Perceptions of Supervisory Relationship Influences on Cognitive Complexity Development During Practicum Supervision: A Qualitative Study

by

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

Auburn, Alabama

May 6, 2012

Keywords: Counselor supervision, counselor development, cognitive complexity

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Abstract

The purpose of this study was to conduct an exploration of the potential impact of the supervisory relationship on the development of cognitive complexity of master's students in a counseling practicum course. A priori themes of self/other awareness, motivation, autonomy, and epistemological cues were used as indicators of the presence of developing cognitions. The study was qualitative in nature. Four cases were intensively studied throughout the fall semester at a southeastern, public university. Two of the cases were bounded by the supervisor-supervisee pair; whereas, the other two cases included only the perspectives of the supervisees. The supervisors were second or third year doctoral students enrolled in a counseling supervision course. The supervisees were master's students enrolled in either a School Counseling or Clinical Mental Health Counseling clinical practicum. Data were collected digitally through electronic interviews via Dropbox cloud storage service. Individual case summaries and a cross-case analysis enabled various themes to emerge that seemed to influence the development of cognitive complexity within the supervisor relationship. The impact of the supervisory relationship, the nature by which feedback was provided, the types and timing of intervention strategies used, and the appropriate awareness and response to the supervisee's developmental needs were emergent themes indicative of the supervisory relationship's influence on the supervisees' development.

Acknowledgements

I would like to thank Morgan, my wonderful wife and best friend, and our adorable son, Gray, for their patience, encouragement, and support throughout my time as a student and while working on this dissertation. I would not have completed this without you. Also, I would like to thank my advisor and committee chair Dr. Suhyun Suh for her guidance, feedback, and support throughout all my endeavors as a student. You have been an excellent mentor. Finally, I wish to thank Dr. Jamie Carney, Dr. John Dagley, and Dr. Daniel Henry for helping me structure and prepare this project in a coherent, organized manner. I appreciate the commitment, influence, flexibility, and education you all have provided during my studies.

Table of Contents

Abstract ii

Acknowledgements iii

List of Tables vi

Chapter I: Introduction 1

Purpose Of The Study 8

Significance Of The Study 9

Research Question 11

Definition Of Terms 12

Chapter II: Review of Literature 14

Reflective Practitioner 16

Developmental Models Of Supervision 19

Intervention Strategies 29

Cognitive Complexity 33

Metacognition 41

Chapter III: Methodology 45

Research Method 45

Participants 47

Data Collection 49

Data Analysis 51

Credibility 54
Epistemological Stance 56
Chapter IV: Findings 60
The Case Of Janet (5432) 61
The Case Of Blair (012233) 64
The Case Of Lisa and Carlyn (8499) 67
The Case Of Josh and Alex (015678) 76
Cross-Case Analysis 81
Cognitive Complexity 81
Supervisory Relationship 85
Providing Feedback 87
Intervention Strategies 88
Summary of Cross-Case Themes 92
Chapter V: Discussion 94
Supervisory Relationship 94
Feedback 95
Cognitive Complexity 98
Supervisor Developmental Process 101
Limitations 102
Implications for Future Research 104
References 109
Appendices 118

List of Tables

Table 1 81

Chapter 1

Introduction

Clinical supervision and the supervisory relationship are considered to be the signature pedagogy of the mental health profession (Barnett, Cornish, Goodyear, & Lichtenberg, 2007). The nature of the counseling profession requires counselors to work autonomously, deal with ambiguity, and to make judgments based upon these conditions (Duys & Hedstrom, 2000). Professions that require high-levels of independence have a particular, idiomatic, experiential instructional strategy that is implemented to prepare and train future practitioners (Bernard & Goodyear, 2009). For example, nurses and physicians undergo extensive clinical rounds with a team of residents and doctors in various fields of the medical field to ensure competence before allowing these individuals to practice medicine alone.

For the mental health profession, clinical supervision is a fundamental and central component aspect of the practitioners' training (Romans, Boswell, Carlozzi, & Ferguson, 1995) and is critically important in the development of competent professionals (Barnett et al., 2007). Clinical supervisors have the important role of making sure that counselor trainees develop the appropriate skills necessary to become competent professionals. Counseling professionals have the ethical and legal responsibility monitor their own professional skills and behavior, and to regulate through professional training (Bernard & Goodyear, 2009). Clinical supervision is a process that helps to ensure individuals are fit to enter the counseling profession. As such, it is necessary to continually explore and

understand the nature of the supervisory relationship. Equally necessary is the need to assess and evaluate the competency of the individuals that are undergoing this relationship.

Bernard and Goodyear (2009) iterate three mechanisms of self-regulation within the clinical helping profession: (a) accrediting bodies, (b) state regulatory boards, and (c) professional credentialing groups. All three of these mechanisms address and attempt to regulate the amount and the type of supervision that a counselor in training is to receive prior to entering the profession. Accrediting bodies (i.e., CACREP, APA CoA, COAMFTE, CORE) develop a set of standards that are agreed upon by the professional community to ensure high-quality educational training for the students within these programs. For the future professional counselor, the Council for Accreditation of Counseling and Related Educational Programs (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 meets agreed upon standards by the counseling profession (CACREP, 2009). CACREP regulates the amount and the method (group vs. individual) of supervision that occurs during a counselor's training program. Counseling students are required to undergo an average of one hour per week of individual supervision and 1.5 hours per week of group supervision during the entire practicum experience according to the 2009 CACREP Standards. Many states licensing boards acknowledge the accreditation standards set forth by CACREP as acceptable for meeting its educational requirements.

Each state's licensing board seeks to regulate the practice of counseling and supervision, before and after graduation, within its particular state. Similar to CACREP,

states have rules and laws in place that are intended to help protect the public from unlawful and unethical professional practices. Each state has its own set of laws and rules governing the practice of professional counseling in its state. This includes variability in the amount and the type of supervision that is required by the state to license counselors to practice professional counseling. States even differ in determining who can act as a supervisor. Some states require that supervisors acquire a state regulated "Approved Supervisors" license while other states merely require the supervisor to be any mental health professional who has been licensed for a determined amount of years. The variation in state laws is in accord with the 10th Amendment as counseling is considered a form of healthcare that is seen as intrastate commerce; thus allowing the state to have jurisdiction over its licensing process (Jost, 1997). Currently, all 50 states and Washington D.C. have a recognized, regulated licensed professional counseling credential.

Professional credentialing groups, such as the National Board of Certified Counselors (NBCC) or the American Board of Professional Psychology (ABPP), seek to establish a baseline of criteria that either meet or surpass the state's licensing requirements (NBCC, 2011a). Currently many of the state licensing boards work indirectly with these credentialing groups. Many states, for example, use the National Counselor Exam (NCE) as its testing component for determining educational competency, which is developed and administered by NBCC (2011b). Over ten years ago, NBCC created an affiliate organization entitled the Center for Credentialing and Education (CCE) in attempt to assist with credentialing outside of the counseling profession (CCE, 2011). In 2001, CCE took over responsibility of an Approved Clinical

Supervisor (ACS) credential (CCE, 2011). Many states requiring a regulated "Approved Supervisor" credential have requirements that are similar to those of the ACS. This is because organizations like the CCE take the effort to determine a minimum educational competency (2011) that states seem to use to meet requirements for their regulated credential (i.e., *Supervising Counselor* in Alabama Board of Examiners in Counseling Administrative Code, 2006).

These three mechanisms and their attempt to regulate the supervisory relationship attest to the unique skill set and the importance of supervisors in the professional community. Moreover, the increasing standards of supervision set forth by these mechanisms speak to the importance, the value, and the responsibility supervision plays in the development of counselors, the competence of the profession, and to protection of the community. Unfortunately, many individuals in the role of supervisor have little to no formal training in supervision (ACA 1990; Falendar et al., 2004; Loganbill, Hardy, & Delworth, 1982). Although the move towards credentialing is taking the profession in the direction of more formal training, there is 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 (Falendar et al., 2004).

During the supervision process, the development of counselors is the essential focus, whereby senior members of the profession monitor and foster the growth of their junior counterparts (Bernard & Goodyear, 2009). In the American Counseling Association's *Standards for Counseling Supervisors* (1990), knowledge and application of the supervisee's level of development is a key conceptual component of supervisors.

Moreover, these standards state that one of the primary functions of supervisors is to foster supervisees' professional development. An emphasized area of development is counselors' cognitive structures and their epistemological stance (Brendel, Kolbert, & Foster, 2002).

In the early 1980s, conceptualization of supervision began to apply developmental descriptions to supervisees in their clinical training (Holloway, 1987). Though there have been multiple models referring to developmental principles, three models have historically appeared throughout the literature as creating interest in developmental approaches to supervision. Blocher's Cognitive Development Model (1983), Stoltenberg's Counselor Complexity Model (1981), and Loganbill, Hardy, and Delworth's Model (1982) are all focused on the cognitive development of supervisees. Written around the same time, these models have many similarities. In fact, authors from these separate models have gone on to write together regarding developmental models of supervision (i.e., Stoltenberg & Delworth, 1987).

