 1991; Stoltenberg & Delworth, 1987). The formation of organizations and standards to guide the process of training supervisors as well as maintaining their qualifications and practices also shifted the culture. A partner organization created by the National Board of Certified Counselors (NBCC) became known as the Center for Credentialing and Education (CCE), which has become a comprehensive association and credential management center (CCE, 2011). The CCE took over responsibility of an Approved Clinical Supervisor (ACS) credential in 2001, which was originally started by the NBCC in 1997 (CCE, 2011). States that require a regulated *Approved Supervisor* credential have similar requirements to those of the ACS. These increasing standards by states, credentialing groups, and accreditation bodies

illustrate the understood need in the profession for specific training standards and requirements for supervisors (Bernard & Goodyear, 2009).

Research and publications regarding logistical discussions of supervisor training initially appeared three decades ago and continue today (i.e., Bernard & Goodyear, 2009; CACREP, 2009; Falender et al., 2004; Hoffman, 1990, 1994; Holloway, 1997; Loganbill & Hardy, 1983; Prieto, 1998). Some researchers (e.g., Rodenhauser, 1994; Watkins, 1995a) believed there was a need for systematic training of supervisors, built upon a foundation or model of supervisor development. However, most models of supervision focused on supervisee development while neglecting developmental issues concerning the supervisor-in-training. Rodenhauser (1994) explained that a focus on supervision, based on developmental stages, could result in a better understanding of the instructional process.

While supervision training can be offered in a variety of ways, generally, two broad elements are included: (a) simultaneous and progressive didactic instruction, and (b) experiential training; while allowing feedback opportunities throughout both elements (ACES, 2011; Bernard & Goodyear, 2009; CACREP, 2009; Ellis & Douce, 1994; Falender et al., 2004; Hoffman, 1990, 1994; Kaiser & Kuechler, 2008; Loganbill & Hardy, 1983; Loganbill et al., 1982; Russell & Petrie, 1994; Stoltenberg, McNeill, & Delworth, 1998). Additionally, supervising supervisors-in-training is regarded as a fundamental element of training supervisors (Hawkins & Sohut, 2000; Stoltenberg et al., 1998; Watkins, 2010), although this practice has only been consistently implemented within the past twenty years (Watkins, 2010).

Practice in supervision is typically incorporated as an experiential component of supervision training programs, and can be a component of both coursework in clinical supervision, as well as part of practicum experiences (Ellis & Douce, 1994). Counselor supervision training is primarily based on the professional standards, ethical guidelines and best practices outlined for all counseling supervisors (e.g., ACA, 1990, 2005; ACES, 2011; CACREP, 2009). These best practices and guidelines also integrate consideration of the personal and professional characteristics and qualifications of supervisors. The American Counseling Association's (ACA) initial area of personal traits, listed in the *Standards for Counseling Supervisors* (1990) highlights, "Professional counseling supervisors are effective counselors whose knowledge and competencies have been acquired through training, education, and supervised employment experience" (p. 1). In addition, the ACA lists the sequence of training and experience including graduate training in counseling followed by successful supervised employment as a professional counselor attaining credentials, all prior to graduate training in counseling supervision (ACA, 1990). During this training, counselor supervisors should experience didactic courses and supervision practica, continuing educational experiences (i.e., conferences or workshops), and research activities related to supervision theory and practice (ACA, 1990).

The ACA's standards (1990) are parallel to those created by The Association for Counselor Education and Supervision (ACES) in 2011. *The Best Practices in Clinical Supervision* (ACES, 2011) list outlines specific considerations for preparing counselor supervisors through training and supervision of supervision. ACES stated that counselor educators should receive didactic instruction and experiential training based on a

developmental approach. The developmental approach should include models of supervision, models of counselor development, different types of supervision formats, supervisory relationship dynamics, supervision techniques, multicultural considerations, counselor assessments, feedback, evaluation, executive/administrative skills, ethical, legal, and professional regulatory issues, and research on these topics (2011).

Furthermore, it was recommended that doctoral students in Counselor Education and Supervision receive a high level of education in supervisory dynamics, which assists in advancing the supervisor's developmental experience (ACES, 2011).

The process of training counseling supervisors must to also address the significant and challenging aspects of becoming a supervisor. Supervisors-in-training go through significant processes, personally and professionally, as they begin to understand the process of becoming a supervisor. It is a process that requires substantial shifts in professional identity, similar to the shift that takes place when becoming a counselor (Bernard & Goodyear, 2009; Shecter, 1990). Moreover, this process of shifting one's professional identity unfolds gradually, and only with experience (Bernard & Goodyear, 2009), which illustrates the necessity of having a supervisor during the process.

At its best, training facilitates supervisor development that becomes "an active, vital, lifelong educational process and commitment, that is joyously and relentlessly pursued with vigor and determination" (Watkins, 2012b, p. 77). Supervisory growth occurs successfully when ongoing deliberate efforts are made to challenge and cultivate supervision skills over time (Watkins, 2012b). When supervisors-in-training are not subjected to intentional efforts, they risk becoming complacent and this is contradictory to the very essence of the development of supervisors (Watkins, 2012b). As supervisor

training evolves, the experiences of counseling supervisors-in-training should be examined to better integrate this component into supervision training. However, this has not been the predominant focus of supervision literature at any point in the last forty years. In an earlier review of supervisor training literature, Alonso (1983) described her surprise in realizing that the focus of research had predominately been on the potential problems encountered in supervision. Limited attention was given to describing the individuals who supervise and what these individuals experience as they develop as supervisors. Overall, research focused on the individual experiences of those conducting supervision is rare (Russell & Petrie, 2004).

Inherent training supervisors is conceptualizing their process of development, the critical stages or experiences, and factors that may influence their growth and competence (Gazzola, De Stefano, Theriault, & Audet, 2013). As noted before, the majority of research on supervision has focused on the development of the counselor-in-training versus the supervisor-in-training. There has been a paucity of developmental models focusing on the counseling supervisor or explaining their development (Watkins, 1990, 1993, 1994a, 2010). Only a few such models have been proposed and these models have historically been adapted from counselor development models (Bernard & Goodyear, 2009). Of notable importance, Alonso (1983) was perhaps the first to approach the construct of a supervisor development model, but she did not implement studies to follow the initial conceptual theory. The history of supervisor development models consisted of a handful of proposed theories; however, in general, the theoretical focus has never experienced significant support from follow-up studies meant to expand or validate the developmental models in existence.

Russell and Petrie (2004) noted that theories focused on supervisor development seemed to describe a general process of moving from a new role, experiencing feelings of discomfort or being overwhelmed, self-conscious, anxious, and insecure; to an integrated identity, characterized by comfort, security and competence. Moreover, the majority of the models of supervisor development are generally drawn as either a three or four stage normative linear progression (e.g., Hess, 1986, 1987; Rodenhauser, 1994, 1997; Stoltenberg et al., 1998; Watkins, 1990, 1993). Only Alonso's (1983, 1985) model encompassed supervisors' growth from a novice supervisor to when they would be considered an experienced or master supervisor. Finally, many of these models reflect the idea stipulated by Watkins that as supervisors successfully navigate specific developmental stages, supervisors-in-training move from a role identity focused on shock, angst, self-doubt, insecurity, and negative affect to one more focused on confidence, comfort and a supervisor identity that is more enhanced and integrated (Watkins, 2012b).

In a review of the literature regarding empirical research on ways that supervisors change with experience, Worthington (1987) determined it was only at a "rudimentary level" (p. 206). Since Worthington's earlier statement, research on supervisor's development has not expanded significantly (Watkins, 2012b). For example, Bernard and Goodyear (2009) have stated, "research on the models [of supervisor development]... is virtually nonexistent" (p. 296). However, recently there have been promising studies that have begun to address counseling supervisor development (Baker, Exum, & Tyler, 2002; Gazzola et al., 2013; Majcher & Daniluk, 2009; Nelson, Oliver, & Capps, 2006; Pelling, 2008; Rapisarda, Desmond, & Nelson, 2011; Ybrant & Armelius, 2009). Most of these

studies have continued to use aspects of earlier models (Watkins, 2012b); however, many of these recent studies have provided valuable information about supervisor change and growth. Despite this progress, there appears to be significant gaps in the research, primarily about the personal experiences within the development of supervisors-in-training (Watkins, 2012b). For example, Russell and Petrie (2004) have called for model testing of the early models because the early supervision models all seemed to have similar, general descriptions and there is no integrated consideration of development. Watkins (2012b) highlighted this concern by stating that the literature base for supervisor development has become a field of “general stage-theory conceptualizations” (p. 71). Moreover, even among the models which may have addressed development, there was limited, to no, follow-up investigation, thus limiting the ability to validate what was discussed or outlined in the original models (e.g., Baker et al., 2002; Nelson et al., 2006). This in essence has created a significant gap in the research on supervisor development (Watkins, 2012b).

Concerns about the depth and extent of research on supervisory development have been an area of concern since the 1980’s (Alonso, 1985; Hess, 1987; Rau, 2002; Watkins, 1995c). There is clear evidence that there continues to be a paucity of research on the developmental experiences of supervisors (Watkins, 2012b). Furthermore, it continues to be postulated that understanding this process of development is a critical component of supervisory training, especially for supervisors-in-training whose experiences may differ greatly from professional to professional (Majcher & Daniluk, 2009; Pelling, 2008). Gazzola et al., (2013) recently expressed how the use of generic models do not allow

educators a proper contextual understanding of the unique events that supervisors-in-training encounter.

There is a dearth of information pertaining to counseling supervisor development (Bernard & Goodyear, 2009; Russell & Petrie, 2004; Watkins, 2012b; Worthington, 1987). Studying supervisor development is still a critical piece in improving supervisor training programs and standards (Watkins, 2012b). Additionally, there is a strong need to advance the supervisor development literature base by exploring earlier models, empirically validating them (Majcher & Daniluk, 2009; Ybrandt & Armelius, 2009) and focusing in on the complexity of experiences within developmental models (Gazzola et al., 2013). One critical aspect of this research is the need to more fully examine the developmental experiences of supervisors-in-training. Through exploring the experiences of beginning supervisors, models of supervisor development may integrate more idiosyncratic information to positively impact training curriculum and standards. Finally, this may assist counselor educators and supervisors-in-training alike in building competence.

Significance of this Study

Supervision is a mandatory component of a counseling training program (CACREP, 2009). Thus, supervision-specific training programs have become the norm for individuals interested in becoming a counseling supervisor because formal training has focused on incorporating the principles from general development models into the training programs. However, in focusing on larger, more general outcomes of the development of supervisors-in-training, researchers may overlook what is taking place on an individual level with trainees, as they experience the stress and challenges of

practicing and learning supervision (Gazzola et al., 2013). By examining the experiences of supervisors-in-training, educators can become aware of the supervisor's experience of personal and professional identity as a supervisor-in-training. Models of supervisor development traditionally have focused on three or four-stages of linear development (e.g., Hess, 1986, 1987; Rodenhauser, 1994, 1997; Stoltenberg et al., 1998; Watkins, 1990, 1993), or presented general dynamics that supervisors attempted to navigate (e.g., Alonso, 1985). General or generic models lose the context of participant's experience; therefore they cannot easily capture the critical incidents supervisors-in-training encounter, which impact their development (Gazzola et al., 2013). Models of supervisor development may have heuristic value, but the lack of empirical validation renders them unable to answer how supervisors-in-training develop through gaining experience (Gazzola et al., 2013).

In order to understand supervisor development, one must identify the supervisors' dynamics. Alonso (1983) labeled these dynamics generally as interpersonal development dynamics between the supervisor-in-training and the counselor-trainee; personal development dynamics within the supervisor-in-training; and developmental dynamics of the system, between the supervisor-in-training and the institution. In addition, Alonso's model discussed general existential considerations for one's choice of becoming a supervisor, which is useful in understanding more about the supervisor's ways of creating meaning and interpersonal dynamics. These dynamics can benefit counselor educators "to anticipate changes... and thus, to be in a position to train and support people entering the [supervision] career" (Alonso, 1983, p. 27). More recently, literature has trended towards discovering more information about the experience of supervisors-in-training

through their training experiences (e.g., Gazzola et al., 2013; Nelson et al., 2006; Rapisarda et al., 2011; Ybrant & Armelius, 2009).

When studying supervisor development, a limitation occurs when supervisors are asked to self-reflect on their development. The data from self-reflection may actually produce social desirability effects rather than actual supervisor development (Watkins, 2012b). This study utilizes an applied task—recognizing critical incidents (Flanagan, 1954), to assist in gathering information about the supervisors-in-training experiences. In addition, process questions about the activity assists in generating responses as well as allows the supervisor-in-training to focus on their experiences. This concept of focusing responses can increase the cognitive ability of the supervisee to self-reflect on the supervisory process (Watkins 1995b, 2012b).

Supervisor training programs must better understand the processes and experiences of supervisors-in-training in order to develop training goals and outcomes able to assist in developing competence (Falender et al., 2004; Rodenhauser, 1994). Supervisors-in-training are in a process of learning supervisory skills through experiencing didactic, experiential and supervision support (ACES, 2011; Bernard & Goodyear, 2009; CACREP, 2009; Ellis & Douce, 1994; Falender et al., 2004; Hawkins & Sohut, 2000; Hoffman, 1990, 1994; Kaiser & Kuechler, 2008; Loganbill & Hardy, 1983; Loganbill et al., 1982; Russell & Petrie, 1994; Stoltenberg et al., 1998; Watkins, 2010), which significantly impacts identity development personally, professionally, and interpersonally (Alonso, 1983, 1985; Watkins, 2012b). The competence of supervisors may be influenced by encouraging supervisory self-examination and self-reflection, or becoming aware of one's growth (Watkins, 2012b). Developmental models have

attempted to provide a structure with which counselor educators and supervisors can design the most appropriate strategies for their students; however, research must contribute to and verify these models in order to prove the value of utilizing them in educational and training settings. In order to improve and evolve our supervision training standards we must examine the experiences of counseling supervisors-in-training in order to become aware of the issues, concerns, or processes they believe are important during the first experience with supervision. The study examines critical incidents through supervisors-in-training responses to reflection questions to understand those experiences.

Purpose of this Study

The purpose of this study was to examine the self-identified critical incidents of counseling supervisors-in-training. The experiences of these supervisors-in-training will be examined using qualitative methods and analysis of data collected through critical incidents, identified by the participants, through responses to reflection questions regarding the incidents chosen. The critical incident selection technique, originally discussed by Flanagan (1954), has been used as a way to recognize and collect observed incidents which hold special significance. The technique has since been used in multiple research studies (Ellis, 2006; Howard, Inman, & Altman, 2006; Pistole & Fitch, 2008; Trepal, Bailie, & Leeth, 2010) to attain qualitative data relating to experiences and development (Skovholt & McCarthy, 1988). Critical incidents in the current study will focus on counseling supervisors-in-training self-identification of critical incidents related to their supervisory processes with their supervisees. Answers to reflection questions will be used to elicit a greater understanding of these incidents and processes.

The proposed phenomenological study analyzes critical incidents as identified by counseling supervisors-in-training by allowing current supervisors-in-training to select supervision experiences which they consider to be critical incidents and respond to reflection questions regarding their selected moments. The applied nature of the critical incident selection in this study is able to provide observable qualitative data, which is the most appropriate method of studying the experiences of supervisors-in-training at this relatively early point in the field (Majcher & Daniluk, 2009; Watkins, 2012b). By qualitatively analyzing data collected through responses to reflection questions based on self-identified critical moments in supervision practice over the course of the semester, it is believed that emerging themes would characterize the experiences and development of counseling supervisors-in-training. Through studies focused on the experiences and development of supervisors-in-training, educators may be better equipped to support the supervisors training needs.

Research Question

This phenomenological qualitative study was motivated by an interest in exploring the critical incidents, as current counseling supervisors-in-training experience them, while providing supervision to master-level counseling trainees. The study presents a transcendental phenomenological qualitative methodology (Moustakas, 1994; Wertz, 2005). The research questions for this study are as follows:

- What do counseling supervisors-in-training self-identify as critical incidents in supervision?
- What is the nature of the critical incidents reported throughout different points in the semester for counseling supervisors-in-training?

Definition of Terms

1. Critical Incidents (Flanagan, 1954; Ellis, 2006). The critical incident technique was a way to “collect direct observation of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles” (Flanagan, 1954, p. 327). Recognizing critical incidents in supervisor training has offered the benefit as both a training tool in instruction, as well as potential qualitative research data (Ellis, 2006).
2. Supervisee (Bernard & Goodyear, 2009). The junior member of the profession who is receiving oversight from a supervisor.
3. Supervision (Bernard & Goodyear, 2009). “Supervision is an intervention provided by a more senior member of a profession to a more junior member or members of that same profession. This relationship
 - is evaluative and hierarchical,
 - extends over time, and
 - has the simultaneous purposes of enhancing the professional functioning of the more junior person(s); monitoring the quality of professional services offered to the clients that she, he, or they see; and serving as a gatekeeper for those who are to enter the particular profession.” (p. 7)
4. Supervisor (ACA, 2005). Counselors who are trained to oversee the professional clinical work of counselors and counselors-in-training.
5. Supervisor(s)-in-training (SIT) (Hoffman, 1990, 1994). An abbreviated version will be used as recommended by similar research.

Chapter 2

Literature Review

All new supervisors are expected to have knowledge and skills highly applicable to their work as a supervisor; this may include skills related to counseling, teaching, and consulting (Borders & Brown, 2005). However, the complexity is that supervision encompasses these skills while the supervisor can never act as only a counselor, teacher, or consultant for the supervisees (Bernard & Goodyear, 2009). Supervision is a unique and distinctive profession (Bernard & Goodyear, 2009; Dye & Borders, 1990) which requires professionals to learn how to apply skills learned in other contexts or roles, to a specific role that is qualitatively different.

According to Bernard and Goodyear (2009), supervision is an intervention or relationship used by a more senior member of a profession. The professional with more experience is to engage the junior member of the profession in a relationship that encourages professional growth, while maintaining evaluative duties by monitoring the quality of work the junior professional displays. Additionally, a supervisor is to serve the profession as a gatekeeper for those junior members attempting to enter the profession.

Not surprisingly, the acquisition of supervision competence is a life-long, cumulative, developmental process (Falender et al., 2004). Thus, counselors who offer clinical supervision services are recommended to regularly pursue continuing education activities (ACA, 1990, 2005; Falender et al., 2004), as well as develop and demonstrate a

personal style of supervision (CACREP, 2009). In order to demonstrate a personal style, those professionals offering supervision should engage in self-reflection and other avenues of developing both personally and professionally (ACA, 2005; ACES, 2011). Recommended activities include joining professional organizations, exploring scholarly literature, soliciting feedback, and tolerating ambiguity while avoiding professional stagnation and burnout (ACA, 2005; ACES, 2011).

Previously, supervisors had not been required to complete formal training (Peake, Nussbaum, & Tindell, 2002). More recently, the practice of supervision has been recognized as a core competency, requiring practicing supervisors to have formal training in supervision (ACA, 1990; ACES, 2011; Falender et al., 2004). This emphasis reflects the growing professional belief that supervision is a distinctive professional competency and should be developed through systematic graduate education and clinical training (ACA, 1990, 2005; ACES, 2011; Bernard & Goodyear, 2009; Falender et al., 2004). This focus requires that models of formative and continuing education, supervision, and evaluation should be developed further and implemented to ensure competence throughout the career of the supervisor (Falender et al., 2004).