Inherent in these developmental models is the perspective that cognitive skills related to counseling advance as supervisees move through the developmental process (Morran, Kurpius, Brack, & Brack, 1995; Swanson & O'Saben, 1993). Specifically, cognitive development is seen as constructivistic process whereby individuals' interactions with the environment are categorized into schemas that increasingly become more complex as development occurs (Blocher, 1983). As counselors become more cognitively complex, they are able to better integrate multiple perspectives and idiosyncratic, paradoxical information to create a better, more comprehensive conceptual understanding of their clients (Blocher, 1983; Granello, 2010), moving them in the

direction of expertise (Anderson, 2005). Cognitive complexity is broadly defined as the ability to absorb, integrate, and make use of multiple perspectives and large amounts of information to acquire and develop new, more complex, and more comprehensive understandings of an observed phenomenon (Blocher, 1983; Fong, Borders, Ethington, & Pitts, 1997; Granello, 2010). Individuals using cognitively complex perspectives ask questions, engage in reflective practices (Schön, 1983; 1987), admit uncertainty, examine their own beliefs and stereotypes, tolerate ambiguity, integrate inconsistent and paradoxically information, listen carefully, suspend judgments, look for evidence, create sophisticated client descriptions, and exhibit greater empathy (Granello, 2010).

According to Stoltenberg and McNeil's Integrative Developmental Model of supervision (2010) such development of supervisee's cognitive complexity is ultimately displayed through the development of three major attitudinal and behavioral domains: self/other awareness, autonomy, and motivation. As such, these three themes can serve as indicators of the presence of the supervisees' utilization of cognitions. Stoltenberg and McNeil state that the ability to engage in reflective practice as described by Schön (1983; 1987) is a necessary task for development across these domains.

Moreover, supervisees' epistemological cues also can be understood from Perry's (1970) model of epistemological development, which Granello (2010) used as an indicator for cognitive complexity. Perry's epistemological model describes individuals as progressing on a continuum in which they create cognitive structures to describe the nature of the world. Perry found that individuals could develop from thinking about the world in a very dualistic manner to thinking about the world as having multiple perspectives to finding a committed stance among the relativistic world. Perry found that

individuals who exhibit higher levels of epistemological development are better able to tolerate ambiguity and integrate paradoxical information, indicators of cognitive complexity (Granello, 2010).

The concept of cognitive complexity has become an area of interest in the professional counseling literature as it relates to professional development (Borders, 1990; Brendel et al., 2002; Chaote & Granello, 2006; Duys & Hedstrom, 2000; Granello, 2010). However, there is a dearth of qualitative research on the supervisory process as it relates to the development of cognitive complexity. Research exists that shows cognitive complexity increases during the practicum experience (Borders 1989; 1990). Research has looked at the development of cognitive complexity across graduate counseling programs (Brendel et al., 2002; Duys & Hedstrom, 2000; Fong et al., 1997; Granello, 2002), after the practicum experience (Borders, 1989; 1990), with faculty advisors (Chaote & Granello, 2006), with supervisors (Granello, 2000), and with professionals after graduation (Granello, 2010). All of these studies, which are all positivistic or theoretical, have exhibited that cognitive development does occur during counselors' clinical training; additionally, these studies show that counselors who are more cognitively complex are able to practice more effectively (Borders, 1989, 1990; Granello, 2010; Perry, 1970; Welfare & Borders, 2010b). However due to a dearth in studies identifying influencing factors on the development of supervisees' cognitive development within the supervision process, a need to understand supervisors' influence on supervisees' cognitive development has been cited (Borders, 1990).

Purpose of this Study

The purpose of this study is to develop a greater understanding of the factors within the supervisory relationship that affect the development of counselors' cognitive complexity during the supervisee's first, graduate clinical supervision. Counselor training programs and supervisors need an understanding of systematic approaches to supervision that takes into consideration its effectiveness, both in the immediate and the long term (Falendar et al., 2004). Counselors-in-training are not merely in the process of learning counseling skills but are on a course of identity development (Hogan, 1964; Loganbill et al., 1982; Stoltenberg, 1981; Stoltenberg & McNeil, 2010) that requires an awareness of their own cognitions (Schön, 1983).

The concept of cognitive complexity stems from cognitive theory and research on schema development and refinement (Stoltenberg & McNeil, 2010). Schemas are cognitive structures that serve to organize and provide meaning to experiences and pieces of information (Beck, 1967; Thimm, 2010). Moreover, they are highly generalized and are resistant to change, having great influence over individual's cognitions and affect (Riso & McBride, 2007). Supervisees hold paradigms and schemas that influence their counseling skills and their development as professionals (Stoltenberg & McNeil, 2010). As students become increasingly aware and reflective of their responses and their processes in supervision, they are moving towards expertise and more advanced functioning in their skills (Anderson, 2005; Schön, 1987; Stoltenberg & McNeil, 2010). As students become more advanced, they will exhibit difference in their ability to be reflective, the felt-sense of motivation, and their confidence in practicing autonomously (Stoltenberg & McNeil, 2010).

Supervisees grow increasingly motivated in their skill set as they begin to have fewer surprises and less metacognitive distractions (Schön, 1987). Ryan and Deci's (2000) Self-Determination Theory (SDT) influence the relationship of motivation to cognitive development. SDT is interested in how individuals grow and develop innate psychological needs, which foster positive processes and production. Motivation serves as a positive, growth promoting function that enables an individual to act. Motivation is viewed as existing on a continuum from amotivation to external motivation to intrinsic motivation. Intrinsic motivation is an inherent propensity towards self-exploration, assimilation, and growth (Ryan & Deci, 2000). As individuals increase their internal locus of control, they will become more engaged and perform better in tasks (Stoltenberg & McNeil, 2010).

Supervisors have a unique role whereby they can assist the supervisees in refining their cognitive schemata (Bernard & Goodyear, 2009; Stoltenberg & McNeil, 2010). Supervisors can structure the supervisory sessions so as to create more favorable learning environment (Stoltenberg & Delworth, 1987). As such, this study is interested in understanding the nature of the supervisory relationships in these cases as it relates to the development of cognitive complexity.

Significance of the Study

According to the 2009 CACREP Standards, supervision is a mandatory component of a clinical training program. This study can influence educators and supervisors in the practice of supervision by providing them a look into the supervisory relationship and its contribution to the development of cognitive complexity within a few

selected cases; thus, allowing these professionals the opportunity to decide how to transfer these findings to their own practice.

Though many different models of supervision exist, developmental models of supervision resonate with the professional community (Bernard & Goodyear, 2009; Borders & Brown, 2005; Stoltenberg, 1981). Stoltenberg's original article (1981) on a developmental approach to supervision is one of the 25 most-cited articles in the *Journal of Counseling Psychology* (Bernard & Goodyear, 2009). Of the three models presented above that have historically been seen as staring the pursuit of developmental supervision models, Stoltenberg's (1981) model has been continually revised and is still viewed as a reputable developmental approach to supervision (Stoltenberg & McNeil, 2010). Stoltenberg and McNeil's Integrative Developmental Model (IDM) provided the initial framework for understanding the supervisory process in this study. Additionally, the IDM has identified three mutually influential domains of cognitive development that served as a priori themes for this study—autonomy, motivation, and self/other awareness. Though it was believed that other themes would emerge, the three IDM domains served as established indicators for the presence of cognitive development.

Literature is lacking in understanding the impact of the supervisory relationship on the development of cognitive complexity. This study can increase understanding of the impact of the supervisory relationship within a few selected cases. The knowledge acquired from this study could be used to influence the direction of other research on the topic of cognitive development.

Research Question

The purpose of the study is to further understand the impact the supervisory relationship has on supervisees' cognitive development during the practicum supervision by using the method of case study. According to Stake (2005) a research question in qualitative case study is organized in a way that moves towards a balance of discovery and investigation. That is, the researcher is open to whatever issues that may present while working within the framework of the study. Research questions shape the boundaries and the direction of the entire study across the cases and are used to provide a conceptual structure for organizing the study of the individual cases (Stake, 1995, 2005). As such, the following will serve as the organizing research question for this study:

- What is happening in the supervisory relationship that shapes the development of cognitive complexity among supervisees?

Definition of Terms

1. Autonomy (Stoltenberg & McNeil, 2010). One of the overriding structures in the Integrative Developmental Model that develops as a marker of one's cognitive complexity; autonomy is one's change in the degree of independence demonstrated by the supervisee. Autonomous individuals are better able to tolerate ambiguity and create conceptualization about clients with less dependence on a supervisor.
2. Cognitive Complexity (Blocher, 1983; Fong et al., 1997; Granello, 2010; Schön, 1983; 1987). Cognitive complexity is a term that describes the level of cognitive development within an individual. Broadly, it is the ability to absorb, integrate, and make use of multiple perspectives and large amounts of information to acquire new, more complex, and more comprehensive understandings of human interaction. Supervisees using cognitively complex perspectives ask questions, reflect on action, admit uncertainty, examine their own beliefs and stereotypes, tolerate ambiguity, integrate inconsistent and paradoxically information, listen carefully, suspend judgments, look for evidence, create sophisticated client descriptions, and exhibit greater empathy.
3. Motivation (Stoltenberg & McNeil, 2010). The supervisee's investment, interest, and effort that is exerted during clinical training and practice. Motivation is one of the overriding structures that is monitored in the development of cognitive complexity, as more motivated supervisees operate intrinsically and seek out evidence regarding themselves and their clients.
4. Quintain (pronounced kwin'ton; Stake, 2005). An uncommon, generic term that is used to describe the condition or the common characteristic that is to be

studied across multiple cases. “The Quintain is an object or phenomenon or condition to be studied—a target, but not a bull’s eye” (p. 6). In multicase study research, individual cases lead one to a greater understanding of the Quintain.