Supervisor Training

Historically, many individuals in the role of supervisor have little to no formal training in supervision (ACA 1990; Falender et al., 2004; Hoffman, 1990, 1994; Loganbill et al., 1982), prompting Hoffman (1994) to refer to the lack of supervision training as the mental health profession's "dirty little secret" (p. 25). Supervision training was rather rare (Watkins, 2012b), with a lack of formal training opportunities or seminars available to practicing supervisors or students in graduate programs (Hess, 1980, 1983;

Hoffman, 1990, 1994; Scott, Ingram, Vitanza, & Smith, 2000). Philosophically, the profession held the assumption that after clinical training, one would be ready to begin supervising (Alonso, 1985). However, Worthington (1987) mentioned how experience may not lead to improvement; in fact, without adequate training, experience alone may perpetuate the mistakes of their own supervisors. The situation has improved through the decades, where currently, the predominant view proposes supervisor training is expected (Bernard & Goodyear, 2009), and supervision literature suggests practicing without training is unethical (ACA, 1990, 2005; ACES, 2011; Falendar et al., 2004; Hoffman, 1990, 1994; Pope & Vasquez, 1991; Stoltenberg & Delworth, 1987). An extensive list of best clinical supervision practices by the ACES (2011) Executive Council illustrates the prominence to which education and formal supervision training has risen. While supervisor training is becoming more common, it has not exactly become completely universal. While more are in agreement that training should occur, there may still be lingering disagreement about what the training should include, when the training should take place, or who should be doing the training (Bernard and Goodyear, 2009; Scott et al., 2000).

Counselor Supervision Training Requirements

The field of counselor supervision has followed the psychological and psychotherapy supervision lead of developing professional standards, ethical guidelines and best practices (e.g., ACA, 1990, 2005; ACES, 2011; CACREP, 2009) to facilitate universality in education and training requirements within the counseling field. The American Counseling Association (ACA) developed ethical codes (2005) to include counselor supervision competence, which states that a clinical supervisor must be trained

in supervision methods and techniques prior to offering clinical supervision. Before including ethical standards of supervision, the ACA developed a detailed list of counseling supervision standards (1990). This list is still used today, and includes 11 points of emphasis for counseling supervisor standards as well as a brief inclusion of six points relating to the education and training of supervisors.

The ACA's *Standards for Counseling Supervisors* (1990) outlined 11 core areas of personal traits, knowledge, and competencies characteristic of effective supervisors, which have been consistently identified in supervision research and judged to have face validity based on peer reviews. The initial area read, "Professional counseling supervisors are effective counselors whose knowledge and competencies have been acquired through training, education, and supervised employment experience" (p. 1). Subsequent traits detailed personal characteristics consistent with the role of supervisor; knowledge of ethical, legal and regulatory aspects of the supervisor profession, along with knowledge of the personal and professional nature of the supervisory relationship; knowledge of counselor developmental processes along with supervision methods and techniques that promote counselor development; knowledge of case conceptualization, assessment and evaluation, and reporting and recording; knowledge of evaluation of counseling performance as well as research in counseling and counselor supervision. In addition, the ACA's sequence of training and experience required counseling supervisors to have graduate training in counseling followed by successful supervised employment as a professional counselor, attaining credentials through appropriate areas (i.e., state certifications or licensure, National Certified Counselor, Certified Clinical Mental Health Counselor, Certified Rehabilitation Counselor, or Certified Career Counselor), graduate

training in counseling supervision which may include didactic courses and supervision practica, continuing educational experiences (i.e., conferences or workshops), and research activities related to supervision theory and practice (1990). ACA's standards stated that the supervisor's responsibilities require personal and professional maturity accompanied by a vast perspective on counseling, gained by extensive, supervised counseling experience (1990).

Accrediting bodies such as the American Psychological Association (APA), the Council on Accreditation (CoA), the Council for Accreditation of Counseling and Related Education Programs (CACREP), The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), and the Council on Rehabilitation Education (CORE), have also published sets of standards to ensure that students in these programs receive quality educational training. These standards have often encompassed expectations for supervision and supervisory training. When addressing counseling supervisor training, CACREP serves as the chief accrediting body. This accrediting body serves to ensure the students and the community that the education and training set forth in an accredited institution meet agreed upon standards by the counseling profession. CACREP regulated the amount of experience necessary for doctoral students to have upon graduating. CACREP also mandated that doctoral counselor education and supervision students are required, as part of the "knowledge" subsection of supervision, to understand the purposes, theoretical frameworks, and models of clinical supervision, as well as the roles and relationships related to clinical supervision (CACREP, 2009, p. 55). These students are also required to understand legal, ethical, and multicultural issues associated with clinical supervision, which again, relates to the "knowledge" subsection

of the CACREP (2009) standards (p. 55). CACREP (2009) mandated students to demonstrate their application of theory, skills, and a personal style of supervision, as part of its “skill/practice” subheading (p. 56).

In 2011, the Association for Counselor Education and Supervision (ACES) adopted a list of *Best Practices in Clinical Supervision*. In this list, ACES touched on specific considerations for preparing counselor supervisors through training and supervision of supervision. The list included specific language requiring a supervisor to receive didactic instruction and experiential training, based on a developmental approach (ACES, 2011). According to ACES (2011), at minimum, the counselor supervisor should receive didactic instruction on models of supervision, models of counselor development, formats of supervision, supervisory relationship dynamics, supervision methods and techniques, multicultural consideration, counselor assessment, feedback and evaluation, executive/administrative skills, ethical, legal, and professional regulatory issues, and research on these topics. ACES’ list of *Best Practices in Clinical Supervision* (2011) has put forth an initiative to advance higher-quality training requirements for counseling supervisors, specifically focusing supervisory dynamics.

Credentialing

Clinical supervision has grown in prevalence and importance so much that organizations such as the National Board of Certified Counselors (NBCC) have developed separate credentials for clinical supervisors (Bernard & Goodyear, 2009). The NBCC created a partner organization, the Center for Credentialing and Education (CCE), to be a comprehensive association and credential management center and to assist with credentialing outside of the counseling profession (CCE, 2011). In 2001, the CCE took

over responsibility of an Approved Clinical Supervisor (ACS) credential originally started by the NBCC, in 1997 (CCE, 2011). Some states requiring a regulated “Approved Supervisor” credential have requirements that are similar to those of the ACS (e.g., Alabama Board of Examiners in Counseling, 2012). Credentialing agencies such as the CCE determine a minimum educational competency (2011) that individual states have used to meet requirements for their regulated credential. Bernard and Goodyear (2009) draw attention to the increasing standards by states, credentialing groups, and accreditation bodies, which demonstrates the significance and responsibility entrusted to the role of supervision in the profession. The move towards credentialing has led the profession in the direction of more formal training; however, there is still a need to increase understanding of the supervision process and the supervisory relationship so that supervisors can be competently trained to practice effective oversight of their supervisees (Falender et al., 2004).

Research regarding specifics of supervisor training pedagogy are relatively recent phenomena (i.e., Bernard & Goodyear, 2009; CACREP, 2009; Falender et al., 2004; Hoffman, 1990, 1994; Holloway, 1997; Loganbill & Hardy, 1983; Prieto, 1998). Although supervision training can be offered in a variety of ways, including formal university coursework or through training or continuing education workshops, generally two elements are expected to be part of the training requirements- simultaneous and sequential didactic instruction along with experiential components of training, allowing for feedback opportunities (ACES, 2011; Bernard & Goodyear, 2009; CACREP, 2009; Ellis & Douce, 1994; Falender et al., 2004; Hoffman, 1990, 1994; Kaiser & Kuechler, 2008; Loganbill & Hardy, 1983; Loganbill et al., 1982; Russell & Petrie, 1994;

Stoltenberg et al., 1998). While continuing education opportunities are popular and important training experiences, they are not sufficient in preparing supervisors as they do not provide either of the two elements mentioned above (Bernard & Goodyear, 2009). Supervisor training logically takes place at a time when individuals should be able to attain licensure in their discipline and after they have received their own formal training as a counseling practitioner. Because supervision involves both the professional development of the supervisee and the monitoring of client welfare, one should experience training after doctoral coursework has been completed (Scott et al., 2000), or during graduate training (Falender et al., 2004). Either way, SITs must not only have more experience than their supervisees, translating into the proper skills; but they must also have appropriate levels of professional identity and maturity (Bernard & Goodyear, 2009) allowing for appropriate characteristics of empathy, respect, and genuineness (Carifio & Hess, 1987). The discussion will focus briefly on didactic training before skills training of supervisors.

Didactic Training

Supervision training infused across graduate curriculum routinely encompasses developmental sequences of training focused on a number of core areas. Borders (2010) suggests that the didactic component of training is beneficial primarily for providing frameworks for SITs to learn the roles of supervisors, the specific functions and goals of the supervision process, as well as learning the structure of supervision sessions. Early on, researchers constructed academic components to supervisor training. Borders, Bernard, Dye, Fong, Henderson and Nance (1991) outlined learning objectives to be used when attending to seven core areas in training supervisors. Russell and Petrie (1994)

critiqued Borders and Bernard's suggestions and developed what they thought to be a more concise list of areas for supervisor training while adding additional areas not previously addressed in Borders and Bernard's model. One of the earliest formal discussions on educational standards to potentially identify core components of competence in supervision was by the Association of Psychology Postdoctoral and Internship Centers (APPIC), who co-sponsored Competencies Conference: Future Directions in Education and Credentialing in Professional Psychology in 2002 (Falender et al., 2004). This conference assembled representatives from diverse education, training, practice, public interest, research, credentialing, and regulatory constituency groups (Falender et al., 2004). The representatives identified the most critical educational and training experiences that facilitate competence in supervision, conceptualized from a developmental framework (Falender et al., 2004). The APPIC was also charged with identifying different strategies for assessing competence in supervision (Falender et al., 2004). This group created a list of minimal knowledge and skills which supervisors should attain.

More recently, essential topics that have occupied a place in didactic training of supervisors have included: supervisor/supervisee roles and responsibilities, models or theories of supervision, evaluation and assessment, ethical and legal issues in supervision, models of counselor development, the process of the supervision alliance, diversity issues in all its forms, research in supervision, and supervision strategies, interventions, methods, and techniques (ACES, 2011; Bernard & Goodyear, 2009; Borders, 2010; Borders et al., 1991; CACREP, 2009; Falender et al., 2004; Hoffman, 1990, 1994; Kaiser & Kuechler, 2008; Riess & Herman, 2008; Rodenhauser, 1997; Russell & Petrie, 1994).

Methods or strategies utilized in instructing SITs have also been discussed. Methods such as providing productive feedback, reflection and discussion, teaching skills, modeling, role playing, listening to tapes of SITs sessions, critiquing notes or large group critiques have all been mentioned in the literature (ACES, 2011; Bernard & Goodyear, 2009; Borders, 2010; Borders et al., 1991; CACREP, 2009; Falender et al., 2004).

Two notable publications of didactic supervision standards have combined many of the suggestions researchers had been proposing. ACES (2011) and CACREP (2009) developed their best practices and standards, respectively, to more explicitly address didactic expectations for degree programs in clinical supervision. ACES (2011) stated the supervisor's minimum didactic instruction should include the following: models of supervision; models of counselor development; formats of supervision; supervisory relationship dynamics; supervision methods and techniques; multicultural consideration; counselor assessment; feedback and evaluation; executive/administrative skills; ethical, legal, and professional regulatory issues; and research on these topics. Along with these minimum didactic themes, SITs should learn theoretical and conceptual knowledge, skills, techniques, self-awareness, managing the balance of challenge and support of the supervisee, instruction in relevant learning theories, as well as principles and research (ACES, 2011). CACREP (2009) standards suggest supervisors from accredited programs should understand the purposes, theoretical frameworks and models, roles and relationships, legal, ethical and multicultural issues of clinical supervision.

Experiential Training

The experiential training of basic skills, or the engagement in actual supervisory practice, has become the standard for supervisor training programs (ACES, 2011). Either

concurrent or sequential, practice is usually used to complement the didactic training component in graduate training programs (ACES, 2011; Watkins, 2012a). Watkins (2012a) affirms experiential training as the practical element meant to enhance learned materials by seeing it played out before the SITs eyes. Supervision is a process centered on experiential learning; specifically, supervision is a process centered on experiential-based data (Hoffman, 1990). Hoffman (1990) elaborated further:

“Growth in supervision emanates from a relationship between supervisor and supervisee... the supervisor’s developmental process is ‘learning through meeting.’ New knowledge does not emanate from the supervisor, or from the supervisee, but from the ‘between’ in the relationship, between supervisor and supervisee” (p. 16).

Another significant part of this experiential learning incorporates the supervision of the SIT (Stoltenberg et al., 1998).

In response to the need for a set of comprehensive training guidelines, Borders et al. (1991) incorporated a set of standards, which were developed by a subcommittee of the ACES Supervision Interest Network, in developing a curriculum which included skills and techniques. This was a pivotal guide written as the authors were able to demonstrate the value of lab experiences and supervised practica (Borders et al., 1991; Stoltenberg et al., 1998). Borders et al. (1991) built the experiential learning objectives to fit CACREP-approved programs, and subsequently, others have either been in agreement of the outline (CACREP, 2009; Falender et al., 2004), re-written components to reduce complexity (Russell & Petrie, 2004), or modified the curriculum by adding experiential components to address the importance of diversity (Falender et al., 2004).

For schools that are CACREP Accredited or are attempting to become accredited, CACREP's Standards (2009) list two skills requirements of their counselor education and supervision programs; demonstration and application of clinical supervision theory, as well as the ability to develop and demonstrate a personal style of supervision. Additionally, ACES (2011) developed a section in its compilation of best practices of supervisors specifically for the preparation of supervisors. Within this section, ACES mentioned various items which are accomplished with skills-based, experiential training. Of these training standards, ACES (2011) mentioned: including appropriate application of teaching, counseling, and consulting skills in supervision; emphasizing the supervisory relationship as the primary vehicle for learning in supervision; as a result of experience, the ability to articulate a personal philosophy of supervision; emphasizing role modeling for the supervisee in all his or her interactions with the supervisee; emphasizing the management of the balance of challenge and support offered to the supervisee; the recognition of the need for different approaches or types of supervision based on the setting (e.g., agencies, schools). In addition, the supervisor's training should include supervision of the SITs, based in some form of direct observation of his or her work with supervisees (ACES, 2011). Therefore, experiencing the supervisory relationship and demonstrating appropriate skills is a significant component to supervision training.

Supervising Supervisors

For a SIT, experiencing supervision for oneself is a fundamental part of becoming a competent supervisor, and has increasingly gained ground as a valid professional service (Hawkins & Sohut, 2000; Stoltenberg et al., 1998; Watkins, 2010). Supervision for supervisors occurs throughout the supervisor's training and can also last into an

individual's career as a licensed practitioner who is also providing supervision (Ellis & Douce, 1994). The structure and specifics of the practice is still limited through the literature (Watkins, 2010). Supervision is typically included in the experiential, or skills based component of supervision training programs, and can be a course requirement (Ellis & Douce, 1994).

More details will be discussed below regarding the stages of supervisor development from the framework of specific theories. At this point however, it is worth discussing a general idea of supervision of SITs. There is limited literature with descriptive information regarding the components of supervised supervision (Watkins, 2010). However, there is a strong source of literature on techniques or styles used in the supervision of SITs, including various strategies and interventions. Videotape reviews (Wilcoxon, 1992), are used similarly to how they are used with counselor-trainees and their clients, to assist and strengthen the SIT by experiencing self-discovery, confrontation, and changes that occur by viewing the supervision session. A technique used with videotape or audiotape reviews is Interpersonal Process Recall (IPR) (Bernard, 1989; Kagan, 1980), which is where a SIT is encouraged to verbalize his or her thoughts during their own supervision while watching or listening to the tape of the SITs supervision with the counselor. The supervisor of the SIT will often ask for discussion regarding the SITs thought process during the supervision session with the counselor. Group supervision (Ellis & Douce, 1994) is less of a technique and more of a style of supervising supervisors which elicits supervisor issues, group process issues, and counselor-supervisor process issues, adding depth to the experience of supervision of SITs. Live supervision (Constantine, Piercy, & Sprenkle, 1984) can be done by utilizing a

bug-in-the-ear device or using a one-way-phone-call into the room in which the supervision is taking place. The SITs supervisor has the choice to pay attention to the counselor-in-training and the supervisor-in-training and to comment on either of the roles or the dynamics involved in the relationship (Constantine et al., 1984). Role reversal (e.g., Bernard & Goodyear, 2009) is a technique where the SITs supervisor allows the SIT to supervise him or her. Supervision case presentations (Biggs, 1988; Ellis, 1988) allow supervisors the opportunity to consider and reflect on the level of functioning one's counselor trainee owns by forming observations and judgments, describing the counseling relationship, and subsequently, formulate a treatment plan to promote growth in the counselor-in-training or explore alternate ways of thinking and relating to his or her clients. Assigning and discussing relevant literature is another intervention used to address the SITs continued development (Ellis and Douce, 1994). An intervention that focusses on the process of the supervision of SITs is Ekstein and Wallerstein's (1972) dynamic of parallel process, which is used in supervision as a natural extension of transference, countertransference, projection and unconscious behavior. Parallel process in the supervision of SITs occurs when SITs unconsciously present themselves to their supervisors in the same way the counselor-trainee presents to the SIT (Friedlander, Siegel, & Brenock, 1989). By labeling the pattern that is being repeated, the supervisor can focus on the interpersonal process between the counselor and client as well as assist in identifying transference, countertransference, and mutual projections so that a resolution of the impasse in the counseling relationship may take place (Ellis & Douce, 1994; Watkins, 1994a).

The role of evaluating the SIT in the supervision relationship is another technique or strategy of significance (Bernard & Goodyear, 2009). The evaluation of the SIT by his or her supervisee provides ample opportunity to reflect on feedback they have received from their supervisor, and utilize that experience in providing feedback to their supervisee (Bernard & Goodyear, 2009).

Cognitive restructuring tools (e.g., critical incident recognition) used in courses with experiential components are a technique that could be utilized to increase reflection in supervision of SITs (Fitch & Marshall, 2002). Important components of supervisor development is the awareness of growth in one's motivation for becoming a supervisor, openness to the supervisory experience, capacity and ability to be reflective, and following through with a plan while remaining flexible (Watkins, 2012b). The critical incident technique (Flanagan, 1954) is a way to "collect direct observation of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles" (p. 327). Following initial instruction, whereby SITs are taught the defined critical incident criteria, the technique focuses on recognizing and collecting observed incidents which hold special significance to the participants (Flanagan, 1954). The identification of specific impediments to supervisor growth could lead to both an identification of critical incidents that facilitate supervisor competency growth, as well as the cognitive ability to self-reflect and self-experience the supervisory process (Watkins 1995b, 2012b).

Supervision training comprised of didactic training and experiential training, which included supervision of SITs, has become necessary for SITs. Significant literature, which illustrated the competencies, as well as particular standards, and

evolving credentialing agencies within the counselor supervision field, has been highlighted above. Ideally, supervisor development and training would be a lifelong, active education process for committed supervision professionals, who are excited about continued growth in competency (Watkins, 2012b). Supervisory growth occurs successfully when ongoing deliberate efforts are made to challenge and cultivate supervision skills over time (Watkins, 2012b), which illustrates the necessity to continuously engage study on training methods. When SITs are not subjected to intentional efforts, they risk becoming complacent and this is contradictory to the very essence of supervisor development (Watkins, 2012b). As supervisor training evolves, the experiences of SITs should be examined to better integrate supervision training to fit the needs of the developing SITs. Theoretical frameworks or models proposing supervisor development are quickly aging and are rarely tested to explore the nature of supervisor development.

Models of Supervisor Development

To become a supervisor is one additional step in professional development that involves substantial shifts in identity, comparable to the shift one experiences when becoming a counselor (Bernard & Goodyear, 2009; Shecter, 1990). The process of shifting a supervisor's role or professional identity is not a one-time event; rather it unfolds and develops as one gains experience (Bernard & Goodyear, 2009). Because the supervisor plays such a substantive role in the supervisory process, affecting all aspects of supervisee learning and growth, and in turn, affecting client learning and growth, understanding supervisor development is of considerable importance (Watkins, 2012b).

Supervisor development models were products of the 1980s and 1990s (Watkins, 2012b). The number of developmental models proposed about the supervisor, explaining the processes the supervisors pass through while becoming a supervisor, is limited (Watkins, 1990, 1993, 1994a, 2010). Worthington (1987) determined from his review of the literature that empirical research on ways that supervisors change with experience was “at a rudimentary level” and this research focus was not a popular choice among researchers (p. 206). Because of this, there was a lack of understanding of how supervisors’ competency might develop as they gain experience (Bernard & Goodyear, 2009). Few models of supervisor development have been proposed and these models have historically been adapted from counselor development models (Bernard & Goodyear, 2009). In addition, there are considerable differences in what is considered a developmental model. For example, Alonso’s (1983) model is sometimes included as one of the earliest supervisor development models (e.g., Bernard & Goodyear, 2009; Watkins, 2010, 2012b) and sometimes not mentioned in articles examining early supervisor development models (e.g., Watkins, 1990, 1994a, 1994b, 1995c, 1995d; Watkins, Schneider, Haynes, & Nieberding, 1995).

Alonso’s Model

Alonso’s (1983, 1985) model is unique in that it encompassed the person’s entire professional life as a supervisor, as opposed to other models suggesting three of four stages that might all be experienced in less than 10 years (Bernard & Goodyear, 2009). Alonso’s (1983, 1985) model addressed issues that came about in three distinct phases of a supervisor’s career: novice, mid-career, and late-career. Because of the current focus of this study, discussion will only include the key characteristics of the novice supervisor.

Alonso (1983, 1985) proposed one of the earliest models, influenced by psychodynamic and life-span developmental perspectives. Three themes characterized each of her developmental stages, which included: the development of a sense of self and identity; the interpersonal relationship between the supervisor and therapist-in-training; and the negotiation and maintenance of a healthy relationship between the supervisor and the administrative structure within which the supervisor works (Alonso, 1985).

Alonso's (1983, 1985) developmental model grew out of a desire to explore the supervision ethos. The model explained a psychological and interpersonal framework by which the professional would take shape. One's "need to supervise emerges from the impulses that are relevant to our adult developmental stage at any given point in time" (Alonso, 1983, p. 24). In addition, the supervisor's motivations, while personal and unique to the individual, are also tied together or influenced by similar dynamics within groups of people at certain ages, or at different points in life.

Alonso's (1983, 1985) model did not include stage-development-progression markers, making the model more abstract than subsequent models (e.g., Hess, 1986, 1987; Rodenhauser, 1994, 1997; Stoltenberg et al., 1998; Watkins, 1990, 1993). There was considerable attention devoted to articulating the value of constructing a supervisor development model throughout the course of a career:

The value of developing a model of supervisor development is in the predictability of the course of development of a career, to anticipate changes over time and therefore, to be in a position to train and support those entering the supervision career, while at the same time, assisting in resolving or repairing dysfunctional crises in a supervisor's work (Alonso, 1983, p. 27).

Perhaps as valuable as Alonso's (1983) normative progressions, was the explicit references of common motivations for supervisors to desire the supervisor role. Motivators such as status and prestige, authority, power, and control were labeled as dangerous motivators. Motivators such as belonging to a fraternity of acknowledged experts, peer contact and intellectual stimulation to positively impact loneliness in the field is described not as benefits, but as inevitable parts of the supervisory job (Alonso, 1983). Additional motivators included healthy narcissistic desires, such as the desire to be "loved, admired, sought after, validated, and even feared" (Alonso, 1983, p. 28). Finally, the joy, excitement, and fun of organizing a counselor-in-training's chaos, watching their excitement and sharing in emotional growth, is satisfying when the supervisor is able to observe an individual move from student to colleague (Alonso, 1983). Alonso (1983) expressed that beneath the ability to experience the transformation of counselors-in-training is the benefit of being able to work with people in the realms of conscious, cognitive, or advanced levels of communication with an individual, which is not always the case prior to transitioning in roles from a counselor to a supervisor.

Self and identity. Alonso (1983, 1985) characterized development among three themes. During the novice stage, the SIT developed his or her identity through conscious reworking of their self-image (Alonso, 1983, 1985). In this, the SIT may feel confusion towards the ill-defined supervisory role, bringing about conflicting desires to either be a supervisor or a friend to the supervisee, resulting in a lack of confidence in how to balance the emotions (Alonso, 1985). The SIT may also struggle with anxiety around their need for validation, approval, and role models, which Alonso categorized as "narcissistic developmental needs" (p. 30). Supervisor trainers must recognize the

parallel process of needs within the counselor-in-training, the SIT and the supervisor of the SIT (Alonso, 1983). There was the potential for SITs to become rigid with the supervisee, attempting to be seen as competent and consistent, recalling their own supervisors and emulating them which, hopefully, produced a sense of self as a supervisor (Alonso, 1983, 1985). Regarding their own supervisors, novice supervisors remember benevolent times as well as times where their esteem was hurt, which may influence their own perception of an idealized supervisor; the SITs aspiration and striving for excellence (Alonso, 1983, 1985).

Supervisor-therapist relationship. The second theme of supervisor development involved the supervisor's interpersonal strengths and needs, or the give and take in the supervisory relationship with the supervisee (Alonso, 1983). This dynamic was discussed by explaining ways in which both members of the relationship cooperate and compete with each other. Alonso (1983, 1985) compared the relationship to a sibling dynamic, where the SIT remembers what it felt like to be in the supervisee's seat, while issues relating to competing with their supervisee are still relevant, and trusting the supervisee seems to be very distant. Both members of the relationship struggle with self-centered, narcissistic tasks which are necessary and normal for their relative age and status; however, it illustrates the complexity involved in the SITs ability to put the supervisee's needs ahead of their own, potentially creating a focus geared towards suggesting the use of better, more intelligent methods of treating the client (Alonso, 1985). If the supervisee resists their supervisor's concrete suggestions, a SIT without a large repertoire and firm motivation to do the supervisor job well, may demand all the more, developing a relationship dynamic that is less than ideal (Alonso, 1985). Opposite of this, the SIT may

empathize with the supervisee; however, if it does not supply the supervisee with enough pragmatic suggestions, the supervisor may lose authority with the supervisee (Alonso, 1985).

The SIT may feel more secure as time goes on, which may create an encouraging competitive climate that is safe and conducive to each member becoming more confident in their mutual roles; however, if the supervisee proves to be much less competent, there may be the threat of failure on the part of the SIT (Alonso, 1985). Additionally, levels of intimacy impact the interpersonal relationship as the supervision stage facilitates closeness between the two parties; in this pairing, fantasies of sexual intimacy may emerge, but if acted out, they would most likely threaten supervision and the supervisee's clinical development (Alonso, 1985). As intimacy is held in perspective, it can allow for an affectionate working relationship between the SIT and supervisee (Alonso, 1985).

Supervisor and the administration. The third theme of supervisor development is in relation to the institutional structure in charge of the SIT (Alonso, 1983, 1985). Alonso indicated that these institutional structures often are responsible for training beginning counselors and are responsible to certify them as competent to meet certain ethical and clinical standards (1983, 1985). Supervisors are essentially administrators in the system. In addition, the institution also affects the supervisor in the authority he or she holds over the supervisee, such as the SITs desire to be recognized by the institution as a non-student, which may develop into a more rigorous or harsh stance toward the supervisee, in order to be identified with authority (Alonso, 1983, 1985). Opposite of this, the SIT may over-identify with the student after having their own negative experiences as

a supervisee, and see their supervisee as “at the mercy of the victimizing power structure” (Alonso, 1983, p. 32).

Alonso (1983) discussed supervisory impasse from the perspective of certain developmental factors within the SIT that may contribute to it. The five headings to which impasse can be influenced by the supervisor’s development are: (1) the supervisor’s need to be loved and admired; (2) the supervisor’s discomfort with competition; (3) the supervisor’s object hunger and personal loneliness; (4) unresolved stresses between the supervisor and former supervisors; and (5) unresolved tensions between the supervisor and the training institution (Alonso, 1983, p. 34).

Alonso’s (1983, 1985) model was one of the earliest attempts to explicitly name and describe the process supervisors had gone, or were going through. Subsequent models were more systematic and linear, describing a relatively shorter amount of a supervisor’s development in more detail.

Hess’s Model

Hess (1986, 1987) developed his theory during a time in which Holloway (1987) suggested that “developmental models of supervision have become the zeitgeist of supervision thinking” (p. 209). Hess considered what the supervision models suggested supervisors-in-training might need and believed that developing a theory of supervision development was important, but “such a theory may best be generated by first examining student or trainee needs” (p. 53). From the belief that discovering trainee’s needs would allow for a sound theory of supervision development to be created, Hess (1986) developed a three stage model of supervisor development which he viewed as “more heuristic rather than necessarily epigenetic” (p.59).

The first stage of Hess' (1986) supervisor development model described SITs experiencing role status changes from supervisee to supervisor and from peer relationships with fellow students to friendly relationships with experienced clinicians. The change in reference groups brought about pressure and self-consciousness for which the SIT would likely compensate by articulating a concrete structure with his or her supervisee, or focus on the client and teach the supervisee firm techniques. This may be because of the novice supervisor's unawareness of techniques of supervision and the structuring of supervision. Another form of compensation occurred when the SIT began relying on therapy techniques and occasionally, his or her own therapy model as a supervision model (Hess, 1986).

The second stage, the exploration stage, developed as a SIT gained experience and grew in competence and confidence, as well as an internal belief in the professional value of the intervention of supervision (Bernard & Goodyear, 2009). When a supervisor was able to informally assess the impact of the supervision session, as well as recognize his or her impact on the supervisee's learning, leading towards modifying their approach to benefit the supervisee, the SIT had then reached the second of three stages (Hess, 1986, 1987). Hess (1987) explained that the priority level of the supervisor is also an indication of the value he or she places in the professional activity which, in this exploration phase, is marked by regularly scheduled sessions, not deterring the scheduled sessions for other commitments, and giving the supervisee attention and interest. In addition, the exploration phase is marked by a shift from the centering of supervision on formal power, to informal power, and the student learning that needs take priority (Hess, 1986, 1987). In this stage, supervisors aren't feeling the need to impress the supervisee

and instead, focus on clinical issues in the case presented, or areas where the supervisee chooses to work (Hess, 1986, 1987). Another symbol of growth in the exploration stage is demonstrated by the supervisor's interest in literature, and professional development opportunities indicating a motivation for growing their professional identity as a supervisor (Hess, 1986, 1987).

Potential problems may arise in this stage, which includes the supervisor using the time to proselytize a specific technique or theory; or the supervisor erroneously using this time to conduct psychotherapy on the supervisee, by exploring areas unrelated to the supervisee's clients (Hess, 1987). In these instances, the supervisee is likely to show resistance through typical behavior such as scheduling problems, lack of preparedness, ambushing the supervisor with examples that contradict the advice offered earlier, and remaining off-task in dialogue throughout the session (Hess, 1986).

In Hess' (1986, 1987) final stage of supervisor development, the confirmation of the supervisor's identity is characterized by an excitement for supervision on the part of both the supervisee and the supervisor. The supervisor is gratified by their supervisees' success, which facilitates less dependency on receiving validation from others (Bernard & Goodyear, 2009). This is also displayed in less concern for degree or licensing requirements and more excitement with learning, promoting growth and change, achieving intimate involvement in client's lives, and feeling respected professionally (Hess, 1987). A supervisor's professional identity continued to develop from the previous stage's initial interest in supervision literature and opportunities for professional development, to a strongly established, consolidated sense of identity as a supervisor (Hess, 1986).

Hess (1986, 1987) shared a good amount of information regarding assessment in this final stage of supervisor development. Although assessment can be a detriment to inspiring trust and confidence in the relationship, evaluation is a necessary component of any supervision experience and is required by a variety of accrediting bodies and university programs, which demonstrates the necessity to discuss the information with the supervisee prior to the relationship (Hess, 1987). By minimizing the assessment component, Hess (1986) only reported general progress or lack of progress for semi-annual student evaluations, explaining the value of confidentiality in the building of a supervision relationship. Hess (1986, 1987) also explained the awareness of reporting a supervisee's unethical or illegal conduct if it occurred, and highlighted the supervisor's willingness to evaluate in an ongoing way throughout the sessions.

Rodenhauser's Model

Rodenhauser (1994, 1997) believed the need for systematic training of supervisors was continuously increasing and most models of supervision focused on supervisee development while neglecting developmental issues concerning the other members in the supervisory triangle. In Rodenhauser's supervisor development theory, a dynamic formulation of psychotherapy supervision, based on developmental stages of the supervisor would result in a better understanding of the instructional process and subsequently, changes in program structure (1994). He believed supervisor development could be characterized as a four-step process which included: emulation of former supervisors through the personal search for structure; conceptualization of the methods of supervision to maintain guidelines, structure and a systematic approach; incorporating a personal style and witnessing its impact on the supervisees' learning, which directs the

SITs awareness of differences and uniqueness of the supervisee, as well as the importance of the relationship; and the consolidation of knowledge and experience into a predictable and workable instructional model (Rodenhauser, 1994).

New supervisors might regress or remain stagnant in earlier stages in response to supervisees' incompetence (Rodenhauser, 1994). This could be observed by the SIT being over supportive or over analytic with the supervisee. New supervisors might not be experienced clinically, having learned few methodologies regarding the supervisory process (Rodenhauser, 1997). Because of this, and also because of the usual closeness in age between the SIT and supervisee, there may be a tendency for competition to arise (Rodenhauser, 1997). This process could be enhanced by a supervisor's feelings of inadequacy and uncertainty about his or her identity (Rodenhauser, 1997). Administrative issues such as evaluations may also be a source of anxiety for new supervisors, as they may be particularly reluctant to submit negative evaluations (Rodenhauser, 1997).

In terms of stages, Rodenhauser (1994) observed new supervisors emulating their previous role models as a primary basis for new supervisors' survival, and labeled this as the emulation stage. This established a foundation upon which a SIT would begin building a professional identity and competence (Bernard & Goodyear, 2009).

In the second stage, SITs tended to ask questions about methods of supervision and as the SITs approached limits of the emulation; they began searching for their own methods and guidelines to structure their teaching, typically with peer discussions, in the conceptualization stage (Rodenhauser, 1997). Rodenhauser (1994) was sure to mention the benefit of the peer discussion as a key component to establishing alliances that reduced supervisors' likelihood of over identifying with their supervisee.

The third stage involved SITs incorporating or combining an increasing awareness of the importance of the supervisory relationship (Rodenhauser, 1994). As the awareness of the relationship grew, the supervisor began recognizing the potential impact their personal style may have on their supervisee and, ultimately, through the connection with the supervisee, with the supervisee-client relationship (Rodenhauser, 1994). This stage also incorporated the heightened awareness of individual differences, including gender, race, culture or lifestyle, which affected the supervisory triad (Rodenhauser, 1994). Previous and new knowledge of human behavior, including the growing recognition of parallel process, were elevated to the supervisory level of experience (Rodenhauser, 1994).

In the final stage, the consolidation stage, supervisors brought together their learning and experience which was evidenced by different aspects, including the ability to utilize countertransference and parallel process (Rodenhauser, 1994). In the consolidation stage, the supervisor was able to naturally gauge the interpersonal dynamics between the supervisee and himself or herself, while allowing the supervisee's privacy needs, yet still understanding the cues enough to approach instructional themes for the benefit of the supervisee (Rodenhauser, 1994).

Stoltenberg et al.'s Model

Stoltenberg et al.'s (1998) interest in addressing the development of supervisors came about as they recognized the process of supervision as perhaps the most important activity involved in the psychotherapeutic profession. The power and influence supervised training has on developing counselor competency and application of their education caused the authors to explore the development of those supplying the

supervision. Stoltenberg et al. (1998) suggested that supervisors move through stages similar to what counselors experience in their counselor development model. The construct of development and its relation to the supervisor's growth is meant to be placed aside potential types of experiences necessary for training effective supervisors in various applied training settings (Stoltenberg et al., 1998).

The supervisor development model created by Stoltenberg et al. (1998) began with the assumption that the greater role flexibility required to meet the training environment needs of supervisees distinguished more advanced supervisors from others. Progression through the supervisor levels assumed prior progression through the levels of therapist development, as it seemed impossible to be a level three supervisor while still functioning as a level one therapist (Stoltenberg et al., 1998). Supervisors at an introductory level one, tended to be either highly anxious or somewhat naïve, and focused on facilitating supervision in the correct way, which came across as mechanistic and perpetuated an expert-type role with the supervisee (Stoltenberg et al., 1998). They relied heavily on memories of their own supervisors and were generally more aware of their own reactions than those of their supervisees (Stoltenberg et al., 1998). The relationship included moderate to high structure focused on the nurturance and success of their supervisees, which might involve attempts to get the supervisee to adopt their own therapeutic orientation (Stoltenberg et al., 1998). Level one supervisors may seem uncomfortable and anxious about providing feedback and potentially may avoid this or be overtly positive or vague in initial face-to-face evaluations; which may lead to the desire to follow a structured format, such as checklists, in providing required feedback (Stoltenberg et al., 1998).

Level two supervisors resembled Stoltenberg et al.'s (1998) level two therapists in confusion and conflict. Supervisors were able to see the process of supervision as more complex and multidimensional, which resulted in fluctuation of motivation, especially where the supervision role is not particularly valued. Level two supervisors may over focus on the supervisee, losing objectivity, diminishing the capacity to provide necessary confrontation and guidance. In a similar way, level two supervisors may become angry or frustrated with their supervisee, which pointed toward the supervisor's confusion and fluctuation of motivation. Results of the supervisor's frustration could potentially have been seen in obvious ways like experiencing difficulties arranging supervision sessions, evaluations and feedback focusing in on supervisees' global deficits and perceptions that the supervisee was unable or resisted implementing supervisor feedback or other behaviors which would communicate a lack of investment by the supervisor. In the relationship between the SIT and his or her training institution, the SIT might attempt to assert his or her independence and occasionally lapse into dependency on trusted colleagues or a trusted supervisor. Level two tended to be brief for most supervisors, but for those who do not make the transition in a short period of time, results may include withdrawing from the supervisory role, or taking on the reputation of not being very motivated or invested in the supervisory task, possibly resulting in a lack of opportunity to supervise willing supervisees. Another risk may be for supervisors lingering in level two to deal with their frustration by engaging in counseling with their supervisees, which is not ethical and is not likely to end positively (Stoltenberg et al., 1998).

Level three had two sub levels being level three and level three integrated (Stoltenberg et al., 1998). It was Stoltenberg et al.'s (1998) experience that the majority

of SITs go on to become motivationally stable and consistent level three supervisors, interested in improving his or her performance, while viewing supervision as a valuable activity. Level three supervisors were functionally autonomous, but could seek consultation when needed, and were both aware of the trainee and of self, and able to balance personal needs with the needs of the trainee. In terms of self-awareness, the level three supervisor would be able to honestly assess his or her strengths and weaknesses as a supervisor and would express clear preferences for types of supervisees with whom he or she may work well. Regarding evaluation and feedback, the level three supervisor would be comfortable with evaluation, making thorough attempts at providing an honest assessment of strengths and limitations of their supervisees. In the integrated level of the level three supervisor, mastery of the supervisory realm was described by an ability to work equally well with supervisees at any level, including reduced preferences with whom they supervise. Level three integrated supervisors were able to assess and monitor supervisee development across all levels and could move across domains in supervision, and supervision relationships with assorted supervisees (Stoltenberg et al., 1998).

Watkins's Model

Watkins' Supervisor Complexity Model (SCM) (1993) was developed based on his previous attempt at constructing a supervisor development model (1990) as well as Hogan's (1964) model. Additionally, Watkins advocated the usefulness of the study of supervisor development as one of the most important, yet one of the most neglected areas in the supervision literature (1994a, 1994b, 1995c, 1995d, 1999, 2010). The SCM (1993) addressed some of the different stages beginning supervisors may go through, and subsequent changes likely to be seen in those stages. The changes involved greater

elaborations, refinements, and consistency in SITs level of awareness, identity status, theoretical style, affective experience, supervisory behaviors, beliefs about competence, efficacy, and professionalism, and self-understanding, among other areas (Watkins, 1993).