5. Self/Other Awareness (Stoltenberg & McNeil, 2010). Having both cognitive and affective components, this term describes the supervisee’s ability to pay attention to self-preoccupation, the client’s world, changes in cognitions and emotions, and understanding accurate empathy. Supervisees’ level of awareness will permeate all aspects of cognitive development, as a great deal of awareness is needed to refine cognitions.

6. Supervisee (Bernard & Goodyear, 2009). The junior member of the profession who is receiving oversight from a supervisor.

7. 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.
- 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)

Chapter 2

Literature Review

Counselors need to "demonstrate the ability to recognize their own limitations and to seek supervision or refer clients when appropriate" (CACREP, 2009, p. 32). In fact, CACREP (2009) makes clear that competent, professional counselors are self-aware. Students are expected to monitor their own limitations and to decide how to apply appropriate counseling interventions in any specific situation (Schön, 1983). Supervisors have the responsibility to help facilitate self-awareness in developing counselors.

The acquisition of counseling skills and the development of a professional identity are two of the most important functions of graduate counselor training (Worthen & McNeill, 1996). Training of future counselors typically occurs in two forms: (a) the theoretical knowledge and learning that traditionally occurs in the classroom and (b) the experiential practice-based learning that usually occurs during a clinical practicum and a supervisory relationship (Bernard & Goodyear, 2009). Currently, the way many counseling programs are designed emphasizes the first form and often takes the second form for granted. Perry (1970) noted that many college students undergo significant shifts in their epistemological views as they progress through academia. The students' understanding about the nature of knowledge and the way the world works shifts as they develop increasing self-awareness and cognitive complexity in the midst of obtaining more knowledge about the world. Moreover, it seems that significant epistemological, cognitive shifts occur throughout the development of the counselor's professional career

(Granello, 2010), across the graduate counseling program (Brendel et al., 2002; Duys & Hedstrom, 2000; Fong, Borders, Ethington, & Pitts, 1997; Granello, 2002), after the practicum experience (Borders, 1989; Borders, 1990;), with faculty advisors (Chaote & Granello, 2006), and with supervisors (Granello, 2000). This shift seems to happen as one begins to integrate a priori assumptions of the world and humanity with the plethora of counseling theories and the ambiguity of beginning the actual practice of counseling.

According to Frølund and Nielsen (2009), the act of supervision refers to two different perspectives—a control-perspective and a meta-perspective. Supervisors, then, not only assists in troubleshooting counseling sessions, that is controlling the outcome of a given situation; supervisors also have the responsibility of teaching a meta-perspective, helping supervisees become self-reflective and able to self-monitor their clinical abilities. Supervisors need to be able to understand the complex nature of supervisees; thus leading to greater developmental outcomes (Borders, 1989). In addition to developing an appropriate skill set, supervisors also have the role of helping counselor trainees increase their own understanding of their limitations as it relates to their clinical abilities (CACREP, 2009). In other words, clinical supervisors are not only concerned with skill acquisition but also with the counselors' developmental process and their growth of self-awareness (ACA, 1990; 2005).

The ability for counselors to move from self-preoccupation to an accurate self-awareness is a fundamental ability for their development (Stoltenberg & McNeil, 2010). This self-preoccupation seems to be the trainees' preoccupation with success. Many trainees exhibit anxiety and uncertainty with their clinical abilities and with the counseling process (Stoltenberg, McNeill, & Crethar, 1994), which can hinder their

ability to conceptualize clients and to provide accurate empathy (Stoltenberg & McNeill, 2010). As many trainees are transitioning from the traditional classroom learning with objective forms of evaluation into the practicum experience with subjective forms of evaluation, anxiety and worry can potentially contaminate their ability to work with their clients (Bernard & Goodyear, 2009). As counselor educators and accrediting bodies (i.e., CACREP) continue to refine the standards that are required of the supervisory process, thorough research needs to be conducted to help understand the impact of the supervisory relationship on the development of supervisees.

Reflective Practitioner

Professionals in many fields are being asked to be competent in areas that they have not been educated. Professionals now more than ever need to be adaptable to the constantly changing world around them. Schön (1983) stated that, "the unique case calls for an art of practice which 'might be taught, if it were constant and known, but it is not constant'"(p. 17); counseling is an ambiguous process that calls for the ability to be reflective and adaptive. He goes on to say that, "in some professions, awareness of uncertainty, complexity, instability, uniqueness, and value conflict has led to the emergence of professional pluralism. Competing views of professional practice…" (p. 17). These attributes of cognitive complexity (Granello, 2010) have led to a diversity of thought in the counseling profession. Professional pluralism is also the result of the postmodern shift our culture as taken in its epistemological views (Kvale & Brinkmann, 2009).

Technical Rationality is, according to Schön (1983), an epistemological practice that grew out of Positivism in the nineteenth century. The rise of science and technology

gave rise to this new way of thinking that quickly found a home in the Universities. This created a division between science and practice. Schön (1983) described this division where "the professions are to give their practical problems to the university, and the university, the unique source of research, is to give back to the professions the new scientific knowledge which it will be their business to apply and to test" (p. 36). Positivism seems to intend to move man's thinking away from and is even oppositional towards subjective, idiosyncratic experiences. Thus, any proposition that is not analytically or empirically measurable was seen has having no meaning and, as a result, no place in the educational system. A purely positivistic view poses the risk of creating instrumental solutions for complex problems. Ends become justified by selecting the best means based upon positivistic inquiry (Schön, 1983).

As time progressed, the limits of a positivistic epistemology became apparent (Schön, 1983). The real world conditions did not always compare neatly to the controlled experimental conditions. Problem solving ignores the problem setting. It is not possible to train professionals for all potential problems that are possible. Teaching professionals how to use a myriad of skills is very helpful and necessary to the success of these professionals in their chosen profession. However, because real-world situations can be complex, problematic, and puzzling, it requires efforts on the part of the professional. These individuals must take this information and make sense of it, attempting to integrate new information into existing schema (Blocher, 1983). Therefore professionals must undergo the process of problem setting so that they can attend to and frame the nature of the particular situation. It is possible that the newly constructed problem may fall outside of traditional or familiar categories for professionals (Schön, 1983).

Positivism presupposes static, unchanging ends; however, not all real-world situations are static. A positivistic epistemology will create the potential to ignore any ends that do not fit into predefined theories. Moreover, in professions like counseling where a variety of means are heralded as sufficient, there is a place for an empirically valid, positivistic view. However, professionals need to harness their ability to frame idiosyncracies. It is important for professionals to be able to reflect in action (RIA) and reflect on practice (ROP; Schön, 1983) as a part of the supervision process (Stoltenberg & McNeil, 2010). Dewey (1910) is one of the first to describe reflective thought as a way of improving practice. This metacognitive reflection is something that is occurring both inside and outside of individuals' awareness (Dewey, 1910). For example, the counselor who is holding on to a positivistic or even dichotomous epistemology will run the risk of placing perplexing clients in categories like "difficult" or "resistant" when really the persons is avoiding the practice of RIA and ROP (Perry, 1970; Schön, 1983).

The act of reflection is not a behavior that is necessarily taught but it is something that is inherent to all individuals (Edwards & Thomas, 2010). All social creatures reflect as a result of being a part of a social system and a community. It is a description of behaviors. Reflective thought is the act and function by which an individual considers a belief or a supposed form of knowledge in relation to the grounds that support it; the individual suspends judgment and continues to make conclusions in light of these comparisons (Dewey, 1910). As such, the role and goal of supervisees then becomes not to develop an additional skill of reflection but to increase awareness of and to refine the use of this skill (Stoltenberg & McNeil, 2010).

Reflection and "feeling" in the moment seem to be related to the "artfulness" of counseling that is often discussed (May, 1989; Schön, 1983). This art acknowledges the counselor as a craftsman (Eisner, 1998), where the counselor becomes the key player, the important tool, the necessary being inside the counseling session (Stoltenberg & McNeil, 2010). A professional knows his tool very well can explain how, and maybe why it works. So the counselor needs to know its greatest tool. The theory or the techniques are not the *greatest* tool but they are attachments to the main tool (Stoltenberg & McNeil). This view leads to an educational situation that forces an epistemology of practice that can be difficult to explain (Schön, 1983). It seems critical that counseling professionals try to experience and promote this epistemology as a part of the supervisory relationship.

Developmental Models of Supervision

Developmental models of supervision emerged over four decades ago (Hogan, 1964); however, these models of supervision grew in popularity during the 1980s (Borders & Brown, 2005; Holloway, 1987). The emergence of these models was due to the work of Stoltenberg (1981), Loganbill, Hardy, and Delworth (1982), and Blocher (1983). These individuals begin to produce articles creating coherent, developmental models of supervision that resonated with the professional community (Bernard & Goodyear, 2009). These models attempted to provide the supervisor with a meta-framework that views counselor growth as sequential and hierarchical moving towards greater complexity (Borders & Brown, 2005). These models see supervisees as needing different supervisory environments based upon the developmental needs of that individual (Stoltenberg, 1981; Stoltenberg & McNeil, 2010).

Stoltenberg's integrative developmental model of supervision.

Stoltenberg (1981) originally titled his developmental model of supervision, The Counselor Complexity Model. His work was originally based on Hogan's (1964) descriptions of trainee levels of development and the application of Hunt's (1975) Conceptual Systems Theory (CST; Bernard & Goodyear, 2009; Holloway, 1987). Hogan's (1964) model, concerned with the stages that counselors progress through, and Harvey, Hunt, and Schroeder (1961)'s interest in conceptual level served as the initial framework for Stoltenberg's developmental model (Bernard & Goodyear, 2009). The most recent version of Stoltenberg's model credits its developmental roots to cognitive and schema development, motivation, human development, expertise research, and social intelligence (Stoltenberg & McNeil, 2010). Since its creation, there has been a large interest in the counseling field regarding the development of cognitively complex counselors (Bernard & Goodyear, 2009; Borders, 1989; Borders & Brown, 2005; Choate & Granello, 2006). Specifically, Stoltenberg's (1981) model seeks to match the instructional environment to the individual's level of cognitive development; thus optimizing the supervisee's developmental potential.

Stoltenberg (1981) saw a need for a systemic, comprehensive, developmental conceptualization of the supervision process. Stoltenberg develop his model of supervision on the premise that "the trainee is viewed not just as a counselor lacking specific skills but as an individual who is embarking on a course of development that will culminate in the emergence of a counselor identity" (Stoltenberg, 1981, p. 59). Professional and personal growth is seen as an aspect of an individual that is developing; however, this growth is not necessarily seen as linear (Stoltenberg & McNeil, 2010). Change tends to have periods of smooth growth, stagnation, and repression (Perry, 1970;

Stoltenberg & McNeil, 2010). Stoltenberg has continued to refine his developmental model of counseling; today it is known as the Integrated Developmental Model (IDM; Stoltenberg & McNeil, 2010) and it is a frequently cited developmental model of supervision in the literature (Bernard & Goodyear, 2009; Borders & Brown, 2005).

The IDM places a strong emphasis on understanding how cognitive processing models affect learning (Stoltenberg & McNeil, 2010). They specifically address Anderson's (2005) work on the development of expertise and include it in their most recent edition of the IDM (Stoltenberg & McNeil, 2010). Anderson (2005) describes the transformation of knowledge from discrete pieces of information to condition-action pairs that become increasingly complex over time. As individuals spend more time refining and gaining feedback regarding a particular skill, they continue to refine the performance of that particular skill to increase expertise. Foundational to this view is the role of the supervisor who provides appropriate feedback that is well timed and encourages reflective processes (Stoltenberg & McNeil, 2010).

Also inherent in the development of expertise is the concept of cognitive complexity. Individuals who are more cognitively complex exhibit greater efficiency with their cognitive processing (Blocher, 1983; Crockett, 1965; Stoltenberg & McNeil, 2010). It seems that expertise of a topic is a natural outcome of highly developed, complex cognitive functioning. The understanding of how cognitions develop, specifically schemas, is at the core of the IDM. This model attempts to understand the developmental level of the supervisees. Supervisors' initial understanding of supervisees' level of development influence how they will intervene. As individuals begin to develop new schema, they begin to look for similarities, not differences (Stoltenberg & McNeil,

2010). As such, it is important for supervisors to understand this change so they can help supervisees appropriately refine the new schemas that they are developing during this supervision process. Moreover, the IDM holds that the cognitive processing of the supervisees is in tension with the perceived power that exists in the supervisory relationships. This is iterated by Stoltenberg and McNeil (2010) as coming out of the interpersonal literature, noting that the relationship between supervisors and supervisees will "feel" different based upon the developmental needs of the supervisees. Finally, the theoretical undertones of motivation are of interest in this model. The IDM sees motivation as a predictor of how well the supervisee will utilize the information gained or developed during the supervision process in future counseling situations (Stoltenberg & McNeil, 2010).

The IDM emphasizes the need of skill development *and* counselor identity development. The IDM identifies three overriding structures that are important for the supervisees' skill and identity development: self/other-awareness, motivation, and autonomy (Stoltenberg & McNeil, 2010; see Appendix A). These three structures all seem to mutually influence the development of the other structures while adding to the development of the supervisee as a whole. The concept of supervisee development is a difficult, complex, ambiguous construct to monitor; as such, these structures exist to provide supervisors markers from which to influence their understanding of the supervisee's level of development (Stoltenberg & McNeil, 2010).

Self/other-awareness. The counselors' level of awareness is an indication of their cognitive development (Holloway & Wolleat, 1981; Borders, 1989; Granello, 2010). As such, all supervisory feedback should encourage the supervisee towards self-reflection

(Stoltenberg & McNeil, 2010), as this seems to influence one's ability to be aware of self and others and to provide accurate empathy. The IDM assumes that the world is ambiguous and complex. Skill acquisition alone is often insufficient to handle all problems (Schön, 1983). Clients are idiosyncratic and no two are exactly alike; as such, skills training alone is difficult to generalize and is insufficient for higher-order knowledge acquisition (Stoltenberg & McNeil, 2010). Counselors need to be able to understand themselves and the immediate situation enough to appropriately apply strategies and interventions. In other words, this structure is interested in how well supervisees are able to differentiate and integrate the pieces of information in the counseling situation to influence their cognitive and affective responding (Crockett, 1965; Stoltenberg & McNeil, 2010).

Hansen (2009) defined four conditions for establishing the construct of self-awareness. These are: (a) the self must exist, (b) the self must be available for introspection, (c) the self must have an enduring essence, and (d) the self must be able to be represented by language. These existential conditions presuppose that certain higher-order capacities exist within a person that allows an individual to self-monitor thoughts and actions. The construct of self-awareness can be seen as theoretically arbitrary as different theoretical thoughts about the construct naturally lead to divergent ways of defining what is knowable (Hansen, 2009). This ontological dilemma challenges the pragmatic implications regarding the use of self-awareness.

Self-awareness is no longer self-apparent but is defined by an individual's theoretical paradigm (Hansen, 2009). Individuals' worldviews and the assumptions inherent in those worldviews will shape the way they pursue the development of self-

awareness (Hansen, 2009). Though there are many different paradigms, two will be reviewed here as it relates to this study—humanistic and psychoanalytic. The humanistic paradigm sees individuals as unified wholes that are fully transparent for introspection (Hansen, 2009; Welfare, Farmer, & Lile, In press). This paradigm sees the individual as stable over time only experiencing problems when individuals find themselves in a state of incongruence. The ability to express oneself through language is a foundational component of humanistic psychology (Hansen, 2009; Welfare, Farmer, & Lile, In press).

On the other hand the researcher with a psychoanalytic orientation will assume a view of human beings as it relates to their internal drives and structures. According to this view the self does exist and is available for introspection; however, the self is not a complete whole but a divided unit with knowable and unknowable parts. The researcher sees that both the knowable and unknowable aspects of individuals influence their awareness. Supervisors have the role of bring some of these unseen parts of supervisees into their awareness for discussion and understanding (Luft, 1969). Additionally, the researcher believes that the self is enduring and more stable than fluid. As such, as supervisees become increasingly aware, they do not necessarily change who they fundamentally are but understand their strengths and weaknesses as counselors and change the way they integrate information into their schemas. Finally, the aspects of individuals that can be known either by supervisors, supervisees, or both (Luft, 1969) can be represented by language.

The purpose of this domain is to focus supervisors to pay attention to supervisees' current functioning in terms of self-preoccupation, awareness of their clients' world, and their ability to reflect on their clinical skills (Stoltenberg & McNeil, 2010). Supervisees

will present to supervision with various levels of affective and cognitive components, which will influence their level of self-awareness. Previous experiences will shape supervisees' current schemata; moreover, different affective capacities will influence supervisees' presenting levels of anxiety. Simplistic cognitive schemes, early levels of epistemological development (i.e., dualistic), and emotions such as anxiety, will impede supervisees' level of functioning in this domain. Low levels of self/other awareness are indicated by a self-focus and concern over functioning. Development will occur on this domain as supervisees refine and define their schemata (Stoltenberg & McNeil, 2010).

Autonomy. The counseling profession is self-regulatory (Bernard & Goodyear, 2009). As such, it is important for supervisors to help their supervisees become autonomous professionals (Stoltenberg & McNeil, 2010). Autonomy should be a goal of supervisions; supervisees need to understand their own strengths and limitations so they can practice ethically and legally providing the most appropriate treatment with their clients (CACREP, 2009).

Beginning counselors tend to idolize their supervisors and become very dependent upon them (Stoltenberg & McNeil, 2010). As supervisees develop, they enter into a period of professional adolescence characterized by a dependency-autonomy conflict (Stoltenberg & McNeil, 2010). Supervisees who feel supported and theoretically aligned with their supervisors seem to more easily resolve this conflict in the autonomous direction (Putney, Worthington, & McCullough, 1992). Additionally, as supervisees move from being more intrinsically and less extrinsically motivated, they become more autonomous in various counseling domains (Stoltenberg & McNeil, 2010). Autonomous individuals are better able to tolerate ambiguity and create conceptualization about clients

with less dependence on a supervisor, which is an indication of more complex cognitive functioning.