Watkins (1990, 1993) pointed out that the model was meant to be a linear, developmental progression model through which beginning supervisors would generally pass; however, because of inconsistencies in supervision programs, specifically the lack of all institutions requiring SITs to be supervised, the model may be limited.

Additionally, throughout each stage, the SIT would progress through stage specific developmental issues, personality factors, specific training direction and instruction, role experiences, and environmental supports (i.e., peer SIT, supervisors, instructors, experienced supervisor colleagues) (Watkins, 1993).

Watkins' (1990, 1993) first stage, role shock, coincided with general imposter phenomenon, which produced a SIT who was very aware of their weaknesses and lacked confidence due to a lack of role structure. Often, a SIT would feel young, inexperienced, overwhelmed, anxious and unprepared. He or she lacked awareness of supervisory strengths, motivation for supervising, or their current impact on their supervisees. The SIT would not have a good deal of awareness of their supervisory style or theory. They might identify more as actors pretending, rather than professionals practicing a specific craft. Because of their feelings of inadequacies, SITs might be more hypersensitive to comments of their performance, and specifically those that reinforce the low opinion of themselves. Watkins (1990) explained that the SITs responsive behavior is superficial in nature, and is either retreating to protect themselves or attacking by overemphasizing the

significance of rules and procedures, while minimizing the process aspects of the supervision relationship. Therefore, in order to support themselves, SITs look to others for help and direction, including new colleagues, possibly going through the same stages of supervisor development, or experienced supervision colleagues (Watkins, 1990, 1993).

In Watkins' (1990) second stage of supervisor development, recovery and transition occurred, whereby the SIT recovered from the initial shock, gaining perspective on his or her new role and recognition of some of his or her own strengths and abilities. The SIT had less generalized questioning of their motivation and potential. Anxiety still existed, and the SIT could be easily shaken when confronted with supervisory problems; however, it appeared less intense and persistent (Watkins 1990). SITs in stage two were still limited in their recognition of behaviors, thoughts and principles which characterized their specific practice; however, they began reflecting on personal paradigms of supervision theory, which enabled the SIT to form an elementary identity core that assisted in reducing the need to rely on others for guidance (Watkins, 1990, 1993). SITs began taking some risks and asserting themselves in very selective moments, but the risk was still great and SITs often vacillated between highs and lows in their judgment of the supervision performance (Watkins, 1990, 1993). For the relationship, SITs softened their approach and began focusing on growing closer to their supervisees (Watkins, 1990, 1993).

Watkins'(1990, 1993) third stage, role consolidation, was marked by a perfecting of their craft by gaining a broader perspective on supervision, as well as growing a more consistent way of being in supervision. As SITs began consolidating their supervisory roles, a more realistic and accurate awareness of the parties involved in the supervision

dynamic led to more confidence in one's abilities and skills. At this stage, the confidence was not easily shaken when confronted with supervisory problems due to the self-awareness of strengths, weaknesses, motivation, and positive impact on their supervisees (Watkins, 1990). SITs became more consistent with defining their personal theory of supervision, as it took a more solid form compared to the previous stage (Watkins, 1990, 1993). Their professional identity solidified, as they considered themselves a "supervisor," and grew in self-sufficiency, while utilizing colleagues when needed (Watkins, 1990, 1993). Stage three SITs were better able to work with process components, transference and countertransference, and were more driven by the needs of their supervisee and their supervisees' clients rather than their own narcissistic drives (Watkins, 1990, 1993).

Watkins' (1990) final stage, role mastery, was demonstrated by a consistent, solid sense of confidence, abilities and skills, while handling problems that arose in supervision appropriately. Perhaps the word that Watkins (1990, 1993) used more than any other in the fourth stage of supervisor development was consistency. Watkins (1990, 1993) referred to consistency in the supervisor's awareness of his or her strengths, weaknesses and impact on the supervisee, his or her supervisory style and theoretical philosophy, as well as the professional identity and firmly established image the supervisor maintained as an effective professional. The SITs behavior in stage four was effective, competent, and professionally consistent; while their style was displayed by their highly meaningful, personalized practice of supervision, integrated into his or her professional identity and could be seen through the SITs self-reliance and confidence relating to their effectiveness (Watkins, 1990, 1993). Mistakes were seen as inevitable

human occurrences that, though they may not like them, they were understood as part of the reality that they are not perfect (Watkins, 1990). As compared to the previous level, the SIT identifies as not only “supervisor” but “I am an effective, professionally responsible supervisor” (Watkins, 1990, p. 558).

Models of supervisor development began being developed in the 1980s and 1990s (Bernard & Goodyear, 2009; Watkins, 2012b). The theories evolved minimally, and research on supervisor development did not increase in popularity (Bernard & Goodyear, 2009; Watkins, 2012b). The models and theories discussed above are, for the most part, conceptual and the referenced authors produced almost no subsequent research on their theories (Watkins, 2012b). Subsequent studies have typically come from dissertation contributions, rarely following-up with future studies; and the few non-dissertation studies completed have not produced follow-up studies either (Watkins, 2012).

Subsequent Research on Supervisor Development Models

The original models mentioned above, all appear to still hold relevance, but the focus of supervisor development research has not exclusively been in testing, expanding, or clarifying the previously mentioned models of supervisor development set forth in the 1980s and 1990s; rather it has been in producing instructive insights that may or may not be able to be placed in early models (Watkins, 2012b). Survey methods of supervisor perceptions have been the most popular recent ways to study specific insights to supervisor development (Watkins, 2012b). However, a shift in the research has taken place from quantitative and mixed method research designs, focused on supervisor perceptions, to more qualitative designs focused on supervisor experiences.

Pelling's Study. Of notable quantitative studies, Pelling (2008) conducted a study looking at Association for Counselor Education and Supervision (ACES) members, with the majority of participants being post-doctorate supervisors. Pelling utilized the Psychotherapy Supervisor Development Scale (PSDS) (Watkins et al., 1995) by inquiring about the supervisor's supervisory experience, counseling experience, and training in supervision (2008). While Pelling reported significant limitations, the study explained that experience providing supervision and supervisor training were the best predictors of supervisor development (2008).

Baker et al.'s Study. In a mixed-method study, Baker et al. (2002) specifically looking at Watkins' SCM (1994b), and specifically the PSDS (Watkins et al., 1995). The study utilized a retrospective interview of the participants employing five structured interview questions based on Watkins' (1994b) SCM, producing qualitative data which the authors labeled, "less conclusive regarding... aspects of the SCM." (p. 28). The study tracked students across one semester and administered the PSDS (Watkins et al., 1995) at the beginning, middle, and end of the semester and conducted the previously mentioned interviews (Baker et al., 2002). The study found the supervisor development of the practicum-students increased significantly across the semester and the students' development was significantly greater than non-practicum students (Baker et al., 2002).

Ybrandt and Armelius' Study. In perhaps the lengthiest conducted study to date, Ybrandt and Armelius (2009) collected self-report measurements of the Swedish Structural Analysis of Social Behavior (SSASB) (Benjamin, 1974) from nine supervisor trainees, through three semesters of a postgraduate supervisor and teacher training program at Swedish University. Participants answered the SSASB (Benjamin, 1974)

before training, after training, and at a four-month follow-up (Ybrandt & Armelius, 2009). Ybrandt and Armelius found that supervisor trainees' self-image changed over the course of supervisor training, reflecting more autonomy and positive self-acceptance; additionally, there were gains made in-between the second collection time (i.e., after training) and the four-month follow-up (2009). This study assisted in transitioning the focus from testing previous models to researching supervisor's experience.

Majcher and Daniluk's Study. As the research shift towards qualitative methods focused on experiences continued, Majcher and Daniluk (2009) led a phenomenological qualitative study, taking place over eight months, in which they conducted a one, to two-hour individual interview with six doctoral students at three different points throughout the eight month supervisor training course, composed of didactic and experiential course components. Majcher and Daniluk sought to answer the question of how SITs experienced the process of becoming clinical supervisors. They discovered a relationship dimension, whereby the participants spoke about safe, trusting, and respectful relationships as a central component for developing personal and professional development, throughout the study (Majcher & Daniluk, 2009). Otherwise, Majcher and Daniluk recognized common themes developing in each of the selected interview groupings. The results indicated the participants moved from feeling overwhelmed, self-conscious, and anxious towards role-clarity, comfort, competence, and confidence (Majcher & Daniluk, 2009). They chose Loganbill et al's (1982) model of supervision development to reflect the study's themes and findings.

Nelson, Oliver, and Capps' Study. Another qualitative study looking at the process of becoming a supervisor was conducted by Nelson, Oliver, and Capps (2006),

who conducted a grounded theory study from the lens of supervisor training. Thirteen doctoral student participants took part in focus group interviews and individual interviews, over a span of three semesters, and then a follow-up sample, about 18 months later, was conducted with five students who took part in reviewing the thematic results from the initial study. Seven primary research questions asked in interview format at the end of each semester, and the thematic data from the initial study stimulated the focus group interview of the follow-up study. Nelson et al. discovered six themes from the interviews with the SITs regarding the process of becoming a supervisor-in-training: (1) learning, (2) supervisee growth, (3) individual uniqueness, (4) reflection, (5) connections, and (6) putting it all together (2006).

Rapisarda, Desmond, and Nelson's Study. In a qualitative case study design by Rapisarda, Desmond, and Nelson (2011), the researchers conducted two, 45 minute individual interviews with seven participants; once at the mid-point of the semester and once at the end of the semester of a doctoral course in supervision practicum. In the study, the interviews had two overarching questions: (1) how would students describe the transition from supervisee to supervisor, and (2) what challenges or surprises did they find in that transition? (Rapisarda et al., 2011). The researchers attempted to define the process of change from being professionally identified as the supervisee to becoming the supervisor, and the process of change difficulties in the transition (Rapisarda et al., 2011). In their search, Rapisarda et al. discovered two main themes in each of their research questions. In the transition from owning a professional identity as a supervisee to a supervisor, the main themes were (1) establishing a supervisory relationship, and (2) developing a supervisory skill set (Rapisarda et al., 2011). In the difficulties associated

with the transition, the main themes were (1) the challenge of time, and (2) value and appreciation for the craft of supervision (Rapisarda et al., 2011).

Our understanding of the personal developmental experience of the supervisor is still limited (Majcher & Daniluk, 2009; Pelling, 2008), and a more complete understanding of the supervisor is one way to have a better understanding of supervision and supervision training (Watkins, 1995a). In reviewing the research on novice supervisors it is clear that one of the critical elements missing from this research, on developmental models of supervisors, is an understanding of this development from the perspective of the supervisor in training. This coupled with the paucity of research focused on novice supervisor's experiences highlights the need for additional research. Recent quantitative studies have primarily focused on previously developed scales of measuring supervisor development, while recent qualitative studies have moved in the direction of less generalizability and more of the unique experiences in the training process. However, there is a strong need to push the literature base forward. This can be done by exploring the early models and designing studies to validate them (Majcher & Daniluk, 2009; Ybrandt & Armelius, 2009), and it can also be done by focusing on the unique experiences of novice supervisors rather than creating more theories (Watkins, 2012b) or relying on generic stage models that do not yet have a sound research foundation (Gazzola et al., 2013). In either case the goal is to understand how supervisors develop, and with the increased importance of supervision training, it is important to consider the developmental experience through the context of training SITs.

Experiences of SITs

Developmental models have provided an important foundation for understanding the components of supervisory development and training. However, Watkins (2012b) has suggested that many of these models are limited, especially in understanding the experiences of SITs. As the literature has progressed, the need to move beyond the general and imprecise has caused less research to be focused on big picture developmental theories, as this obscures the experiences as students learn and practice as SITs (Gazzola et al., 2013; Nelson et al., 2006; Watkins, 2012b). More recent research has focused on the individual perspective of supervisors (i.e., Gazzola et al., 2013; Hart & Nance, 2003; Majcher & Daniluk, 2009; Nelson et al., 2006; Rapisarda et al., 2011; Ybrandt & Armelius, 2009), which has brought about new, interesting and heuristic insights which may be placed within a stage framework, but are just as meaningful as they stand alone. This perspective can be a highly valuable component of supervisory training. Furthermore, it can provide a foundation for Counselor Educators engaged in this training. There is perhaps no other time in a supervisor's career when their experiences are as impactful as when they are SITs. Coinciding with the shift in research has been the value placed on training supervisors, as research has shown that supervisor training significantly matters in progressing SITs development and competency (Baker et al., 2002; Nelson et al., 2006; Pelling, 2008). Therefore, experiences during the supervisor training process have become valuable in producing information about the development SITs undergo as they encounter training and subsequent shifts in pedagogical considerations because of them. Additional research has looked at the perceptions of SITs in a myriad of contexts, including: the perceptions of doctoral student's training process (Nelson et al., 2006); the reflective transition from supervisee

to supervisor (Rapisarda et al., 2011); the difficulties SITs experienced (Gazzola et al., 2013; Rapisarda et al., 2011); the interpersonal relationship dynamics with his or her supervisee (Giordano, Clarke, & Borders, 2013; Rubin, 1989; Scarborough, Bernard, & Morse, 2006); peer supervision and consultation (Borders, 2012); self-image changes (Ybrandt & Armelius, 2009); supervision style preferences (Borders et al., 2012; Hart & Nance, 2003); and cultural awareness in supervision (Garrett et al., 2001).

Experiences during Training

Several studies have focused on the experiences of novice supervisors during their training, to provide a broader context for understanding their experiences as well as to be integrated into training models. For example, Nelson et al. (2006) studied the perception of the training process by qualitatively exploring the process of training from the lens of SITs. Focus group interviews and individual interviews over three semesters, followed 18 months later by a follow-up sample with five individuals from the original focus group resulted in six themes regarding the process of becoming a supervisor. The focus groups interviews involved discussions loosely centered around (1) the way the students conceptualized supervision training at the start of the semester, (2) the students perception of the experience, (3) the unfolding of the process, (4) the way the student's conceptualization changed through the semester, (5) specific shifts in the student's understanding of the supervision process, (6) a broad awareness of diversity, (7) how the process assisted in developing supervisory skills, and (8) the most helpful part of supervisor development. The themes brought up by the participants during the discussions included: learning, supervisee growth, individual uniqueness, reflection, connections, and putting it all together. Learning took into account the academic aspect

of training, experiential learning, and the watching aspect of learning, as well as the combination of all three aspects of learning. Supervisee growth related to their counselor-in-training showing real change and maturity through the process of supervision sessions. Reflection was in reference to “the process of thinking about one’s experience in order to arrive at an understanding of that experience” (p. 25). Specific reflective themes identified by the SITs were aspects of the self, awareness about the process, and clarification of his or her self and opinions. The connections theme referred to the relationships developed and contacts made with professional organizations, supervisees, peers, professors and supervisors. Additionally, the participants mentioned the complexity of relationships within the supervision training process, specifically the ambiguity in power between all the members involved in the supervision process. Nelson et al. also identified a theme related to the ability to integrate all these dynamics. Specifically, this related to the SITs putting all of their experiences together to form a more complete, complex understanding of what supervision is. The SITs appreciated the experience, and remarked how they would not have learned all they did by simply attending class (Nelson et al., 2006). This study encouraged more research focused on the experience of SITs as they develop rather than reducing SITs to a systematic developmental sequence.

In a similar study, Rapisarda et al. (2011) led a collective case study with seven participants attempting to understand two questions: (1) how would students describe the transition from supervisee to supervisor, and (2) what challenges or surprises did they find in that transition? The study attempted to define the process of change from being professionally identified as the supervisee to becoming the supervisor, the process of

change difficulties in the transition, and what was helpful during the transition. Rapisarda et al. discovered two main themes in each respective research question. The results of the study demonstrated that the students described the transition from supervisee to supervisor through (1) establishing a supervisory relationship, and (2) developing a supervisory skill set. The participants also identified difficulties associated with the transition, which included (1) the challenge of time, and (2) value and appreciation for the craft of supervision. Rapisarda et al. suggested that the study provided a foundation for increasing awareness and understanding of how doctoral students are experiencing the developmental process of becoming a supervisor (2011).

Professional Relationship Dynamics. Another aspect of a SITs experiences to be studied has been the professional relationship dynamics (Giordano et al., 2013; Rubin, 1989; Scarborough et al., 2006). Rubin (1989) discussed the experiences of supervisor's anxiety as they encounter the training experience. Utilizing fictional case studies, Rubin (1989) wrote examples to illustrate potential perceptions of anxiety throughout SITs new encounters in training. A special circumstance strictly experienced in the supervision training process is the role conflict that tends to occur between SITs and their supervisees as part of the experiential component of training (Scarborough et al., 2006). Scarborough et al. (2006) looked at the professional literature on multiple relationship and boundary issues within counselor preparation programs, and concluded that the boundary issues between SITs and their supervisees as well as the authority placed on them by their professors is not addressed in research. The research is non-existent in addressing the multiple relationships between SITs in training programs and master's students. These two groups are often blended, only to require SITs to supervise what may, in some

instances, be their classmate (Scarborough et al., 2006). The unique aspect of being in a role of authority, while not yet being the authority, places multiple role-conflicts on SITs that impacts the experience of SITs and their development. Giordano et al. (2013) focused on the SITs perceptions of parallel process occurring within the supervisory relationship. Supervisors experience the parallel process in the relationship with their supervisee and SITs are perhaps unprepared to navigate the dynamic. Giordano et al. (2013) used fictional case examples to illustrate the potential use of motivational interviewing as a technique to navigate the parallel process experienced by SITs in their training experience.

Self-Image. Self-image is another aspect of a SITs experience to be studied in the supervision training literature (Ybrandt & Armelius, 2009). Ybrandt and Armelius (2009) focused on the self-image of SITs before training, after training and at a four-month follow-up. The study incorporated an assessment to test if supervisor trainees' self-image changed over the course of supervisor training. The results indicated that SITs gained more autonomy and positive self-acceptance. The SITs were more self-critical at the beginning of their training, and significant gains were made in self-acceptance between the collection period after training and the four-month follow-up (2009). The study suggested that as experience continues, difficulties may subside or be placed in a new perspective allowing SITs to improve their self-image.

Cultural Awareness. Perceptions of supervisor's cultural awareness have been examined by Garrett et al. (2001) who developed a model for supervisors to operationalize the dynamics of supervising individuals who are culturally different than the SIT. The model included an awareness of the values and phenomenal world of the

supervisee; interpreting the supervisee's experiences; structuring the supervisee's phenomenal world; engaging in an interactional style of communication; developing operational expectations and goals; and developing a list of needs for the supervisee (Garret et al., 2001). The SITs experience has the potential to elicit complex multicultural and diversity related themes.

Peer consultation. An experience that SITs inevitably encounter is peer consultation. Borders (2012) examined the specifics of this commonly experienced topic. Individual, triadic and group supervision by peers have been mentioned, but Borders stressed the necessity and opportunity available for more research to be done on models of peer supervision/consultation (2012).

Supervision Style Preference. The limitations to general stage-theory models of supervisor development have caused researchers to shift towards examining SITs experiences, including the assumption that SITs may find it difficult to maintain a particular style of supervision throughout their experiential training (Hart & Nance, 2003). Hart and Nance (2003) studied the styles of supervision preferred by SITs, and the degree to which the SIT remained consistent with his or her choice of style. The participants took a pretest Supervisory Styles Inventory (SSI), prior to beginning any supervision sessions, by ranking the styles they preferred from one to four. The participants then took the same test at the end of the 10 weekly individual supervision sessions. The results indicated SITs preferred a supportive teacher or counselor style to begin the 10 week period of supervision, and then again, preferred the same two styles at the end of the 10 week period.

Supervision Modality Preference. Similar to perception of style is the SITs perception of supervision modalities utilized (Borders et al., 2012). Borders et al. (2012) conducted interviews, following the practicum experience of SITs, which focused on general topics including advantages and disadvantages of supervision modalities, preferences of modalities, and any requested changes to the process of supervision. The study indicated that the three modalities in question, individual, triadic, and group, were all described as beneficial and challenging, related to their context. Individual supervision was valued for the attention, singular focus and quality of feedback, while disadvantages were limited to the lack of variety of perspectives in the session. Triadic supervision was valued for the in-depth feedback, peer interactions, and chance to learn vicariously through witnessing peer feedback. The drawbacks were primarily time limits as well as peer interference regarding feedback, where a peer may have felt compelled to respond to an inquiry, or diffuse the anxiety by protecting his or her peer. Group supervision was valued the least of the three modalities. It was valued for the multiple perspectives and theoretical orientations, normalizing concerns, and educational opportunities. The drawbacks included group supervision to be less constructive and informative, as well as less trusting and open regarding peer feedback (Borders et al., 2012).

Difficulties Experienced in Training. Gazzola et al. (2013) developed a qualitative study to understand how SITs develop their knowledge, skills and relationship competencies that defined the supervisor role. Of particular importance in Gazzola et al.'s study were the challenges and difficulties that SITs experienced during their training and as part of their training. Graduate students in their first year of doctoral studies were interviewed individually after supervising master's-level counselor trainees. Gazzola et

al. found five categories of difficulties, with each category potentially owning one or more subcategories (2013). The first category was described as managing the gatekeeping role, which included discomfort with the power, authority, or the evaluative role that comes along with supervising; uncertainty about judging the counselor-in-training's skill as a counselor; and their discomfort in giving feedback. The second category was simultaneously managing multiple processes, which included the largest amount of subcategories, including practicing supervision proved to be more complicated than the theories suggested, balancing individual and group needs, sustaining attention as a supervisor, reducing and letting go of expectations they place on their supervisees, maintaining focus or boundaries within the relationship in order to stick with supervision issues, and navigating the dynamics where the supervisee is experiencing supervision from both the SIT and their faculty member. The third and fourth categories of Gazzola et al.'s (2013) study dealt with inner growth and changes among the SIT, including the process of establishing a supervisory stance, and self-doubt about their abilities as a supervisor. The aim of Gazzola et al.'s (2013) study was to examine the experiences of first-time SITs providing supervision to counselors-in-training. The findings of the study related specifically to the difficulties of the trainees, which inevitably occur as the training process includes significant growth and development.

Conclusion

While developmental models have been constructed repeatedly, most models lacked empirical evidence, and have since been rendered out-of-date. Additionally, the focus on big picture developmental theories may obscure the experiences as students learn and practice as SITs (Gazzola et al., 2013; Nelson et al., 2006; Watkins, 2012b).

Research focused on the individual perspective of supervisors (i.e., Gazzola et al., 2013; Hart & Nance, 2003; Majcher & Daniluk, 2009; Nelson et al., 2006; Rapisarda et al., 2011; Ybrandt & Armelius, 2009) have brought about new insights valuable for shaping a foundation for Counselor Educators engaged in this training. There is perhaps no other time in a supervisor's career when their experiences are as impactful as when they are SITs. Therefore, experiences during the supervisor training process have become valuable in producing information about the development SITs undergo. However, while SITs have been examined in the literature, there is nothing available that phenomenologically examines their self-selected experiences. An important beginning point may be to explore these experiences in relation to critical incidents, in order to better understand the experiences of SITs for educational and professional purposes.

Chapter 3

Methodology

While assessing the themes of supervisor-in-training (SIT) experiences, it was imperative to gain information from the primary source—the counseling supervisor-in-training. Capturing the inherent subjectivity of SITs experiences lends a deeper understanding of the experience created in training programs, as well as the support or instruction which may enhance or impede the SITs development (Falender et al., 2004; Rodenhauser, 1994). Namely, a research design that focused on providing a detailed description of participant-selected experiences was selected to gather this data. The following sections address the research design, subjects, collection of the data, and techniques for analyzing the information gained from the current study.

Research Method

Qualitative research methodology is an appropriate approach to the current study in analyzing data to explore counseling supervisors-in-training (SITs) experiences of self-identified critical moments in supervision. “Qualitative research involves an interpretive, naturalistic approach to the world; whereby the researcher studies things in their natural settings, attempting to . . . interpret phenomena in terms of the meaning people bring to them” (Denzin & Lincoln, 2005, p. 3).

Phenomenology, a constructivist method of qualitative research, seeks to describe the depth and meaning of common lived experiences as participants are exposed to a

phenomenon (Creswell, 2007; Hays & Wood, 2011). Phenomenological research has strong philosophical roots drawing from Edmund Husserl, and has since maintained interest in presenting the essence and variations of the multiple realities of the phenomenon being investigated, rather than providing explanations (Moustakas, 1994). The intention of a phenomenological study is not to prove a hypothesis about a particular phenomenon, but to describe the breadth of the experience by allowing the data to present itself and to tell a story about what it is generally like to engage in the experience (Creswell, 2007). Researchers develop a description that includes both “what” individuals experienced as well as “how” they experienced it (Moustakas, 1994).

A transcendental phenomenological approach to data analysis was selected because it allowed the researcher to present the experience of the phenomenon of supervising counselors-in-training. In transcendental phenomenology, the researcher is bound to the construct of intentionality (Moustakas, 1994). Overcoming challenges to intentionality requires the researcher to systematically attempt to facilitate deliberate analysis strategies. Primarily, this requires three core processes: 1) Epoche, 2) Transcendental-Phenomenological Reduction, and 3) Imaginative Variation (Moustakas, 1994).

Moustakas (1994) explained Epoche to mean a refraining from judgment so that we may learn to see what is before us, in order to distinguish and describe. In the Epoche, common understandings and judgments of the viewer are set aside before and during the process of visiting and revisiting the phenomena from a fresh, naïve, or open sense (Moustakas, 1994). The Epoche was the necessary first step of this study. The researcher

bracketed his bias throughout the analysis procedure by utilizing meditative and reflective journaling practices. Further details are included later in this chapter.

Following the Epoche, Moustakas (1994) explained the next step as the Transcendental-Phenomenological Reduction. Through this process, each experience was considered singularly and then highlighted in its entirety, in an open or unbiased way. The researcher developed a list of significant statements for each respective response set by searching for the phrases that answered what the participants reported as a critical incident as supervisors. The researcher then developed a list of non-repetitive, non-overlapping statements for each respective response set. These themes were then listed in a chart, grouped by participant as well as time period of submission.

The final process of Moustakas' (1994) Transcendental Phenomenological approach was described as the Imaginative Variation. The focus was to grasp the structural understanding of the participants' experience. In this study, the Imaginative Variation process took place when the researcher used the original sorting of beginning, middle, and end of the semester response dates to present the context in which the self-selected critical incidents were experienced. The researcher combined all of the themes from each participant in the beginning data and developed groups, by exhausting the list of themes, regarding how the phenomenon was experienced (Creswell, 2007; Moustakas, 1994). The groups were then presented in a chart and structural descriptions were provided by considering the context of the experience. The researcher conducted the same procedure for the middle data and end data respectively.

The purpose of this study was to specifically describe the experiences of self-selected critical moments of counseling SITs. This researcher identified themes among

self-selected critical incidents for counseling SITs using a transcendental phenomenological approach to data collection and analysis (Creswell, 2007; Moustakas, 1994; Wertz, 2005). The research questions serving as the foundation to this process are: What do counseling supervisors-in-training self-identify as critical incidents in supervision? What is the nature of the critical incidents reported throughout different points in the semester for counseling supervisors-in-training? To better understand a participants' experience, this study used the critical incident technique (Flanagan, 1954). This is a technique used to access what phenomenologists might term the lived experience (Skovholt & McCarthy, 1988). While the term originally referred to an approach developed as a way to "collect direct observation of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles" (Flanagan, 1954, p. 327), it is now more typically associated with counseling literature as a significant moment of realization, turning point, or learning moment (e.g., Ellis, 2006; Fitch & Marshall, 2002; Howard et. al., 2006; Pistole & Fitch, 2008; Trepal et. al., 2010).

Following transcendental phenomenology methods recommended by Moustakas (1994), this study is focused less on the interpretations of the researcher and more on a description of the participants' experience. Therefore, analysis on this project began with the researcher bracketing out his views, as demonstrated later in this chapter, by reflecting on his bias and experiences with this topic, prior to proceeding with the analysis of the participants and throughout the analysis process. The researcher utilized meditative and journaling exercises consistently throughout the analytical process to reflect on his biases. The researcher then reduced the information to significant

statements and/or quotes to identify themes. The themes were used to present the SITs self-selected critical incident experiences of supervision over the semester, as obtained from their responses to questions about their self-selected critical incidents (Moustakas, 1994).

Participants

Purposeful, convenience selection of a cluster sample was the method of selecting participants for this study (Creswell, 2007; Miles & Huberman, 1994). Participants provided previously collected data as part of required coursework. The data record was appropriate for this study due to the specific nature of the course. The participants were Counselor Education and Supervision doctoral students, completing a course on Supervision as part of their Ph.D. program. As part of the assigned coursework, the participants' self-selected events deemed to be critical related to supervision. The SITs were then prompted to answer process questions regarding the critical incident chosen (See Appendix A). The SITs were encouraged to identify self-selected critical incidents that included: 1) events that occurred in the SIT classroom; 2) during supervision with their supervisee; 3) during supervision with their supervisor; 4) through individual study for class or supervision; and 5) other. The overall number of participants in the data collection was six.

The study included participants enrolled in a CACREP-accredited, graduate-level counseling program at a large, public, Southeastern University. As part of their doctoral supervision experience, these students participated in supervising Masters level counselors-in-training. The counselors-in-training were in their first semester of clinical practicum experience.

There was the potential that the participants and researcher may have had previous contact. In order to reduce ethical concerns of dual relationships or bias, as well as to prevent possible contamination of data, the faculty member and instructor overseeing the course experience masked the identities prior to disseminating the data for analysis. Masking the data involved removing all identifying participant information from the data. In addition the participants and researcher did not have contact during this class experience, which greatly diminished the risk of potential identification of the participants by their responses.

Data Collection

The researcher relied on the course instructor for data collection purposes, and did not participate in collecting the data. The data was previously obtained as part of ongoing program evaluation. SITs in the doctoral supervision course participated in the study as part of the specific course requirements, and at the conclusion of the data collection, the instructor provided students the option of removing any or all of their information from the data set. Any identifying data was removed by a faculty member. The data collected is intended for program evaluation purposes and as part of this dissertation process.

The course instructor required, as part of the course curriculum, the SITs to recognize critical moments in their supervision sessions. Critical incidents could have included moments in the supervisory relationship relating to the participant's development as a supervisor, the supervisee's progress, the supervisor relationship, or specific issues the participant would like addressed as part of their supervision (See Appendix A).

Throughout the 15-week course, the course instructor assigned three specific due dates for the SITs to select a segment of the student's most current supervision session, demonstrating a critical incident. The SITs submitted those self-identified critical incident segments as well as written responses to reflection questions related to the critical incident they selected. The assignment required answering a series of five prompts focused on the conscious recognition of their selected critical incident segment (See Appendix A). The method of data collection for this study allowed the participants to answer broad, general questions, as well as other open-ended questions applying to the SITs experience of their self-selected critical moment in supervision (Moustakas, 1994). The principal interview prompt was the following: "Discuss why you selected this section. Consider why you believe this was a critical incident." Four subquestions were: "What questions or concerns do you want to address with your supervisor?" ; "Identify what was a strength for you in this segment." ; "Identify what you may have wanted to modify and change, and how." ; and "Discuss anything you may have learned or how this may have effected your development as a supervisor."

The instructor maintained the data in a Dropbox account with access only available to the SIT and the course instructor. Data housed via Dropbox, allow multiple users to share computer files by storing them digitally on a virtual server called a cloud ("About Dropbox," n.d.). The digital nature of the data allowed participants to more easily share aspects of their lived experiences while this method of utilizing cloud storage systems included protecting the identity and confidentiality of the participants (Kvale & Brinkmann, 2009; Robinson, 2001). Potential drawbacks to this method included relying heavily on the written communication skills of each SIT.

Credibility

Credibility is used to describe validity in qualitative research (Lincoln & Guba, 1985). Creswell and Miller (2000) suggested that researchers use these potential strategies to achieve credibility in qualitative studies. Three strategies were incorporated into the current study and included clarifying researcher bias from the outset, utilizing an external auditor for an external check of analysis, and providing rich, thick descriptions of the data (Creswell & Miller, 2000).

The research lens brought to the current study was that the researcher had interest and previous experience as a SIT. The education I have received in the Counselor Education and Supervision field influenced my interests, which may have eventually led to the decision that SITs self-selected moments through their supervision experience was a topic worthy of inquiry. Additionally, previous experiences of researching and becoming familiar with theories of supervisor development also played a role in selecting this topic and influenced the direction of this study.

Clarifying my bias as a researcher is important to the credibility of this phenomenological study (Merriam, 1988). I am currently supervising a group of counseling practicum students at a small, public, South-central University, which parallels the participants' experience in this study. Additionally, my bias is to interpret beginning supervisors to be experiencing tremendous existential and epistemological growth throughout one's supervision experiences. In a phenomenological study, these specific experiences and researcher bias must be bracketed (Moustakas, 1994; Wertz, 2005) as it may not be what the SITs experienced in this study. Moustakas' (1994) transcendental phenomenology utilizes Husserl's concept, *epoche*, requiring the

researcher to set aside previous experiences in order to engage the data with a fresh perspective. Here the researcher attempted to withdraw from incorporating theories, explanations, or conceptualizations, and instead endeavored to empathically enter and reflect on the descriptions of the experiences of the participants (Moustakas, 1994; Wertz, 2005). This was done consistently throughout the analysis process by using mediation and journaling techniques. Prior to making any analytical decision with each respective set of responses to reflection questions, the researcher read the entire entry of a participant, then spent a moment meditating on personal ideas associated with topics mentioned in the entry. The focus on the meditation was to identify the researcher's current thoughts and feelings regarding the person, situation, and issue. The researcher then handwrote ideas brought about during meditation in a journal to assist in removing those assumptions from reading the participant's responses. The researcher then returned to the participant's entry with the goal to describe the data as it was, without supposition (Moustakas, 1994).

Another strategy utilized to address credibility in the current study was to communicate the experiences of the participants in a textural and structural manner, which allows the reader to decide if the information presented is transferable (Lincoln & Guba, 1985). As part of the presentation of the data, the researcher attempted to communicate the participants' experiences to provide a textural description of the SITs self-identified critical experiences in supervision (Moustakas, 1994). This was accomplished by presenting concrete examples of the participant's quotes from the actual responses to reflection questions. Additionally, the researcher produced a structural description of the themes after the significant statements were identified and summarized

into themes or meaning units (Creswell, 2007). The structural description is meant to present how the participants' experiences took place through the course of the semester.

Finally, the researcher enlisted a colleague to engage in an external auditor, which was an external check of the research process (Creswell & Miller, 2000; Lincoln & Guba, 1985), and data analysis. The external consultant was a fellow professor of Counselor Education and Supervision, experienced in qualitative methodology with substantial experience supervising SITs and counselors-in-training. She was not affiliated with the participants or the study in any way other than as an auditor. Similar to interrater reliability in quantitative research, the external auditor examined the process of the researcher's data analysis, assessed their accuracy, and determined if the data supported their textural descriptions (Lincoln & Guba, 1985).

It is entirely possible that I may have analyzed data in ways that were influenced by my bias. However, by utilizing strategies for instilling credibility I was able to provide transparency so that the reader might determine if the findings can be transferred (Lincoln & Guba, 1985). Strategies for instilling credibility included focusing on textural description of data rather than interpretations (Moustakas, 1994), utilizing an external auditor to check the process and product of analysis (Lincoln & Guba, 1985), as well as clarifying my research lens and experiences that may have resulted in a bias from the outset and consistently throughout the analysis by incorporating bracketing strategies (Merriam, 1998; Moustakas, 1994; Wertz, 2005).

Data Analysis

The data analysis process followed transcendental phenomenological methods recommended in the qualitative research field (Creswell, 2007; Hays & Wood, 2011;

Moustakas, 1994; Wertz, 2005). The purpose of this study was to explain the experiences of counseling SITs by identifying and analyzing self-identified critical incidents in the supervision process at three times during the course of a semester. The goal of the analysis was to explore the critical incidents the counseling SITs selected during their supervision experience by isolating general themes in the content, then comparing those themes with themes found at different points throughout the semester. In order to thoroughly answer the guiding research question, this study incorporated a transcendental phenomenological method of analysis (Moustakas, 1994; Wertz, 2005). The transcendental phenomenological method of data analysis (Moustakas, 1994) offered a simple and effective process, which follows a sequential procedure for building the steps to adequately complete data analysis in this study. This qualitative approach is effective in providing steps to break data into themes, then use those themes to produce a description of what happened as well as how the phenomenon happened (Creswell, 2007). For this study, the researcher focused on specific themes experienced by the counseling SITs throughout the beginning, middle, and end of the semester during their supervision sessions. In an effort to suspend judgments from influencing the data interpretation, the researcher utilized meditation and journaling techniques to ensure the separation of personal experiences with data interpretation. Participants' responses to reflection questions were reviewed three times. For the first review, the researcher read each response in an effort to understand the participants' statements (Wertz, 2005). During the second reading, significant statements were highlighted, and during the third reading, themes or categories were identified. The original themes identified in the data were considered individually and relationships were identified (Wertz, 2005).

Throughout the process of data analysis, the researcher consistently shared the analysis with an external auditor (Creswell & Miller, 2000; Lincoln & Guba, 1985). The auditor examined the researcher's analysis at each of the steps described below, assessed the analytical accuracy, and determined if the data supported their textural descriptions (Lincoln & Guba, 1985).

As described in detail above, the initial stage of phenomenological data analysis is to articulate the researcher's lens and experiences, in an attempt to set aside, or bracket, their own judgments or assumptions about the phenomenon (Hays & Wood, 2011). The researcher continued to use meditative and journaling bracketing techniques throughout the analysis procedure to address potential bias, assisting the participants' experiences to remain (Moustakas, 1994). Additionally, the researcher did not have a personal or supervisory relationship with any of the participants at the time of data collection, nor did he participate in the collection process, which ensured against potential bias.

The participants submitted their responses to the reflection questions electronically via Dropbox ("About Dropbox," n.d.). The instructor of record was the only individual with access to the data. The responses to reflection questions were not made available for analysis until the completion of the course in Fall 2012. Prior to the completion of the course, participants were given the opportunity to withdraw their responses from the data set. Reflection responses by the counseling SITs were made accessible through Dropbox via a specific link sent directly from the individual who created the folder storing the data, to the invited recipient, which in this case was the researcher ("About Dropbox," n.d.). The link to the process question responses was shared by the instructor of record only after all identifying information was removed

from the data entirely. Once the researcher gained access to the files, the responses to process questions were printed for hand analysis. The hard copies were stored in a filing cabinet in the researcher's office.

Responses to process questions were arranged into when they were submitted for the SIT class and included: 1) beginning of the semester- September 11th; 2) middle of the semester- October 16th; and 3) end of the semester- November 13th. These dates were selected by the instructor of record so that the reflections could be collected as the SITs developed over the course of the semester. The data was analyzed using the same submission deadlines to examine the participants' experiences over their training as SITs. There were originally nine participants; however three participants did not complete all the process questions each submission and were eliminated from the data analysis as their information was not complete. A total of six participants provided three completed rounds of responses to reflection questions.