Motivation. Motivation helps determine the likelihood supervisees will take the information provided during the supervision session and expound upon it for future counseling sessions (Stoltenberg & McNeil, 2010). It is helpful to understand the oscillating nature of the supervisees' levels of motivation. Stoltenberg and McNeil (2010) acknowledge a relationship between motivation and autonomy. Too much influence from the supervisor may lead to a high degree of motivation but it could inhibit the development of autonomy in the supervisee.

Consistent with the IDM, the situations in which the supervisees find themselves will affect their motivation, which will influence their attitudes regarding that situation. Petty and Cacioppo (1986) have described a model of persuasion and information processing that help clarify how these situations influence motivation and schema development. The Elaboration Likelihood Model sees individuals as using a continuum of approaches that utilize cognitive information to make a decision and develop an affective response to that decision (Petty & Cacioppo, 1986; Stoltenberg & McNeil, 2010). At one end of the continuum is an approach entitled *peripheral route processing* where individuals elaborate and therefore create attitudes towards a topic based on contextual cues. This type of processing does not require a lot of cognitive energy and is the result of limited knowledge of the topic (Petty & Cacioppo, 1986). The other approach to elaboration is *central route processing*. In this processing method individuals are knowledgeable about the topic and carefully examine the topic before arriving at an attitude. The supervisor should assist the supervisee in the effortful process of cognitive

development (Stoltenberg & McNeil, 2010). Petty and Cacioppo (1986) have suggested that attitudes arrived at through central route processing are stronger and more stable than those arrived at through peripheral route processing. This work highlights the non-automatic nature of supervisee development; thus, supervisors should be mindful of the learning environment that is created that best promotes motivation, autonomy, and self/other awareness (Stoltenberg & McNeil, 2010). Highly developed motivation is intrinsic. The supervisees will become more engaged in the process, which will results in more reflective practices, a higher likelihood of asking questions, and a greater ability to seek out conceptual evidence (Granello, 2010; Stoltenberg & McNeil, 2010).

Loganbill, Hardy, and Delworth's model of supervision

The supervision model of Loganbill et al. (1982) is considered to be one of the more comprehensive developmental models of supervision (Holloway, 1987). This model of supervision places a strong, central emphasis on the interpersonal relationship between the supervisor and the supervisee (Loganbill et al., 1982). Supervision is seen as a process where individual attention is given to the supervisees to develop their knowledge of facts and theoretical concepts, their counseling skills, and their self-awareness. Four key functions of supervision are emphasized in this model: (a) Monitoring client welfare, (b) enhancing growth within stages, (c) promoting transition from stage to stage, and (d) evaluating the supervisee.

Developmental psychology is credited as being a heavy influence of Loganbill et al.'s (1982) model of supervision. The formation of identity is sent as a central component of overall development and specifically to professional development (Loganbill et al., 1982). Development is seen as "continuous and ongoing throughout

one's professional life span" (Loganbill et al., 1982, p. 17). Four theoretical assumptions that have grown out of their developmental theory form the basis for their model. They include: (a) Core concepts in developmental theory, such as cognitive complexity, apply to development in counselors; (b) Distinct stages in development of the counselor exist; (c) The stages exist in a sequential order; and (d) Growth within and between stages assumes a careful sequence of experience and reflection.

Loganbill et al. (1982) see their model of supervision as occurring with two mutually occurring parts: assessment and intervention. These two parts are seen as interactive and not clearly distinct. To understand this model, though, one must understand each of these two parts separately. In assessment, supervisors must be aware of the four elements involved in the supervision: the supervisor, the supervisee, the relationship, and the environment. Assessment of the supervisees included understanding each of Loganbill et al.'s three stages of development: stagnation, confusion, and integration. These three stages are intended to develop competence, awareness, autonomy, identity, respect, purpose, motivation, and ethics within supervisees. Supervisors must pay attention to the development of these characteristics within each of these stages while also paying attention to variables within the supervisees, the nature of the relationship, and the supervisory environment.

This comprehensive model encourages supervisors to consider a plethora of factors that may overwhelm beginning supervisors, who are also in an early stage of development regarding being a supervisor. However, Loganbill et al. (1982) offer a systematic model of working with supervisees and they offer very helpful intervention strategies that are useful for supervisors at any stage of development. This model is an

excellent reminder of the complex and idiosyncratic nature of supervision and the need for supervisors to be well trained in models of supervision.

Blocher's model of supervision.

Blocher's (1983) model of supervision "contends that human beings are active information processors who…develop cognitive structures or schemas that function as category systems through which, information from the environment…" (p. 27) is assigned meaning. This model focuses on the development of cognitive schemas during supervision. Blocher assumes that supervisees will increase in complexity as they grow and develop in their professional identity; moreover, optimal performance requires a high level of cognitive functioning (Perry, 1970). Emphasis in this model is placed on the facilitation of supervisees' growth.

Blocher (1983) describes this model of supervision as inherently constructivistic. Developmental learning environments are to be created, which are unique to the supervisees and their learning styles. The goal of supervision becomes the acquisition of increasingly complex cognitive schema, which will lead to greater functioning in the counseling realm (Holloway, 1987).

Intervention Strategies

The IDM makes recommendations on interventions strategies for supervisors when working with supervisees at various stages of development. These interventions were originally described by Loganbill et al. (1982) as major categories that describe ways in which supervisors can respond to supervisees based upon the appropriate developmental needs of the supervisees. Over the years, the categories have been elaborated and expanded to better conceptualize the needs of supervisees and to better

understand the timing of these interventions when utilizing them in supervision (Bernard & Goodyear, 2009; Stoltenberg & McNeil, 2010). These strategies are not techniques in particular but intentionally general so that supervisors can utilize and incorporate their own creativity and therapeutic style into the supervisory context (Loganbill et al., 1982). They include: facilitative interventions, cathartic interventions, confrontive interventions, conceptual interventions, prescriptive interventions, and catalytic interventions. The language used to describe intervention strategies has been used by various models of supervision (i.e., Loganbill et al., 1982; Stoltenberg & McNeil, 2010); however, there has been little to no research examining the actual use of these interventions (Bernard & Goodyear, 2009).

Facilitative Interventions

Facilitative interventions are considered to be the most foundational and important of the interventions strategies that are used in supervision (Loganbill et al., 1982; Stoltenberg & McNeil, 2010). This intervention strategy is intended to communicate support, warmth, and empathy to the supervisees (Loganbill et al., 1982; Stoltenberg & McNeil, 2010). Facilitative interventions might better be described as attitudes that permeate the supervisory relationship, which nurture and encourage the development of supervisees (Loganbill et al., 1982). Examples of this type of intervention include: praise, attentive listening, empathetic responding, and indications of appreciation. It has been cautioned that utilizing facilitative intervention strategies should not be confused as meaning to engage in supportive counseling with the supervisee. This can create frustration for the supervisee and put them in a bind, especially when they know they will be evaluated (Stoltenberg & McNeil, 2010).

Cathartic Interventions

Cathartic interventions were not originally discussed by Loganbill et al. (1982), but have been recommended as an intervention strategy more recently by Bernard and Goodyear (2009). Cathartic interventions are those that deliberately elicit affective reactions from the supervisee (Bernard & Goodyear, 2009). It seems that this way of intervening would be considered as a way in which supervisors would utilize facilitative interventions by Loganbill et al. (2009).

Confrontive Interventions

Confrontive interventions occur when supervisors bring together two different ideas or behaviors for examination (Loganbill et al., 1982). This intervention strategy is intended for supervisors to point out and address discrepancies between or among the supervisees' behaviors, feelings, attitudes (Bernard & Goodyear, 2009), and/or ways of relating in supervision (Loganbill et al., 1982). Confrontive interventions may contain a negative connotation (Loganbill et al., 1982) and should not be dramatic or inflammatory (Stoltenberg & McNeil, 2010). A proper assessment of the anxiety levels in supervisees will assist supervisors in determining appropriateness and timing of confrontive interventions (Stoltenberg & McNeil, 2010). Skilled supervisor will utilize confrontive interventions in a manner to highlight the unused strengths of supervisees (Loganbill et al., 1982).

Conceptual Interventions

This intervention strategy is intended to help shift the analysis and cognitions away from supervisees and on to pertinent concerns of a situation (Loganbill et al., 1982; Stoltenberg & McNeil, 2010). Because the cognitive schema and the amount of experiences for supervisees will be limited, supervisors can intervene in a manner that helps supervisees tie together and conceptualize their understanding of theory and experience (Loganbill et al., 1982; Stoltenberg & McNeil, 2010). Supervisees can undergo conceptualization in two different ways, depending on their personality and learning styles (Loganbill et al., 1982). Supervisors can first allow supervisees to undergo an experience and then tie it back to a theory or the supervisor can present supervisees with a theory and then follow up with an appropriate experience (Loganbill et al., 1982). Schön's (1983, 1987) concept of Reflecting on Practice in supervision can help supervisees work towards conceptualization, which accordingly helps them develop autonomy (Stoltenberg & McNeil, 2010).