The specific analytical procedure followed transcendental phenomenology methods (Moustakas, 1994; Wertz, 2005). Once the data was organized based on submission date, in the first review of the data, the researcher read each response closely in an effort to understand the participants' statements (Creswell, 2007; Wertz, 2005). After the initial read-through, the data was reviewed for non-repetitive statements that were relevant to general ideas communicated in the reflection response (Moustakas, 1994). In this second reading, all significant statements, referring to the reported critical incident(s) experienced by the counseling SIT were highlighted (Wertz, 2005). Each respective significant statement was treated as fundamental to understanding the reflection response (Moustakas, 1994). During the third reading, themes or categories

were identified from the significant statements. Themes were identified by asking the question: What does the counseling SIT report to be a critical incident in this set of responses to reflection questions? The themes were recorded as the critical incident experiences and were handwritten in the margins. Moustakas (1994) referred to this entire process as horizontalization of the data, which assisted in sorting significant statements into themes, or meaning units (Creswell, 2007).

After the researcher identified the significant statements and summarized the statements into themes or meaning units (Creswell, 2007) all of the critical incident themes were grouped by participant. The types of reported critical incident experiences determined the number of themes, as the themes were considered complete when all significant statements were exhausted. The themes then allowed the researcher to develop a textural description regarding the most commonly identified critical incidents among the participants. The textural descriptions included concrete examples from the data set to support the findings, as well as described the self-identified experiences of the counseling SITs.

Additionally, the transcendental phenomenological research method aids in describing how a phenomenon occurred. To accomplish this, the original sorting of beginning, middle, and end were used to present the context in which the self-selected critical incidents were experienced. By combining all of the themes by each participant across the respective beginning, middle, and end of the semester a pattern became present and themes were sorted into pattern groups, as the groups were considered complete when all individual themes were exhausted. The patterns were described in relation to the impact on the counseling SITs development across three different periods of time

throughout the semester. The researcher presented this structural description focused on how the phenomenon was experienced (Creswell, 2007; Moustakas, 1994).

Lastly, both the textural and structural descriptions of the data were combined to describe the overall essence of the phenomenon (Moustakas, 1994). Through tables and narrative descriptions, the data are presented to explain both the counseling SITs self-identified critical moments and the process of self-identifying those moments throughout the semester. Readers are able to better understand what moments in the supervision experience were identified as critical and how these moments changed through the semester (Creswell, 2007; Moustakas, 1994).

Conclusion

The purpose of the study was to identify critical incidents in supervision as selected by counseling SITs. Utilizing a transcendental phenomenological qualitative research design allowed the researcher to examine and describe the experiences of counseling SIT development by looking closely at responses to reflection questions regarding self-identified critical incidents throughout the semester. This study provides insight into the experiences of counseling SITs and may produce a better understanding of the essence of supervisor development.

Chapter 4

Findings

The current chapter presents the results of the transcendental phenomenological analysis conducted on a series of responses to reflection questions by SITs. The primary focus of this chapter is to present the data collected from the process question responses, and describe the essence of the participants' experiences (Moustakas, 1994). The beginning of the chapter will describe research participants and review basic data collection strategies as well as basic analysis procedures. Coding themes will be displayed in the following ways: (a) results organized by the time period the data was collected; and (b) both textural and structural descriptions of the themes (Creswell, 2007; Moustakas, 1994).

Participants

The data was collected as part of a larger program evaluation study being conducted within a CACREP accredited, graduate-level Counselor Education and Supervision program at a public university in the Southeastern part of the United States. The data was collected from nine counseling SITs enrolled in a Supervision course; however, three participants provided incomplete data sets, leaving six complete sets of data for analysis. Data included responses to reflection questions related to self-identified critical incidents during the experience of supervising a counselor-in-training from three specific times throughout the semester long course. Data was collected over the course of

the semester to focus on specific changes in counseling SITs self-identified moments deemed as critical to the supervision experience and student learning. Participants were provided the opportunity to exclude any information prior to the final data collection. Additionally, the data was collected in the Fall semester of 2012, and was subsequently reviewed by the instructor of record to remove all identifying information from the responses. In order to ensure confidentiality for the participants, the data was stored and maintained via a digital storage medium called Dropbox (“About Dropbox, n.d.).

Analysis

The fundamental goal of the analysis was to examine self-identified critical incidents of counseling SITs during supervision experiences. As discussed previously, the researcher bracketed his previous experiences and biases pertaining to the topic of the study prior to analysis and consistently throughout the analysis. Bracketing by meditating and journaling, as well as formulating transparency related to the credibility of this study allowed the researcher to approach the data from a fresh perspective (Moustakas, 1994). Data was arranged longitudinally (i.e., beginning, middle, and end of the academic semester) which allowed the researcher to examine responses across participants within specific time periods throughout the semester. Additionally, each respective set of responses to reflection questions were read in its entirety in order to gain a sense of the general content.

The researcher then read the responses to gather significant statements by highlighting them. The third reading focused on identifying themes of the significant statements while using the following question as an analytical guide: What does the counseling SIT report to be a critical incident in this set of responses to reflection

questions? Significant statements were summarized to represent the general meaning or theme of the critical incident reported by the respective SIT. The themes assisted in the development of a textural description regarding the most commonly reported critical incidents among counseling SITs. Then the focus shifted to examine how the SITs themes developed throughout the course of the semester. Finally, a structural description of the data was developed from both the themes from the counseling SITs self-identified critical incidents in supervision and the process of these themes throughout the semester. The results were then presented for readers to better understand what moments in the supervision experience were identified as critical and how these moments changed through the semester (Creswell, 2007; Moustakas, 1994). The following are the results of the analysis of this data and the descriptions of themes for each participant in addition to the themes generated overall the course of the collection phases—beginning, middle, and end—throughout one full semester. Each set of themes is followed by both a textural and structural description of the findings (Creswell, 2007; Moustakas, 1994; Wertz, 2005).

Beginning Data

Identified Critical Incidents. Table 1 displays the critical incident summaries resulting from the examination of responses to reflection questions at the beginning of the semester- September 11th, organized by individual participant. The summaries were created by reading the responses to reflection questions with the following question in mind: What does the counseling SIT report to be a critical incident in this set of responses to reflection questions?

Table 1

SIT 1	<p>Interest in discussing the supervisee's self-care and specifically lack of sleep</p> <p>Interest in process of choosing theoretical orientation</p> <p>Concern regarding appropriateness of addressing self-care topics with supervisee in supervision</p> <p>Demonstrating ability to redirect from sympathizing to assuring the supervisee of her abilities</p> <p>Disappointed with unnecessary self-disclosure and caution against giving advice</p>
SIT 2	<p>Interest in amount of information shared by supervisee</p> <p>Concern regarding properly posting tapes for the SIT to review</p> <p>Desire to impart guidance</p> <p>Desire to teach the supervisee about client development & the potential impact of caregiver</p> <p>Desire to be more careful with the words said in session</p> <p>Interest in encouraging the supervisee to seek new opportunities and experiences</p>
SIT 3	<p>Demonstrating meaningful moment of building the relationship with the supervisee</p> <p>Interest in sharing similarities and relating experiences to supervisee</p> <p>Demonstrating ability to facilitate relevant discussion with no counseling content</p> <p>Concern regarding creating prepared questions and utilizing the question effectively</p>
SIT 4	<p>Interest in addressing supervisee's concerns of working with her first client</p> <p>Interest in developing trust in the supervisory relationship</p> <p>Concern regarding handling supervisee's concerns and building supervisee's confidence</p> <p>Demonstrating ability to encourage supervisee prior to working with clients</p> <p>Interest in avoiding potential discouragement for the supervisee</p>

	<p>Desire to process supervisee's feelings of inadequacy rather than try to provide solutions</p> <p>Own developmental progress through realizing importance of supporting supervisee's feelings of inadequacy</p>
SIT 5	<p>Concern regarding supervisee's requirements at their site</p> <p>Demonstrating ability to process supervisee's interaction with difficult clients</p> <p>Interest in planning supervisee's approach for potentially difficult clients</p> <p>Desire to allow supervisee to come up with answers rather than giving supervisee solutions</p> <p>Difficulty with role of teaching v. allowing supervisee to think through and process situations</p>
SIT 6	<p>Establishing a relationship with the supervisee</p> <p>Interest in resolving supervisee's concerns regarding meeting requirements at her site</p> <p>Resolving issues regarding dealing with the supervisee's site supervisor</p> <p>Interest in providing information/materials to encourage the supervisee</p> <p>Desire to establish a consistency/routine to avoid a lack of discussion in supervision sessions</p> <p>Interest in goals of the supervisee's site</p> <p>Unsure of supervisory role in helping supervisee develop confidence & expectation of abilities</p> <p>Interest in discussing clients</p> <p>Interest in teaching the supervisee tips</p> <p>Unsure of supplying the correct instruction/advice</p> <p>Concern regarding supplying effective advice for the supervisee's development</p>

Beginning Themes. Table 2 displays the themes resulting from the critical incident summaries from the beginning of the semester.

Table 2

<p>Relationally Focused Interactions with Supervisee</p>	<p>Interest in discussing the supervisee’s self-care and specifically lack of sleep</p> <p>Interest in process of choosing theoretical orientation</p> <p>Demonstrating ability to redirect from sympathizing to assuring the supervisee of her abilities</p> <p>Interest in amount of information shared by supervisee</p> <p>Interest in encouraging the supervisee to seek new opportunities and experiences</p> <p>Demonstrating meaningful moment of building the relationship with the supervisee</p> <p>Interest in sharing similarities and relating experiences to supervisee</p> <p>Demonstrating ability to facilitate relevant discussion with no counseling content</p> <p>Interest in addressing supervisee’s concerns of working with her first client</p> <p>Interest in developing trust in the supervisory relationship</p> <p>Concern regarding handling supervisee’s concerns and building supervisee’s confidence</p> <p>Demonstrating ability to encourage supervisee prior to working with clients</p> <p>Interest in avoiding potential discouragement for the supervisee</p> <p>Demonstrating ability to process supervisee’s interaction with difficult clients</p> <p>Establishing a relationship with the supervisee</p> <p>Interest in providing information/materials to encourage the supervisee</p> <p>Interest in discussing clients</p>
<p>Supervisor Internal Reflection</p>	<p>Concern regarding appropriateness of addressing self-care topics with supervisee in supervision</p> <p>Disappointed with unnecessary self-disclosure and caution against giving advice</p> <p>Desire to be more careful with the words said in session</p>

	<p>Concern regarding creating prepared questions and utilizing the question effectively</p> <p>Desire to process supervisee's feelings of inadequacy rather than try to provide solutions</p> <p>Own developmental progress through realizing importance of supporting supervisee's feelings of inadequacy</p> <p>Desire to allow supervisee to come up with answers rather than giving supervisee solutions</p> <p>Difficulty with role of teaching v. allowing supervisee to think through and process situations</p> <p>Unsure of supervisory role in helping supervisee develop confidence & expectation of abilities</p> <p>Unsure of supplying the correct instruction/advice</p> <p>Concern regarding supplying effective advice for the supervisee's development</p>
<p>Managing Practicum/Site Requirements</p>	<p>Concern regarding properly posting tapes for the SIT to review</p> <p>Concern regarding supervisee's requirements at their site</p> <p>Interest in resolving supervisee's concerns regarding meeting requirements at her site</p> <p>Resolving issues regarding dealing with the supervisee's site supervisor</p> <p>Interest in goals of the supervisee's site</p>
<p>Directive Interactions with Supervisee</p>	<p>Desire to impart guidance</p> <p>Desire to teach the supervisee about client development & the potential impact of caregiver</p> <p>Interest in planning supervisee's approach for potentially difficult clients</p> <p>Desire to establish a consistency/routine to avoid a lack of discussion in supervision sessions</p> <p>Interest in teaching the supervisee tips</p>

Textural Description of Beginning Themes. A description of the participant's reported critical incidents from the beginning of the semester are reported below.

Relationally Focused Interactions with Supervisee. An interest in relational interactions between the counseling SIT and his or her supervisee was the most common reported critical incident in the beginning set of data. All six participants reported some experience related to, or focused on, impacting the relationship with the supervisee. Participants discussed an interest in encouraging the counselor, as well as the importance of establishing or building a relationship with the supervisee. Statements reflecting this theme include:

"I would have liked to [have] encouraged the CIT to be more positive about her potential experiences."

"I believe that at this point in our relationship, we came a step closer as we continue to build our counseling relationship."

"I felt it was important for addressing her concerns and for developing trust within the supervisory relationship."

"I realize that importance of encouraging and supporting new clinicians."

Supervisor Internal Reflection. The next most frequently reported critical incident in the beginning data was found to relate to the SITs own internal reflection on their supervisory approach. All six SITs reported critical incidents relating to their desire to change the way they conducted a portion of their session, or apprehension in a decision they made during the session. These statements also provided a glimpse of the self-talk the SITs took part in at the beginning of the semester. Statements reflective of the theme are:

“I still gave her a little too much information about my own schedule issues. That was possibly unnecessary self-disclosure.”

“I probably would [have] changed my tactic in addressing her concerns and would [have] processed her feelings of not being able to work with challenging clients more, rather than try to provide solutions.”

“This enhanced my development as a supervisor due to I realize that importance of encouraging and supporting new clinicians.”

“I gave her an answer. I should have stayed SILENT, as I suggested, and allowed her to come up with an answer.”

Managing Practicum/Site Requirements. Another type of critical incident reported by counseling SITs in the beginning set of data were the moments of being relied upon by the counselor-in-training to assist with practicum and practicum site issues. Three of the six SITs experienced this issue. SITs commented on issues ranging from concerns about their supervisee’s requirements at his or her site, to resolving issues the supervisee was having in his or her practicum experience. Statements included:

“The CIT is now able to put the tapes on the G drive for me to review. However this did not happen until after the last session.”

“As I have thought about this situation, I’m not sure this is a situation [supervisee] should be placed into as a counselor in training.”

“The absence of her site supervisor was ‘stuck in my head.’ I thought about it the whole time we were working together and wondering if I gave her the right information.”

Directive Interactions with Supervisee. Finally, the SITs reported moments of specific teaching or anecdotal sharing with the counselor. These directive interactions

were reported by three of the six participants. SITs expressed interest in imparting pieces of wisdom to their supervisees. They also expressed a desire to facilitate thoughts within their supervisees that they may have yet to consider. Statement reflecting the directive interactions include:

“I tried to remind the CIT about client development and various areas that impact this. I attempted to remind the CIT that the clients are greatly impacted by their caregivers.”

“From talking with [supervisee] this is something she has not yet thought through, so I think it was very helpful for her to have to address this before meeting with a student who could possibly present to be difficult.”

“As the supervisor, I want to be able to provide information I believe will be helpful as refreshers, new information, and encouraging anecdotes... I believe providing these materials will give a consistency to our sessions that might allow us a springboard if we are finding little to discuss.”

Structural Description of Beginning Themes. The beginning data was collected on September 11th in the semester, which is approximately one month into the semester. Initial entries presented various critical incidents relating to the SITs perspective of relational dynamics at play between the SIT and his or her supervisee. Each SIT reported an awareness of the relational nature of their supervision experience and some were able to critique the current relationship. Additionally, each SIT critiqued themselves regarding their supervisory role in general or regarding particular aspects of their supervisory role. The SITs who focused on their role in general focused their statement on considering their development further, whereas the SITs who critiqued a specific aspect of their supervision explained it pessimistically, while presenting ways they would like to

change. Finally, most SITs reported discussing clients as part of their self-identified critical incident.

Middle Data

Identified Critical Incidents. Table 3 displays the critical incident summaries resulting from the responses to reflection questions collected in the middle of the semester- October 16th, organized by individual participant. The summaries were created by reading the responses to reflection questions with the following question in mind: What does the counseling SIT report to be a critical incident in this set of responses to reflection questions?

Table 3

SIT 1	<p>Interest in the supervisee discussing her fears of working with clients</p> <p>Interest in addressing irrational fears of the supervisee</p> <p>Concerns regarding the supervisee’s role confusion in her placement</p> <p>Confusion regarding influencing the supervisee’s fears/confidence in counseling sessions</p> <p>Interest in identifying and explaining scenarios for supervisee to consider</p> <p>Concerns regarding seriousness of the supervision session</p> <p>Disappointment in conveying seriousness of the counseling profession to supervisee</p>
SIT 2	<p>Interest in own first time experience of completing a mid-term evaluation</p> <p>Focus on supervisor learning experiences</p> <p>Concerns regarding implementing a review (feedback given/processing)</p> <p>Interest in own ability to encourage supervisee to process experiences and supervision needs</p> <p>Interest in processing with supervisee to receive feedback from supervisee</p>
SIT 3	<p>Interest in highlighting positive moments of the supervisee</p>

	<p>Demonstrating ability to encourage the supervisee by pointing out positive moments</p> <p>Interest in using opportunities to facilitate professional growth through encouragement</p> <p>Interest in highlighting supervisee's ability to think of specific strategies to reach counseling goals</p> <p>Demonstrating ability to identify supervisee's strengths and professional growth</p> <p>Concern regarding more time devoted to reflecting on the supervisee's strengths</p> <p>Own awareness of the positive effects of supervisor's development</p>
SIT 4	<p>Demonstrating ability to recognize difference in approach with male and female clients</p> <p>Interest in addressing supervisee's concerns with working with resistant clients</p> <p>Concerns regarding developing supervisee's skill in building an alliance with a variety of clients</p> <p>Unsure of the best way to provide assistance/support for supervisee in working with all clients</p> <p>Demonstrating awareness of supervisee's need for support & providing alternatives</p> <p>Demonstrating ability to assist supervisee's awareness of countertransference</p> <p>Desire to process supervisee's inadequacy feelings rather than provide solutions or give advice</p> <p>Own developmental progress through realizing importance of supporting supervisee's feelings of inadequacy</p>
SIT 5	<p>Interest in encouraging supervisee to face confrontation</p> <p>Demonstrating ability to teach supervisee to push herself and not be afraid of clients</p> <p>Disappointment in not discussing more ways to handle situations with the supervisee</p> <p>Demonstrating ability to help the supervisee develop self-confidence with confronting</p> <p>Demonstrating ability to help the supervisee allow clients to explore their problems rather than share her opinion</p> <p>Desire to stay on topic and allow the supervisee to explore her thoughts/feelings rather than share my opinion</p>

	Interest in watching the supervisee grow and learn
SIT 6	<p>Interest in discussing the concept of working in the counseling session</p> <p>Interest in discussing counseling best practices like purposes and goals</p> <p>Confusion and concern regarding differences of procedures between school & community counseling</p> <p>Concern regarding approaching specific topics including ethical concerns in supervision</p> <p>Exploration and reflection of the supervisee's activities and alternatives with the client</p> <p>Reminding the supervisee of things she's done in the past to encourage incorporating those things in the future</p> <p>Own disappointment regarding miscommunication</p> <p>Own desire to fully understanding situations before giving advice</p> <p>Interest in assisting the supervisee in identifying theoretical model</p>

Middle Themes. Table 4 displays the themes resulting from the critical incident summaries from the middle of the semester.

Table 4

Supervisor's Self-critique	<p>Confusion regarding influencing the supervisee's fears/confidence in counseling sessions</p> <p>Concerns regarding seriousness of the supervision session</p> <p>Disappointment in conveying seriousness of the counseling profession to supervisee</p> <p>Concerns regarding implementing a review (feedback given/processing)</p> <p>Concern regarding more time devoted to reflecting on the supervisee's strengths</p> <p>Concerns regarding developing supervisee's skill in building an alliance with a variety of clients</p>
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	<p>Unsure of the best way to provide assistance/support for supervisee in working with all clients</p> <p>Desire to process supervisee's inadequacy feelings rather than provide solutions or give advice</p> <p>Disappointment in not discussing more ways to handle situations with the supervisee</p> <p>Desire to stay on topic and allow the supervisee to explore her thoughts/feelings rather than share my opinion</p> <p>Confusion and concern regarding differences of procedures between school & community counseling</p> <p>Concern regarding approaching specific topics including ethical concerns in supervision</p> <p>Own disappointment regarding miscommunication</p> <p>Own desire to fully understanding situations before giving advice</p>
<p>Focus on Supervisee's Skill Development</p>	<p>Interest in identifying and explaining scenarios for supervisee to consider</p> <p>Interest in highlighting positive moments of the supervisee</p> <p>Interest in highlighting supervisee's ability to think of specific strategies to reach counseling goals</p> <p>Demonstrating ability to assist supervisee's awareness of countertransference</p> <p>Interest in encouraging supervisee to face confrontation</p> <p>Demonstrating ability to teach supervisee to push herself and not be afraid of clients</p> <p>Demonstrating ability to help the supervisee allow clients to explore their problems rather than share her opinion</p> <p>Interest in discussing the concept of working in the counseling session</p> <p>Interest in discussing counseling best practices like purposes and goals</p> <p>Exploration and reflection of the supervisee's activities and alternatives with the client</p>

	Reminding the supervisee of things she's done in the past to encourage incorporating those things in the future
Focus on Supervisee's Professional Identity Development	<p>Interest in the supervisee discussing her fears of working with clients</p> <p>Interest in addressing irrational fears of the supervisee</p> <p>Concerns regarding the supervisee's role confusion in her placement</p> <p>Demonstrating ability to encourage the supervisee by pointing out positive moments</p> <p>Interest in using opportunities to facilitate professional growth through encouragement</p> <p>Demonstrating ability to identify supervisee's strengths and professional growth</p> <p>Interest in addressing supervisee's concerns with working with resistant clients</p> <p>Demonstrating awareness of supervisee's need for support & providing alternatives</p> <p>Demonstrating ability to help the supervisee develop self-confidence with confronting</p> <p>Interest in watching the supervisee grow and learn</p>
Supervisor's Own Development	<p>Interest in own first time experience of completing a mid-term evaluation</p> <p>Focus on supervisor learning experiences</p> <p>Interest in own ability to encourage supervisee to process experiences and supervision needs</p> <p>Interest in processing with counselor to receive feedback from counselor</p> <p>Own awareness of the positive effects of supervisor's development</p> <p>Demonstrating ability to recognize difference in approach with male and female clients</p> <p>Own developmental progress through realizing importance of supporting counselor's feelings of inadequacy</p>

	Interest in assisting the counselor in identifying theoretical mode
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Textural Description of Middle Themes. A description of the participant's reported critical incidents from the middle of the semester are reported below.

Supervisor's Self-critique. The most frequently discussed topic of the reported critical incidents in the middle data involved the SITs critique of themselves. Participants' critiqued the way they communicated as well as their ability to convey seriousness with the supervisee. Participants' critiqued the way they focused on specific topics when they wished they had not, and the way they didn't focus on specific topics they wished they had. Some SITs weren't satisfied with their choices in devoting time to discuss the supervisee's strengths or supporting the supervisee through feelings of inadequacy. Other participants critiqued their first experience having implemented an evaluative review. Statements reflective of this theme are:

"I absolutely am not happy with the amount of laughter that went on during this supervision session. Counseling is serious and I need to convey this better to my supervisees when necessary."

"I could have lengthened the amount of process time on each of the sections. If given more time on this first portion of the evaluation I may have been able to get more feedback on areas that I can improve upon."

"...we could have discussed more in depth ways that she could handle these situations better. I may have jumped too quickly from a few different topics."

"...it might have been better to ask her how she would do things differently instead of sharing my opinion."

“I was not happy with myself in my miscommunication about the ‘session in the hallway’.”

Focus on Supervisee’s Skill Development. Nearly all of the participants expressed critical incidents focused on the development of their supervisee’s skill development in the middle data. Five of the six SITs discussed moments of discussion regarding particular skills, goals, strategies, or techniques. Other topics mentioned, regarding the skill development of the supervisee related to recognizing countertransference, possible confrontation, building rapport, and best practices in counseling. Statements focused on supervisee skill development include:

“I did well with identifying scenarios that she should consider, and explaining why even small things can help build rapport with a client.”

“I felt like this was a great example of an appropriate use of self-disclosure during the counseling session.”

“...giving her alternatives to building a therapeutic alliance with a resistance client and being aware of her own countertransference within the room was important.”

“I really encouraged [supervisee] to face confrontation.”

“Also, I like that we are getting to talk about best practices. For example, what is S1’s purpose for using drawing?”

Focus on Supervisee’s Professional Identity Development. SITs reported critical incidents focused on the development of their supervisee’s professional development. Four of the six participants mentioned the theme in the middle data set. The participants remarked on discussions with their supervisee related to role confusion in the supervisee’s placement as well as fears of working with clients and resistant clients.

Participants also expressed interest in facilitating professional growth of the supervisee through encouragement, support, providing alternative strategies, and focusing on strengths or positive moments of the counselor. Statements demonstrating this theme include:

“This was a section where the supervisee discussed her fears with working with clients. I wanted to address her inability to actually conduct a full therapeutic session because of irrational fears.”

“This section is also critical because the supervisee is stating that she is confused about what her role is in her placement.”

“... [I] felt like it would be a great opportunity to point this out to him in order to facilitate professional growth.”

“... my awareness to see that the supervisee needed support for working with challenging clients.”

“I realize that importance of encouraging and supporting new clinicians within the field regarding their inadequate counseling skills feelings.”

“It’s a lot of fun for me to watch others grow and learn.”

Supervisor’s Own Development. Finally, the participants reported critical incidents focused on their own development as supervisors. Three of the six SITs remarked on their awareness of how different experiences had impacted their own growth and ability to provide supervisory techniques in their sessions. Specific comments focused on completing supervisory evaluations, receiving feedback from the supervisee, and realizing important techniques after trying them. Statements regarding the supervisor’s own development include:

“I believe that this is a critical incident because I have not completed an evaluation as an individual supervisor before and then reviewed it on tape with a supervisee. This demonstrated a learning experience both with the written portion and the actual in session review of the evaluation.”

“This session has positively effected (sic) my supervisorial development. I am beginning to feel more comfortable and I am improving my pacing throughout the session. I feel that each week of counseling is providing me with great experience.”

“This enhanced my development as a supervisor due to I realize that importance of encouraging and supporting new clinicians within the field regarding their inadequate counseling skills feelings.”

Structural Description of Middle Themes. The middle data was primarily characterized by a focus on impacting the supervisee both in professional and skill development. In addition, the SITs were also interested in their own progress, either from a developmental stance or an evaluative stance. SITs at this phase of supervision experience were participating regularly with their supervisees and beginning to incorporate evaluation techniques. The middle data was submitted on October 16th near the mid-semester point. Participants had also been experiencing critiques from their own supervisor. Participants focused on interactions with the supervisee and evaluated these interactions as they selected critical incidents. While some SITs didn't select moments showcasing their growth, others found different critical incidents to have produced important developmental movement as a supervisor.

Ending Data

Identified Critical Incidents. Table 5 displays the critical incident summaries resulting from the responses to reflection questions collected at the end of the semester-November 13th, organized by individual participant. The summaries were created by reading the responses to reflection questions with the following question in mind: What does the counseling SIT report to be a critical incident in this set of responses to reflection questions?

Table 5

SIT 1	<p>Own realization that the supervisee had not completed homework or directions</p> <p>Own realization of a lack of control in supervision</p> <p>Interest in explaining motivational interviewing for supervisee’s benefit</p> <p>Disappointment in discussing supervisee’s hours or providing solutions</p> <p>Concern regarding the approach to take when supervisee is unprepared</p>
SIT 2	<p>Demonstrating the beginning and progression into supervision session</p> <p>Interest in certain topics of discussion including termination, skills & interventions, and the supervisee’s future</p> <p>Demonstrating ability to build an open relationship with the supervisee by encouraging and allowing her to direct the session</p> <p>Interest in planning future supervision sessions</p> <p>Concern regarding own ability to clearly communicate about termination</p>
SIT 3	<p>Demonstrating ability to assist supervisee in a discussion on theoretical orientation</p> <p>Interest in facilitating thought on theories chosen for his client</p> <p>Recognizing the appropriate time to facilitate discussion regarding theories with the supervisee</p> <p>Interest in the supervisee’s self-directed growth by suggesting himself to research theories</p>

	<p>Concern regarding using unnecessary filler words</p> <p>Own supervisor development through a discussion on the supervisee's theoretical orientation</p>
SIT 4	<p>Interest in discussing the supervisee's progress in working with her clients</p> <p>Interest in focusing on the supervisee's ability to conceptualize her client's underlying problems/issues</p> <p>Interest in exploring supervisee's awareness of exploration methods</p> <p>Intention was to empower and educate the supervisee on developmental understanding of her clients</p> <p>Regret in using lengthy teaching responses to educate rather than process</p> <p>Awareness of supervisor style consists of support, empowering, and educating</p> <p>Awareness of own learning and growing as a supervisor</p>
SIT 5	<p>Interest in the growth of the supervisee's abilities</p> <p>Supervisee's ability to have "ah-ha" moments regarding strengths and weaknesses</p> <p>Interest in using rubrics and micro-skills to clarify for the supervisee's growth</p> <p>Demonstration of more structure in the supervision session</p>
SIT 6	<p>Interest in the specific discussion regarding the supervisee's frustration with a group</p> <p>Exploration with the supervisee about the group that did not go well for the counselor</p> <p>Teaching the supervisee to consider the value of the program she implements</p> <p>Teaching the supervisee assessment and evaluation of programs</p> <p>Teaching the supervisee to demonstrate the value of the service they provide</p> <p>Using a hypothetical situation to demonstrate the value of program evaluation</p> <p>Realization of neglecting to focus on more than counseling sessions with the supervisee</p>

Ending Themes. Table 6 displays the themes resulting from the critical incident summaries from the end of the semester.

Table 6

<p>Focus on Supervisee's Skill Development</p>	<p>Interest in explaining motivational interviewing for supervisee's benefit</p> <p>Interest in certain topics of discussion including termination, skills & interventions, and the supervisee's future</p> <p>Interest in facilitating thought on theories chosen for his client</p> <p>Interest in discussing the supervisee's progress in working with her clients</p> <p>Interest in focusing on the supervisee's ability to conceptualize her client's underlying problems/issues</p> <p>Interest in exploring supervisee's awareness of exploration methods</p> <p>Intention was to empower and educate the supervisee on developmental understanding of her clients</p> <p>Interest in the growth of the supervisee's abilities</p> <p>Supervisee's ability to have "ah-ha" moments regarding strengths and weaknesses</p> <p>Interest in using rubrics and micro-skills to clarify for the supervisee's growth</p> <p>Exploration with the supervisee about the group that did not go well for the counselor</p> <p>Teaching the supervisee to consider the value of the program she implements</p> <p>Teaching the supervisee assessment and evaluation of programs</p> <p>Teaching the supervisee to demonstrate the value of the service they provide</p> <p>Using a hypothetical situation to demonstrate the value of program evaluation</p>
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<p>Awareness of the Supervision Process</p>	<p>Own realization that the supervisee had not completed homework or directions</p> <p>Own realization of a lack of control in supervision</p> <p>Own supervisor development through a discussion on the supervisee's theoretical orientation</p> <p>Awareness of supervisor style consists of support, empowering, and educating</p> <p>Awareness of own learning and growing as a supervisor</p> <p>Realization of neglecting to focus on more than counseling sessions with the supervisee</p>
<p>Supervisor Doubt or Regret</p>	<p>Disappointment in discussing supervisee's hours or providing solutions</p> <p>Concern regarding the approach to take when supervisee is unprepared</p> <p>Concern regarding own ability to clearly communicate about termination</p> <p>Concern regarding using unnecessary filler words</p> <p>Regret in using lengthy teaching responses to educate rather than process</p>
<p>Supervisor Confidence</p>	<p>Demonstrating the beginning and progression into supervision session</p> <p>Demonstrating ability to build an open relationship with the supervisee by encouraging and allowing her to direct the session</p> <p>Interest in planning future supervision sessions</p> <p>Demonstrating ability to assist supervisee in a discussion on theoretical orientation</p> <p>Recognizing the appropriate time to facilitate discussion regarding theories with the supervisee</p> <p>Demonstration of more structure in the supervision session</p>
<p>Focus on Supervisee's Professional Development</p>	<p>Interest in the supervisee's self-directed growth by suggesting himself to research theories</p> <p>Interest in the specific discussion regarding the supervisee's frustration with a group</p>

Textural Description of Ending Themes. A description of the participant's reported critical incidents from the end of the semester are reported below.

Focus on Supervisee's Skill Development. SITs continued to most often report critical incidents related to the skill development and acquisition of the supervisee. Five of the six SITs mentioned experiences relating to the supervisee's development. The critical incidents mentioned aspects of the SIT teaching, educating, demonstrating, or explaining topics to the counselor. Occasionally, the SIT would facilitate a discussion on a topic focused for a specific client whom the supervisee was counseling. Statements demonstrating a focus on the supervisee's skill development included:

"I was able to explain Motivational interviewing well because although she had been using a lot of MI, she really was unable to identify why or when it would be appropriate. I hope that by explaining MI in depth, that she will actually utilize it properly."

"It also covered some different topics in the session including termination and the beginning of the discussion of the skills and interventions that she has developed and looking to the future."

"...helping him to move into a discussion of the theories that he had chosen for his client..."

"I more importantly wanted to focus on how she conceptualizes the underline issues and problems beyond what the client is telling her."

"We discussed during this session ways she can improve in her counseling abilities."

"I gave her a way to think about things she had not before such as the common aspects of working with groups and individuals."

Awareness in the Supervision Process. The participants discussed moments of awareness within the supervision process that had not come up prior to this ending data. They remarked on specific realizations they had come to regarding the supervisee, control, theories, supervisory style, as well as neglecting the process of supervision. Four out of the six SITs discussed moments such as these, and the following statements demonstrate the theme:

“...this was the point where I finally realized that my supervisee had not completed any of the homework that I had given her and that she was not following my directions.”

“I feel like I have very little control as a university supervisor.”

“I believe this was an important session in my supervision development and education. It provided me with the opportunity to explore my [supervisee’s] theoretical orientation as well as the theories applied during my supervisee’s individual counseling sessions.”

“This sessions made me further realize that my supervisor style is that of one who not only wants to support the needs of the supervisee, but also to empower and educate them... as many of the others continues to remind me that I am learning and growing as a supervisor just as my supervisee is as a new counselor.”

“I had a realization during this session that so much of what I have discussed has been about S1 in counseling sessions and had not addressed some of the important peripherals.”

Supervisor Doubt or Regret. Some SITs experienced doubt or regret associated with specific topics of discussion in supervision or their own ability to handle moments with the supervisee. Some participants noticed moments they would have liked to do

something other than what they did. Four of the six SITs discussed moments relating to their own doubt or regret. Statements indicative of the experience include:

“I talked too much about her hours. It was not my place to talk about those or to help her figure out how to get more.”

“I need to be clear with what I am saying and not just let something go because I am not being understood.”

“I used words such as...kind of, I mean, you know, as a type of filler between thoughts. I feel that these words were really not necessary to use and could have been eliminated.”

“I would have wanted not to have so lengthy responses in educating her, but to use more opened questions for her to process.”

Supervisor Confidence. A few participants commented on their own sense of confidence in the ending data. Three of the six SITs made references to moments that highlighted their confidence in their abilities as a supervisor. Statements reflective of this theme are:

“I think one of my strengths is building a positive open relationship and encouraging my supervisee in various ways. This section I allowed her to talk more and go where she wanted to at first.”

“I felt like I did a good job recognizing this opportunity and moving forward with the discussion of theories.”

“I need to have more ‘structure’ in my supervision. This tape really shows me the importance of that.”

Focus on Supervisee’s Professional Development. While the least reported type of critical incident in the ending data, two SITs still focused on the professional

development of the supervisee. Specifically, the moments dealt with the supervisee's self-directed growth and discussion regarding the supervisee's frustration with a group.

Statements reflective of this theme are:

"I also felt that the supervisee took a step in the supervision process by suggesting himself that he spend some time researching these theories. To me this demonstrated growth and was a critical incident as well."

"I chose this recording because of the discussion about groups. S1 was a little frustrated she had a group that did not go as well as she had planned."

Structural Description of Ending Themes. The SITs critical incidents in the ending data were focused predominately on facilitating skill development of the supervisee. At this point in the semester—November 13th—the SITs had already conducted evaluations of their supervisor's skills, and many SITs had previously discussed strengths and weaknesses with their supervisee. Some participants focused more on their own realizations, regrets, or moments demonstrating their confidence in their skills. Additionally, a couple SITs continued to select critical incidents regarding the supervisee's professional development right through the course of the semester.

Chapter 5

Discussion

The purpose of this study is to examine the supervisory experiences of self-identified critical incidents for counseling supervisors-in-training (SIT). The study was designed using a transcendental phenomenological approach to analyze and present the SITs experiences. Thus, it was anticipated that the study would address the phenomenon of interest, the supervisory experiences of self-identified critical incidents for counseling supervisors-in-training. The final chapter of the current study seeks to further explain the data while providing context to the analysis and themes presented in the study. Additionally, limitations and implications for further research will be given.

Self-Identified Critical Incidents of Counseling SITs

The transcendental phenomenological qualitative analysis of the data provided exploration into the realm of self-identified critical moments in the SITs experience. Inherent in training supervisors is conceptualizing their process of development, critical stages or experiences, and factors that may influence their growth and competence (Gazzola et al., 2013). Understanding this process of development is a critical component of supervisory training, especially for supervisors-in-training whose experiences may differ greatly from professional to professional (Majcher & Daniluk, 2009; Pelling, 2008). The use of generic models does not allow educators a proper contextual understanding of the unique events that supervisors-in-training encounter (Gazzola et al.,

2013). To integrate more distinctive information to assist training curriculum standards, and subsequently impact SITs competence, research must focus on the complexity of trainee's experiences, on an individual level, as they encounter critical moments of practicing supervision, while exploring the SITs perception of said experiences (Gazzola et al., 2013). This section will review details of the results present in the previous chapter.

Research Questions

The research questions for the current study was the following: (a) What do counseling supervisors-in-training self-identify as critical incidents in supervision? ; (b) What is the nature of the critical incidents reported throughout different points in the semester for counseling supervisors-in-training? This study was motivated by an interest in exploring the critical incidents, as current counseling supervisors-in-training experience them, while providing supervision to master-level counseling trainees.

These research questions were answered through a method of transcendental phenomenological qualitative analysis. Analysis was derived by the data source of participants' responses to reflection questions upon selecting a critical incident. The participants provided three rounds of critical incident selections and subsequent responses to reflection questions throughout the semester. The due dates were September 11th, October 16th, and November 13th. The researcher used bracketing techniques, including journaling and meditation, to suspend personal judgments from the data analysis. Responses to reflection questions were then reviewed three times. In the first review, the researcher read each response closely in an effort to understand the respondents' statements (Creswell, 2007; Wertz, 2005). During the second reading, prominent statements were highlighted (Wertz, 2005), and during the third reading, themes or

categories were identified. The original themes identified in the data were discussed and relationships were identified. To communicate the movement through the data, this section will discuss the findings in relation to previous research and within the context of the Counselor Education and Supervision field.

Beginning Data Set

In the beginning data set, the participants' responses to reflection questions were filled with reported concerns regarding both interactions with the supervisee and reflection inward. With regards to interactions with the supervisee, the SITs selected moments that illustrated their care or concern of the supervisee's progress while he or she was going through a parallel experience of stress in a new environment. These moments were often reported by the SITs to incorporate encouragement for the supervisee, as well as focused on the relational aspects of the supervision experience. In Rodenhauser's (1994) model of supervisor development a similar idea mentioned how supervisors may respond to their supervisee's lack of counseling skills or awareness by being over supportive or over analytic with the supervisee. Likewise, the pattern of nurturance may continue with the SITs lack of boundaries, branching into concern for progressing the supervisee's approach to the counseling role, again suggesting perhaps a preoccupation with the SITs own desire to show his or her ability to produce growth in their supervisee (Rodenhauser, 1994). While the SITs reported more critical incidents related to relationally focused interventions, the data does not appear to demonstrate the SITs approach to supervision in the counseling role.