Prescriptive Interventions

Prescriptive interventions are ones in which supervisors provide supervisees with a specific plan of action (Loganbill et al., 1982), a piece of advice, or a suggestion (Bernard & Goodyear, 2009). This type of intervention gives supervisors control (Bernard & Goodyear, 2009) and is a useful intervention strategy when supervisors need to monitor a supervisee's client's welfare (Loganbill et al., 1982). This intervention strategy is useful in that it can have a very immediate effect and it can satisfy supervisees' dependency needs, which may create security (Loganbill et al., 1982); however, this intervention strategy may inhibit supervisee development perpetuating undue dependence on the supervisor (Loganbill et al., 1982; Stoltenberg & McNeil,

2010). Being directive with supervisees may be necessary at various times in supervision but offering supervisees options from which they can select may help create autonomy (Stoltenberg & McNeil, 2010).

Catalytic Interventions

Catalytic interventions are utilized to encourage self-exploration, heighten self-awareness, highlight natural processes, or address aspects of clinical practice that may be outside the awareness of supervisees (Bernard & Goodyear, 2009; Loganbill et al., 1982; Stoltenberg & McNeil, 2010). Open-ended questions (Bernard & Goodyear, 2009; Loganbill et al., 1982), probing, and exploring issues in certain areas (Loganbill et al., 1982) can be utilized to help facilitate this type of intervention. Supervisees should be aware that this type of intervention might challenge the comfort level of supervisees (Stoltenberg & McNeil, 2010), which may create more anxiety if the supervisee is utilizing a complex level of cognition. Loganbill et al. (1982) note that this type of intervention pairs well with facilitative interventions, which may create a sense of security that allows for greater vulnerability, which seems to exist within catalytic interventions.

Cognitive Complexity

Developmental models of supervision make assumptions regarding supervisees' cognitive progress. Supervisees are seen as active participants in their environment, creating categories and schemas to assist them in how they interact with that environment (Blocher, 1983; Kelly, 1955). Individuals with advanced, developed cognitive concepts are considered to be cognitively complex (Kelly, 1955). Two components of the cognitive systems have been identified as creating the foundation of cognitive

complexity: differentiation and integration (Crockett, 1965; Kelly, 1955). The number of characteristics and variables individuals can recognize in any particular situation is considered *differentiation* and the way the individuals understand how the various components fit together is *integration* (Welfare & Borders, 2010b).

As counselors become more familiar with specific situations and domains, their cognitions become increasingly more complex (Blocher, 1983). Cognitive complexity is an indicator of how well individuals can utilize the information in their environment to most effectively interact within that particular environment (Granello, 2010). Cognitive complexity can be viewed as being domain specific; thus, it can vary depending on the context and the topic. In counseling, cognitively complex individuals exhibit greater autonomy, awareness, and motivation (Granello, 2010; Stoltenberg & McNeil, 2010). Moreover, the way they think about and make sense of the environment in which they are operating will be indicative of individuals' cognitive complexity (Granello, 2010; Perry, 1970). Because the counseling process is a unique, new situation for supervisees and because the nature of interacting with real life problems is ambiguous and vague (Schön, 1983), supervisors should make an effort to understand the developmental nature of their supervisees.

Cognitive complexity is the ability to absorb, integrate, and make use of multiple perspectives and large amounts of information to acquire new, more complex, and more comprehensive understandings of human interaction (Blocher, 1983; Granello, 2010). Individuals using cognitive complex perspectives ask questions, admit uncertainty, examine their own beliefs and stereotypes, tolerate ambiguity (McAuliffe & Lovell, 2006; Perry, 1970), engage in self-reflection (Schön, 1983), integrate inconsistent and

paradoxically information (Perry, 1970), listen carefully, suspend judgments, look for evidence, are more intuitive and reflective (McAuliffe & Lovell, 2006), create sophisticated client descriptions, and exhibit greater empathy (Granello, 2010; McAuliffe & Lovell, 2006). Additionally, cognitively complex counselors utilize comprehensive client conceptualization (Borders, 1989; Welfare & Borders, 2010b), remain open-minded, are more flexible, practice empathetic communication (Stoltenberg & McNeil, 2010), exhibit multicultural social desirability (Wendler & Nilsson, 2009), maintain a process oriented approach regarding the counseling relationship, self-monitor, and are self-aware (Granello, 2010; Stoltenberg & McNeil, 2010).

In the last twenty years, cognitive complexity has been identified as an important component of counselor training (Choate & Granello, 2006). Effective counselors must be able to integrate characteristics of clients into a meaningful framework from which to work (Welfare & Borders, 2010b). The study of cognitive complexity, in general, is the result of recent interest in epistemological development (McAuliffe & Lovell, 2006; Perry, 1970). The study of how an individual relates to, justifies, and creates knowledge is the interest of epistemology (Schwandt, 2007; Perry, 1970). Epistemological development theories suggest that individuals construct knowledge and these constructed dimensions of knowledge change and become more complex as the individual develops (McAuliffe & Lovell, 2006; Perry, 1970). Research has started to suggest (Welfare & Borders, 2010a; Welfare, Farmer, & Lile, In press) that the level of counselors' general epistemological development will influence their ability to develop domain specific cognitive complexity.

Perry's (1970) model of epistemological development has been used as an indicator of cognitive complexity (Granello, 2010). Perry (1970) gathered the accounts of college students' experiences during four years at a liberal arts college. From his qualitative analysis, he identified nine positions along a developmental continuum that are indicative of the way these college students understood the world around them. These nine positions are usually summarized in three clusters: dualism, multiplicity, and committed relativism. Within each of these clusters, the three positions describe the more subtle shifts that are occurring in how an individual may move from one way of thinking about the world to a more complex epistemological view. In the dualistic cluster, individuals view the world in absolutistic right or wrong terms. Individuals move from this cluster towards the multiplicity cluster where individuals recognize a myriad of views as being equally valid. At this stage, individuals approach their pluralism from an "everyone has a right to their opinion" (Perry, 1970, p. 97). Finally, individuals move into the third cluster, committed relativism, where personal commitments are made in the midst of various paradigms. Individuals will begin to identify with certain worldviews that they realize will become an ongoing, unfolding commitment. As individuals develop in these domains it is clear that they become more able to deal with ambiguity and make sense of multiple perspectives.

Granello (2010) compared years of counseling experience with William Perry's epistemological model (Perry, 1970). Granello used these categories to measure counselors' levels of cognitive complexity. The dualistic thinking category is related to low levels of cognitive complexity. The multiplistic thinking category moves from an either-or structure of understanding towards attributes of uncertainty; whereas a

counselor in the dualistic category holds to unquestioned truths, the multiplistic counselor becomes overwhelmed by data and abandons the search for right answers. The next category is relativistic thinking, which features contextual knowledge where decisions are made utilizing the best information. These counselors "have the ability to engage in metacognition, which allows them to have a critical inner voice to engage in reasoned self-reflection" (Granello, 2010, p. 93). This highlights the relationships between metacognition and cognitive complexity.

In Granello's (2010) study counselors hit two critical developmental shifts regarding counselor complexity at various levels of experience. The first shift occurred at approximately 5 to 10 years of experience. It should be noted that Granello started counting years of experience with the internship year; thus, the shift for some would occur shortly after obtaining full licensure. Additionally, Granello considered practicing in the profession in any capacity (practice, supervision, counselor educator, or administrator) as counseling experience. At 5 to 10 years of experience, counselors were more likely to be at an early multiplistic stage of development. The next shift occurred with 10 or more years of experience. At this point in time counselors were more likely to be at a late multiplistic stage or an early relativistic stage of development. The research indicates that the counseling profession is a lifelong journey that starts at the beginning of the counselor's graduate training program and continues throughout his or her career (Brendel et al., 2002; Granello, 2010). This study indicates broad, measurable shifts in Perry's (1970) three clusters. In Perry's study, he describes subtle developmental shifts that are occurring within each of these clusters, which he described as positions.

Based on training and experiences, counselors create conceptual templates or cognitive schemas to describe what they observe in a given situation (Blocher, 1983; Crockett, 1965; Stoltenberg & McNeil, 2010; Welfare & Borders, 2010a). Cognitively complex counselors recognize a variety of pertinent characteristics about the client. Clinical cases that are vague and contradictory can be understood and conceptualized by cognitively complex counselors (Welfare & Borders, 2010; Granello, 2010); whereas counselors with low levels of cognitive complexity do not process contradictory information well and often have a difficult time recognizing positive characteristics in clients they deem problematic (Welfare, Farmer, & Lile, In press). Moreover counselors with low levels of cognitive complexity views clients more superficially. These counselors uses more dichotomous, simplistic features when making impressions about the client; whereas, the cognitively complex counselors are more effective in their clinical work resulting from a more comprehensive understanding of the client (Welfare & Borders, 2010a).

Cognitive complexity has numerous implications and has been referenced as being influential in areas from financial decision making (Nixon, 1995) to how well one writes (Granello, 2001). Granello (2001) utilized Bloom's six stages Taxonomy—Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation—to develop and evaluate graduate student's writing abilities. By determining which stage of the taxonomy a student fell based upon the quality of an integrative literature review, Granello (2001) was able to make necessary educational interventions to assist the student toward a higher stage of cognitive processing. The same processes apply in a counseling session; the integration of language is no longer from words on paper but

through interaction with a human being. The student's ability to operate at Bloom's higher levels of cognitive processes will lead to a more thorough understanding of the client and a comprehensive treatment approach.