The SITs also selected more practical moments of sharing specific information and guidance for the supervisee, as well as assisting in managing or resolving issues with

the supervisee's experience of aspects at the practicum site. Stoltenberg et al. (1998) explained beginning stages of supervisory development included moderate to high structure with the supervisee, focused on the nurturance and success of their supervisee, might involve attempts to get the supervisee to adopt their own therapeutic orientation. While not explicit in this data, moments of teaching the supervisee tips or planning the supervisee's counseling approach with clients may potentially involve ushering the supervisee into utilizing the SITs therapeutic orientation.

These themes, for the most part, remained throughout the semester, albeit in different fashions. The SITs reflection inward started in the beginning set of data and lasted throughout the data sets, shifting and changing as the semester went along, but never disappearing.

Middle Data Set

As the SITs continued selecting critical incidents in the middle of the semester, participants continued to report critical incidents related to both their self-reflection and their supervisee's development. The SITs reflection statements seemed to have shifted the tone of the critique. While some self-reflective comments focused on their continued understanding and awareness of their experience, twice as many participants reported incidents that displayed more of an awareness of their own less-than-ideal moments in supervision. Various statements indicated disappointment, uncertainty, confusion, and desire to specifically change some techniques they used in the supervision session. Many theories of supervisory development included self-doubt and uncertainty as a natural experience of beginning supervisors or supervisors-in-training. Specifically, inadequacy and lack of confidence was often due to the struggles and pressure associated with the

new, complex definition of the supervisory role, and a need for validation in facilitating the supervisory role correctly (Alonso, 1983, 1985; Hess, 1986; Rodenhauser, 1997; Rubin, 1989; Stoltenberg et al., 1998). Watkins (1990, 1993) explained that because of inadequacies, SITs may be more hypersensitive to critiques or questions regarding their performance. The SITs selection of critical incidents regarding their own self-critique may demonstrate both insecurity in their supervisory abilities, as well as a reaction to the dynamics involved in answering reflection questions which are turned into their own supervisor.

Additionally, the SITs care and concern for their supervisee's progress remained, but the structure of their statements were more readily grouped into incidents focused on the supervisee's skill development or the supervisee's professional identity development. In both instances the SITs used processing techniques, such as encouragement and discussion, as well as directive techniques, such as instruction, guidance, and advice. However, statements explicitly focused on the supervisee's professional growth, self-confidence, fears, or role confusion were nuanced enough to facilitate a distinct category qualitatively different than focusing on a supervisee's counseling skill development. There was slightly more focus on the supervisee's counseling skills development. In Hess' (1986, 1987) three stage model of supervisor development, when a supervisor was able to recognize his or her impact on the supervisee's learning, leading towards modifying their approach to benefit the supervisee, the SIT had then reached the second of the three stages. This exploration phase was marked by a shift from the centering of supervision on formal power, to informal power, and the student learning needs take priority (Hess, 1986, 1987). Theoretically, in this stage supervisors would not feel the

need to impress their supervisee, rather their focus would be on clinical issues in the case presented, or areas where the supervisee chooses to work (Hess, 1986, 1987). The shift in focus of the SITs reported critical incidents may demonstrate a shift in development as determined by Hess (1986, 1987).

Ending Data Set

Perhaps the most significant reshuffling of themes occurred between the middle data set and the ending data set whereby the participants reported more critical incidents focused on the supervisee's counseling skill development by a wide margin. The supervisor may report feeling gratified by their supervisees' success, which facilitates less dependency on receiving validation from others (i.e., supervisors, supervisees) (Bernard & Goodyear, 2009). Each participant reported a statement regarding a critical moment featuring the skill development of their supervisee. In turn, the ending data set produced a sharp drop-off in the amount of participants reporting incidents dealing with the professional development of the supervisee, with only two SITs mentioning this topic. It appeared as though this was no longer a predominant focus of SITs towards the end of the semester.

There was also a shift in the introspection taking place by the SITs. Each SIT produced a statement regarding reflection of some sort, but there were specific differences in the approaches to their reflections. This data set produced more than half of the participants focused on an awareness of the process of supervision. Some of the comments explained an oversight on the part of the SIT without a direct critique for him or herself. Most of these comments were simply an awareness of some moment. Perhaps the SIT noticed an aspect of his or her style or development that was not reported with an

evaluative framework attached to the statement. Nelson et al. (2006) studied the perceptions of doctoral student's training process and stated that reflection of the supervisors was in reference to "the process of thinking about one's experience in order to arrive at an understanding of that experience" (p. 25). Specific reflective themes identified by the SITs were aspects of the self, awareness about the process, and clarification of his or her self and opinions. The process of shifting a supervisor's role or professional identity appeared to be unfolding and developing as their experience continued through the semester (Bernard & Goodyear, 2009).

Additionally, the SITs reflective statements appeared in confident frameworks, whereby the SIT showcased an aspect of his or her supervisory skill as a critical incident. In turn, there was also a number of participants who provided self-reflection demonstrating self-doubt or regret. Qualitatively different than a critique, these comments expressed disappointment or explicit regret in conducting him or herself in the way they witnessed on their recording. The context of uncertainty in the supervisory role lost prevalence towards the end of the 15-week course experience. The SITs may have become more comfortable with evaluating their supervisees or in utilizing the resources made available to them as part of their academic course.

Critical Incidents throughout the Semester

In observing the data sets in more detail, some themes were not easily constrained by one particular collection time frame. Specific mention of these items are relevant due to previous research focused on the theme as well as a notable presence in this data.

In general, the participants reported various moments of reflection of self as critical incident experiences. As the tone of the reflections shifted throughout the

semester, one constant appeared to be the SITs awareness of the value of the experience. Nelson et al. (2006) explained how SITs explicitly remarked on the value of experience, which tended to provide a more complete and complex understanding of supervision models and dynamics, specifically more than simply attending class.

Supervisory Relationship. The SITs clearly spoke to the positive elements of the supervisory relationship and experience. Positively supporting their supervisees included placing emphasis on encouragement, building a relationship, and imparting information, or helping the supervisee in some beneficial way. Majcher and Daniluk (2009) conducted a study whereby the participants spoke about similar themes reported in the current study; specifically, respectful and encouraging relationships as a central component for increasing personal and professional development. Similarly, in another study conducted to explore SITs experiences, Nelson et al. (2006) brought up discussion themes upon reflecting on the perception of the training process, which included supervisee growth through the process of supervision meetings where the supervisee demonstrated real change and maturity. In addition, Rapisarda et al. (2011) discovered two main themes in describing the transition from supervisee to supervisor, one of which was establishing a supervisory relationship. Prior research has stated that this phenomenon is something that plays a part in both the training process and the supervisor developmental process. The positive support and encouraging growth or development of supervisees has been mentioned in supervisor development models as well. Hart and Nance (2003) explored supervisory styles and discovered SITs preferred a supportive teacher or counselor style of supervisor, both at the beginning of the study and after the 10 week period of supervision. These results fit with the results of the current study in that the participants

consistently demonstrated a supportive, encouraging style throughout the three rounds of submissions. Finally, some previous theoretical development models addressed the phenomenon of positive support and encouragement and the relation with the growth of supervisees. Rodenhauser (1997) suggested SITs may be over supportive with the supervisee in early stages of supervisory development, while Stoltenberg et al. (1998) claimed stage one supervisory relationships included moderate to high structure focused on the nurturance and success of their supervisees. Lastly, Watkins (1990, 1993) suggested the phenomenon is actually a stage two process whereby the SITs have softened their approach and focused on the relational dynamics with their supervisees. At any rate, it is important to recognize the SITs experience of critical incidents from the lens of positively supporting their supervisees by encouraging, building a relationship, and imparting information to the supervisee.

In contrast, the participants' focus on the relational aspects of supervision may demonstrate an apprehension, among SITs, to challenge or push the supervisee and risk damaging the nurturing role established. The data may suggest a preoccupation among SITs in managing aspects of their supervisee's experience, such as their course requirements and site experiences. A general need to protect the supervisees may reflect the SITs desire to nurture or facilitate success within their supervisees and subsequently in how the SIT is perceived by their professors.

Focus on the Supervisee. Throughout the data, the participants reported a pattern of presenting critical incidents as an exercise in considering their observations and experiences of their supervisees as much as reflecting on their own processes. Stoltenberg et al. (1998) mentioned this phenomenon regarding level two supervisors and their

tendency to over focus on the supervisee. Likewise, Watkins (1990, 1993) related a similar description in his first stage of role shock, where the supervisor lacked awareness of supervisory strengths, motivation for supervising, or their impact on the supervisee, resulting in a lack of awareness of their supervisory style. Stoltenberg et al. (1998) explained that there is a potential that this over-focusing may result in the SIT losing objectivity and reducing the potential to provide necessary confrontation and guidance for the supervisee. In a similar way, level two supervisors could become frustrated with their supervisee, facilitating confusion and fluctuation of motivation, as well as perceptions that the supervisee was unable or resisted implementing supervisor feedback or other behaviors which would communicate a lack of investment by the supervisor (Stoltenberg et al., 1998). While this data did not present critical incidents relating to SITs difficulties in providing negative feedback and critique, it may be valuable in mentioning the tendency to lose objectivity because of an over focus on the supervisee (Stoltenberg et al., 1998), as the participants consistently reported incidents related to their observations and experiences of their supervisees.

Self-Reflection. Finally, supervisor reflection, in all forms including self-critique, awareness of development, doubt or regret, and confidence was reported consistently, with six participants having demonstrated these themes throughout each of the three rounds of submissions. It appeared as if this was a significant component of the SITs experience of critical incidents. The SITs were more self-critical at the beginning and middle periods of their semester. Ybrandt and Armelius (2009) confirm this observation and expand it with their study, explaining significant gains were made in self-acceptance between their collection period after training and a four-month follow-up. Perhaps the

SITs from this study would have demonstrated even more self-acceptance a few months following the submission of the ending data set.

Limitations

A limitation of this study was that the data was collected previously without the specific intent to be analyzed in the capacity determined for this study. In addition, anonymity was deliberately fixed into the research design to avoid potential dual relationships or bias, as well as to prevent possible contamination of data. However, qualitative research design is often predicated on the ability to obtain rich contextual data from the participants, influencing the researcher's ability to produce thick descriptions of the phenomenon of interest. The data did not contain any part of the participant's background, including sex, age, or ethnicity, which greatly decreased the contextual information within the data. Because there was no information on who the participants were, the data limited the degree to which the researcher could be immersed in the data, as well as the ability to draw conclusions, and the extent to which data could be analyzed. This data collection method also made it difficult to engage in member checking to ensure that this researcher was clear on the subject being communicated in the responses to reflection questions.

Another limitation to this study was the lack of complete data sets. With nine participants, three individuals did not complete one or more of the three phases of responses to reflection questions during the semester, which left only six complete data sets. Like many qualitative studies, the limited number of participants was also a limitation of this study. It is difficult to generalize the reported experiences as the sample was attained from a small group of students in the same program. Fortunately, the results

are delivered as descriptions of the experiences of this particular group of participants during the Fall of 2012.

Additionally, data was collected as electronic transcripts of answered process questions. This method, void of nonverbal cues, consisting of general questions which typically warrants general answers, left room for an interpretive gap (Kvale & Brinkmann, 2009). While a strength of the electronic format was their anonymity, some entries were clearer than others regarding the perceived critical incident. Interviews would have allowed for the researcher to ask follow-up questions and gain more specific information in general.

Finally, the participants completed their individual selections of critical incidents and answers to process questions knowing their immediate instructor and supervisor would be collecting, reading and possibly evaluating these self-identified moments. There was the potential that the awareness of their own evaluation may have played a role in determining which moments to select as critical incidents. The participants may have selected moments based less on their own opinion of what is critical and more out of a desirability factor. Alonso (1983, 1985) theorized that the dynamics between SITs and training institution, specifically the instructors, are significant and can potentially influence the development of the SIT.

The limitations of the design impacted the findings of the study in various ways. By utilizing a text based data set collected by the participant's training professor, which were cleared of the participants' identities and backgrounds for the purpose of this research study, the findings of the study are preliminary, exploratory, and lead to a discussion of the direction of future research. After considering the process of the study,

changes that may have resulted in more detailed information to analyze would be to incorporate more specific process questions relating to the self-identified critical incident, incorporate a general background of each participant, as well as take steps to insure the data was not influenced by any potential evaluative or social desirability motivations. These changes would encourage a richer and more expansive analysis.

Implications for Future Research

The focus of supervisor development research has focused on general stage theories of development. As discussed above, this study has the potential to be placed inside a number of general stage theories; however, the real value of the study is in the insight it provides into the experiences of SITs, specifically the experiences of self-identified critical incidents.

Research utilizing quantitative methods to search for specific insights to supervisor development has been the primary focus in supervisor development research. However, with the recent trend toward a focus on supervisor perceptions of development, more qualitative methods are being introduced into supervisor development research. The overarching reason for this study on supervisory experiences of self-identified critical incidents was to attempt to examine the training experience, which could assist educators in more readily anticipating changes, shifts, or typical development among SITs. The problem with defining the typical developmental path of supervisors still remains, as researchers may be missing the unique experiences each SIT is undergoing, and the wealth of information the experiences provide, which may influence training.

Supervisor training significantly matters in progressing SITs competence and development (Baker et al., 2002; Nelson et al., 2006; Pelling, 2008). Research has looked

into SITs perceptions in a myriad of ways. This study appeared to reinforce what other researchers have discussed previously, including Hart and Nance's (2003) assertion of preferred support through using counseling techniques or a teaching style of supervision throughout their initial experiences of supervision. The participants appeared to routinely demonstrate a desire to provide a directive teaching style of supervision throughout the semester. This study may have reinforced the idea that beginning supervisors may have a tendency to over-focus on the supervisee's progress as opposed to their own (Stoltenberg et al., 1989). The participants may have also demonstrated the anxiety associated with ambiguous boundaries in inhabiting a role of authority placed on them by their professors, yet not truly having much authority. As Scarborough et al. (2006) alludes, this may potentially impact the SITs overall experience and development as supervisors.

The self-identified experiences of critical-incidents for counseling supervisors-in-training is an area that some potential may exist for future research. Due to the limitations of the study, further research is needed to gain contextual depth and richness to explore the SITs experiences more deeply. Through the process of the study, it became clear that the data set was limited in the depth of information available. Moreover, the study provided results that explored, in a way that has yet to show up in professional literature, the supervisory experiences that counseling SITs believed to be critical moments. The data highlights the necessity to continue exploring supervisory experiences of SITs in a variety of ways, and echoes the need for educators to be curious and mindful of experiences SITs may determine as critical. By recognizing the self-identified critical moments of the counseling SIT, educators might be able to better tailor supervision of supervisors, or supervision practica courses, to meet the needs of specific SITs.

Specifically, self-doubt may permeate the supervisory experiences of critical incidents among counseling SITs, and may be an area in which educators and supervisors of SITs should be well aware. The participants in this study displayed self-doubt, primarily as performance anxiety, and subsequent decisions may be based on the desire to avoid or minimize feelings of insecurity. Future research should attempt to make sense of the experience of self-doubt and the multiple ways insecurity is expressed throughout the SITs initial work with counselors-in-training. Additionally, research should attempt to explore the SITs emotional reactions and thoughts as they engage in supervisory work, without the perception of being evaluated.

Further research may be useful to understand more context to the SITs experiences, as well as how their self-identified experiences may specifically impact their developmental process. There may be some different avenues of research to explore on the experiences of SITs. Regarding the domain in which many doctoral level counseling SITs gain supervisory experience, it is often through practicum requirements of an educational program. Research is needed to explore the potential effects of a multi-tiered evaluation system whereby the faculty are evaluating the supervisors who are evaluating the supervisees who may also being evaluated by the same faculty. Interaction effects of these multiple relationships should be studied further.

The general product gathered from the SITs in the study suggested the challenge in incorporating the supervision skills they have learned in their coursework with their identity, competence and confidence in the supervisory role. There may be the need for greater support through this process (Gazzola et al., 2013). CACREP (2009) suggested supervisors understand the roles related to practicing as a supervisor. Supervision is a

unique role that comprises many different roles; however, those separate roles are insufficient in fulfilling all the responsibilities a supervisor entails. In addition, counseling supervisors should be able to identify his or her own strengths and weaknesses as a supervisor as well as describe his or her own patterns in interpersonal relationships (ACA, 1990; ACES, 2011). Additionally, counseling supervisors should be open to accepting perspectives and feedback from supervisees, and respond to the feedback by understanding what needs to be changed in the supervisory relationship (ACES, 2011). The supervisor should be open to ambiguity and the absence of knowledge, and does not pretend to have all the answers, as he or she has the courage to be imperfect and not expect perfection from anyone involved in the supervisory process (ACES, 2011). In fact, errors in supervision should be viewed as learning opportunities, as the supervisor should seek challenges to take appropriate risks and act out of his or her comfort zone (ACES, 2011). Furthermore, as the literature suggests, counselors must face these new expectations and tasks of supervision upon being evaluated by a training institution. Supervisors may feel overwhelmed not only by the new realities of the role, but with the pressure of an authoritative onlooker. Training programs could potentially incorporate discussion about the evaluative role of the supervisor (Bernard & Goodyear, 2009), which may alleviate a bit of the pressure or anxiety associated with the new role.

Conclusion

This study was completed with first semester SITs from a southeastern university, rather than a more diversely experienced group of counseling SITs. While SITs may be new supervisors, supervisors may also consist of those who are beyond the formal training and supervising early in his or her career. The findings need to be considered

only within the context of counseling supervisors-in-training. Additionally, the SITs were in a course, attempting to master the responsibilities of the profession, while simultaneously incorporating new tasks with their growing professional identity. This may prompt an appropriate question seeking to know when the ideal moment is for training new supervisors in their training sequence. More research may be needed to explore optimal training sequences for students to maximize their potential growth through supervisory experiences.

Though more research is needed in this area to further define the constructs of SITs experiences of self-identified critical incidents, counselor educators and supervision training programs should be intentional in their methods of training supervisors. SITs are undergoing significant moments in their professional transition. By intentionally recognizing the normal, pervasive self-doubt among SITs, educators could begin developing strategies to assist in developing SITs who are self-aware, competent, open to ambiguity, confident, and courageous enough to be imperfect in their future supervisory roles.

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Appendix A

COUN 8910 Supervision Practicum

You will be asked to complete a series of transcriptions of your supervisory sessions. A transcription is a verbatim transcription of the supervision dialogue for a specific supervision session. You are asked to submit your transcription in your supervision portfolio dropbox account. During the semester this supervision portfolio dropbox folder should only be accessible to you and your Group Supervision Instructor. ***In transcribing please remember to only identify yourself as S1 (Supervisor) and the supervisee by S2.*** We do not want identifying data on the transcriptions.

Transcriptions should focus on segments of the counseling process for which you have a **critical incident** related to: your development as a supervisor (ex: skills, counseling theory, counseling goals), the supervisee's progress, the supervisor relationship, or specific issues you need addressed as part of supervision. You are also asked to complete the process questions. During the week prior to the transcription you will not be required to complete an entry in your practicum journals.

Transcription 1: This transcription should be between 10-15 minutes in length (9/11)

Transcription 2: This transcription should be between 10-15 minutes in length (10/16)

Transcription 3: This transcription should be between 15-20 minutes in length (11/13)

Process Questions:

1. Discuss why you selected this section of tape to transcribe. Consider why you believe this was a critical incident.
2. What questions or concerns do you want to address with your supervisor?
3. Identify what was a strength for you in this segment.
4. Identify what you may have wanted to modify and change, and how.
5. Discuss anything you may have learned or how this may have effected your development as a supervisor.