Research shows that many students' levels of cognitive complexity will increase naturally after they have completed the internship sequence of their counseling training program (Brendel et al., 2002; Skovholt & Ronnestad, 1992). Forming counseling skills and incorporating empathetic communication facilitates the development of cognitive complexity organically. Furthermore, other studies (Granello, 2010; Skovholt & Ronnestad, 1992; Welfare & Borders, 2010) have shown that cognitive complexity continues to develop well after one's graduation. These studies have shown that compared with other factors, counseling experience contains the most power in predicting an individual's level of cognitive complexity (Granello, 2010; Welfare & Borders, 2010). However, there is no research that shows the role of the supervisor in influencing the trajectory of cognitive complexity. Most of the studies that exist on cognitive complexity acknowledge a developmental shift that occurs for counselors (i.e., Brendel et al., 2002; Granello, 2010); however, none of these studies adequately address the impact of certain interventions on the development of cognitive complexity within these counselors' training experiences

Some authors (e.g., Little, Packman, Smaby, & Maddux, 2005) have attempted to formulate specific training models to enhance the development of cognitive complexity within a graduate counseling program. The Skilled Counselor Training Model (SCTM) is (e.g., Little et al., 2005) a three-stage model that systematically teaches mastery of counseling skills while promoting accurate self-assessment of those skills (Little et al.,

2005; Smaby, Maddux, Torres-Rivera, & Zimmik, 1999). This model developed by Smaby and colleagues seems to be progressive with each stage building upon the other. In the exploring stage of the SCTM, the trainee works with simulated clients to learn, perform, and monitor skills. Counseling students then begin to conceptualize affective and behavioral blocks that inhibit problem solving in the understanding stage. It is also during this stage that students are encouraged to understand the importance and the impact of the counseling relationship.

Finally, during the acting stage, trainees begin to place more of an emphasis on implementing plans of action based upon information gathered in earlier stages and based upon personal impressions of themselves as students. Thus, it seems that students are encouraged to develop counseling skills alongside the development of metacognition, which seems to lead to an increase in cognitive complexity. In fact, Little et al., (2005) compared two counseling theory courses in which one received SCTM training and the other did not. The results of the study indicated that the SCTM students scored higher on a two-question measure of cognitive complexity, the Role Category Questionnaire (RCQ). Though the authors note the control group was one half the size of the experimental group and the RCQ is not a very reliable measure of cognitive complexity changes over a brief time, it seems that a structured approach that places an intentional focus on helping students become comfortable with metacognitive self-assessment can lead to higher levels of cognitive complexity.

Unfortunately, students are at various stages of their cognitive development, which can make the process of refining cognitive complexity difficult (Choate & Granello, 2006). Though creating a training model that is intended to work for all

students seems like a good idea, in practice it can be very difficult, especially within the dynamic field of counseling. Choate and Granello (2006) identified faculty advisers as one who have the potential to be a critical component of students' development of cognitive complexity by saying:

> The faculty adviser is the one consistent person during a student's enrollment who can monitor that student's development across the program; who can tailor advising methods to match the developmental needs of an advisee; and who can interact with other program faculty…to ensure the optimal learning environment for that student. (p. 117)

Advisers who move away from prescriptive approaches to supervision and move towards a developmental approach can encourage self-reflection and self-awareness in the student (Choate & Granello, 2006).

Choate and Granello (2006) proposed a developmental model for advising across the counseling program that provides a framework for advisors to intervene beyond merely developing a plan of study. Their model encourages advisors to engage with students in developmentally appropriate ways that help create confidence, cognitive development, and self-awareness. Thus, research indicates that institutions should be mindful of the need to develop counseling programs that promote and develop cognitive development on the broad level and on the individual level. Counselor educators need to be aware of importance of encouraging cognitive development during classes, advisory meetings, and supervision sessions.

Metacognition

Metacognition is the process by which a person thinks about thinking (Gredler, 2009). Research indicates that higher levels of metacognition lead to a greater ability to

problem-solve (Gredler, 2009; Holder, Whetstone, & Sheinker, 2008; Swanson, 1990) and an increased capacity for developing goals (Gredler, 2009; Holder et al., 2009). Two components of metacognition are usually identified as important: an awareness of one's thinking and knowledge of when and where to use metacognitive strategies (Gredler, 2009). When counselors are in sessions with clients, it is important that they are aware of their own metacognition and, maybe even more importantly, that the counselor knows how to appropriately utilize the information that they are receiving from the client.

Prior knowledge of a circumstance or an experience assists with determining how to address that new situation (Gredler, 2009). Many counseling students express discomfort and anxiety regarding the actual practice of working with clients. However, "[w]hen faced with life situations that cannot be solved by prior knowledge or automatic responses, a thinking person activates metacognitive behavior" (Holder et al., 2008, p. 205). Students need to understand that the metacognition that they are experiencing is providing information about themselves as a counselor and the persons with whom they are working, thus supplying information that can be utilized in their clinical work.

Interestingly, Holder et al. (2008) state that teaching counselors skills alone is of little to no value unless they know how to appropriately apply the skills. Individuals with well-developed metacognitive skills are ones who have a strong ability to self-monitor and to self-direct behavior (Holder et al., 2008). Furthermore, the authors also found that metacognitive strategies increase individuals' abilities to generalize their skills across situations and that metacognition can enhance goal setting. Swanson (1990) found in a study that students with stronger metacognitive skills performed better in exhibiting problem solving skills regardless of the individual's overall level of aptitude. In the

study, even the individuals with low overall aptitude/high metacognition outperformed individuals with higher levels of aptitude. It seems that the ability to self-monitor one's behavior can assist the individual in appropriately utilizing under developed skills, even though mastery of any counseling skill is impossible at this level of training.

Holder et al. (2008) have recommended strategies that are self-directed and that are led by students for increasing metacognition. The student led strategies require the individuals to ask questions about the current situation that help promote the use of metacognition. They recommend questions that explore the amount of information students have obtained. They are asked to monitor what they know about the external situation. Students need to understand that the counseling process requires patience and flexibility regarding the information that they are receiving, both verbally and nonverbally, from their client; further, students should always be monitoring the new information with previous information they have received from their clients. The authors (Holder et al., 2008) also suggest supervisees are constantly reflecting on the chosen strategies in terms of the appropriateness of the strategy and the efficacy of the strategy. Students need to be able to answer questions such as "Do I know how to fix the strategy if it is not working?" Supervisors can assist in the development of supervisees' metacognitive skills by asking probing questions that enhance the supervisees' self-evaluation; additionally, supervisors should monitor supervisees' confidence in their metacognitive application. Supervisors can also help facilitate metacognitive skills by utilizing out-loud thinking (Borders, 1989) to help individuals become aware of their interpersonal process with others. In the counseling field this approach has supervisors encouraging supervisees to verbalize their thoughts during the supervision while

watching or listening to tapes. This process originally known as interpersonal process recall (IPR, Kagan, 1980) has supervisors play back audiotapes or videotapes of the counseling session during the supervision session encouraging supervisees to utilize out-loud discussions about their thought process *during* the counseling session. Supervisors should be intentional to help supervisees' focus on the metacognition that was occurring during the session and not in the supervision moving the supervisees to become critics of their own behavior (Kagan, 1980).

Chapter 3

Methodology

Case study research explores a particular issue through one or more cases within a bounded system (Creswell, 2007). Case study research is both a statement of what is being studied (i.e., the particular case; Stake, 2005) and the methodology or the design of the particular study (Creswell, 2007). The emphasis is on highlighting the nuances and the happenings of the issues as it is occurring within its particular context (Stake, 1995).

This chapter describes the case study approach used for this study, participant selection procedures, the data gathering and data analysis procedures, and addresses issues associated with credibility.

Research Method

The nature of qualitative research assumes that the world is understandable through multiple lenses and that knowledge is constructed out of experience (Eisner, 1998; Kvale & Brinkmann, 2009). The cases were viewed from a social constructivistic paradigm (Creswell, 2007). Meanings are varied and multiple, co-created in the intersubjective exchange between individuals (Creswell, 2007; Kvale & Brinkmann, 2009).

Case study research is "the study of the particularity and the complexity of a single case [or cases], coming to understand its activity within important circumstances" (Stake, 1995, p. xi). This research was conducted using an instrumental, multiple case study design (Stake, 1995; 2005). This design is the most appropriate approach for an

in-depth understanding of clearly identifiable cases (Creswell, 2007; Stake, 1995). Stake (1995) describes an instrumental case study as a case study that wishes to gain further insight into a phenomenon of interest. As opposed to increasing understanding intrinsic to a particular case, an instrumental case study acts as a means of increasing understanding of a phenomenon that occurs within and between the chosen cases (Stake, 1995).

The challenge in case study development is identifying the bounded system which to study (Creswell, 2007). The cases of this study were bounded by the supervisory relationship between Master's level counseling students during their first clinical, graduate practicum experience and their University appointed supervisor. The purpose of this case study was to explore and describe the factors within the supervisory relationship that impact the development of cognitive complexity in these supervisees during their clinical practicum supervision by utilizing electronic interviews that were collected digitally.

The nature of the supervision process is unique and idiosyncratic. Qualitative research, particularly a case study design, is the method of choice because it values particularity and seeks to bring an empathetic voice to these attributes (Eisner, 1998) and to the issue of interest (Creswell, 2007; Stake, 1995). I attempted to bring forth a deeper, richer understanding of the issue of counselors' cognitive development. The cases were bounded by the context of supervision during the counselors' first clinical practicum experience and by the particular setting of their academic institution.

A pilot study was conducted prior to the beginning of this study with two peers of the researcher. The two participants in this pilot study are graduates of a counseling

program in the southeastern, United States and have been working in the field of professional counseling for approximately two years. This pilot study was conducted in order to help develop potential questions that would be used during the electronic interviews (Creswell, 2007). Additionally, this study helped me further my understanding of counselors' perceptions of the impact of the supervisory relationship on the development of cognitive complexity and to help identify potential a priori themes for the current study.

As was indicated above, the relationship between supervisors and supervisees was of special interest; as such, the cases for this study were bounded by the supervisee/supervisor pair. Each case was understood in terms of the Quintain (pronounced kwin'ton; Stake, 2005). According to Stake, the Quintain is the condition that binds all the cases together. For this study, the Quintain was the factors within the supervisory relationship that impact cognitive development within the first practicum experience. I explored the perceived impact of the supervisory relationship on the development of cognitive complexity from the perspective of the supervisor and the supervisee; specifically seeking to understand what was happening during supervision sessions that shaped cognitive development. Individual cases were understood for their particularities and contextual descriptions (Stake, 1995). The qualitative difference between each individual in the relationship is of particular interest (Stake, 1995). Moreover, cross-case analysis reveals both differences and similarities between the complexities of each individual case.

Participants

Purposeful, convenience sampling of the typical case was the method of selection for this study (Creswell, 2007; Miles & Huberman, 1994). Four total cases (two

supervisor-supervisee pairs and two supervisees) agreed to participate in this study. The overall number of participants and cases was acceptable for an instrumental, multiple case study design research (Creswell, 2007; Stake, 2005). As such, this study utilized the six total participants. Because I was interested in supervisee development and saw value in multiple experiences, and the meanings unique to those experiences (Creswell, 2007; Kvale & Brinkman, 2009), I included both cases of the supervisees in the study. The incomplete cases were anticipated to provide understanding regarding contextual influences for the cases as it relates to the studied phenomenon (Stake, 2005). Multiple cases present a potential risk to the depth of understanding that can be gained from any single case. However, I employed an instrumental design that sought to further understand the issue rather than a specific case; as such, multiple cases were deemed to be appropriate (Creswell, 2007; Stake, 2005).

Participants were recruited from a CACREP-accredited, graduate-level counseling program at a large, public, Southeastern University. Supervisees were counseling students in their first year of clinical practicum experience. Supervisors were doctoral students who were acting as supervisors as a part of their doctoral supervision practicum experience. This was the first time for one of the supervisors to engage in the role of supervisor, while the other supervisor had previous supervision experience.

I have had previous relationships with the potential participants; they were former students and classmates of mine. To reduce bias, ethical concerns of dual relationships, and to prevent any potential contamination of data, the potential participants were given an individualized code to keep their identity anonymous, if they chose to participate. Students, in either the master's clinical practicum course or the doctoral supervision

course, were encouraged to participate in the study by instructors who read a recruitment letter. Potential participants received an information letter, instructions on how the data would be collected, and a code that acted as the participants' identifier for this study. Willing participants were instructed to sign up for a Dropbox account (See Appendix E) using their coded identifier. Because the Dropbox service requires a "first name" and a "last name", participants were instructed to type their role in the supervisory relationship (i.e., supervisor or supervisee) as the first name and their given code number as the last name. The example provided to the participants was "Supervisee 1234" as the full name. Consent for this research was acknowledged by the participant's creation of the Dropbox account. Two of the potential supervisor participants were knowingly excluded from the study due to the close, personal nature of the relationships with me.

Data Collection

Prior to the start of this research, an Institutional Review Board (IRB) protocol was completed and approved by the University's Office of Human Subject Research. Data collection began with the selection of the four potential cases (two supervisor-supervisee pairs and two supervisees only) to be studied as previously mentioned. Electronic interviews were conducted via a computer service called Dropbox, which allows multiple users to share computer files by storing them digitally on a virtual server called a cloud ("About Dropbox," n.d.). Using computers to conduct personal electronic interviews has become widespread relatively recently (Couper & Hansen, 2002). I viewed the method of data collection used in this study as a hybrid of interviewing and journaling, creating an ongoing, electronic interview. The benefits of collecting data using this method included protecting the anonymity of the participants and creating a

self-transcribing document that allows for immediate analysis (Kvale & Brinkmann, 2009). Because some of the participants were more apt at describing their experiences and discussing their thoughts through the written communication, some transcripts created a greater interpretive distance than others, whereby I utilized my understanding of supervision in trying to construct meaning (Eisner, 1998; Kvale & Brinkmann, 2009).

The data was collected using open-ended questions in the form of an ongoing, electronic interview. Once participants began to sign up for their Dropbox accounts, I created a word processing document with the instructions on how to complete the journal, the frequency of which I will respond to participants' content, and the first question for reflection (See Appendix B).

The initial electronic interview question was created during the first week. After the first week, participants received a different question based upon their response to the first question. This was intended to provide depth to the participants' responses, to allow for the emergence of new themes, and to create a conversational tone (Kvale & Brinkmann, 2009; Stake, 2005). I tried to formulate questioning to elicit descriptive responses from the participants. Due to the understanding that each participant has a unique, meaningful experience, I used interpretive and reflective questioning to reduce the reflective distance in this study. Kvale and Brinkmann (2009) describe reflective distance as the interpretive space that exists between the participant's intended meaning and the researcher's perceived interpretation that exists by conducting an interview through a digital medium.

I read and responded to the participants' responses weekly. Participants had their own unique, secure folder where their electronic interview document was stored for

interaction. The participants saved the completed interview entries to this folder. Only I had direct access to the participants' responses in Dropbox. When I read and responded to the electronic interviews, I saved the document using the file name and the most recent change date in parenthesis (i.e., supervisor1234(082411).doc).

The rate of participants' response was, overall, infrequent. No participant responded every week. Participants provided anywhere from one to eleven responses throughout the semester. The supervisee who provided one response created a Dropbox account during the first week; however, she did not participate until the sixth week. At that time, though, she provided a descriptive summary of her first five sessions. Two of the participants, two supervisees, remained involved with the study until one week after mid-semester. They each provided four, descriptive entries that described approximately six supervision sessions each. One supervisor provided three entries describing four sessions. This supervisor participated until shortly after mid-semester. Finally, one supervisor and one supervisee participated throughout the entire semester, providing 7 and 11 responses respectively. The electronic interview entries provided by the participants were descriptive and provided an overall essence of the nature of the supervisory relationship, which is sufficient for quality interviews (Kvale & Brinkmann, 2009). Moreover, data revealed a saturation of themes from the participants' interviews.

Data Analysis

The process of data analysis and representation followed methods recommended in the field (Creswell, 2007; Miles & Huberman, 1994; Stake, 1995, 2005). The overall pursuit of this research was to provide a detailed description of the cases and their relationship with the issue of interest (Creswell, 2007, Stake, 1995). This approach

provides a context for the cases, a description of the cases, theme analysis within each case, theme analysis across cases, and assertions about the findings (Creswell, 2007).

I could not come to the issues of interest without assumptions that influence the interpretation of those interests (Eisner, 1998; Schwandt, 2007); as such, Stoltenberg and McNeil's themes (2010) that have been discussed and the researchers understanding of epistemological development influenced the interpretation of the participants' responses. However, I tried to remain open to the emergence of new themes that are unique to these particular cases (Corbin & Strauss, 1990).

For data analysis, first the journal entries were read thoroughly each time they were collected so that an overall sense of the data was understood along the way. I always read the journal entry in its entirety before creating a response question so that integrity was kept to the meta-narrative. I kept a reflection journal throughout the semester to address biases and to organize impressions and thoughts about the study (Creswell, 2007). At the end of the semester each journal entry was uploaded into ATLAS.ti qualitative software. ATLAS.ti qualitative software allows researchers to upload documents in which they can add memos and code statements. The software allows the researcher to organize and group the codes to assist in the development of emergent themes.

Each final journal entry was read multiple times to gain a sense of the overall essence. Next, an initial short list of codes was developed based upon a priori themes that emerged in the literature review, overview of the available data, and from the pilot study (Creswell, 2007; Miles & Huberman, 1994). An established method of creating codes is to create an initial codebook (Creswell, 2007). The codebook was expanded and revised

throughout the data analysis (Miles & Huberman, 1994; see Appendix E). Corbin and Strauss (1990) discussed three different types of coding, open, axial, and selective, which seem to build upon each other leading to greater inferences. Each type is unique and fundamental to the analytic process (Corbin & Strauss, 1990); however, focus was placed on the first two types of coding: open and axial, for this study. Open coding is the initial breaking down of the collected data in an analytic manner. This type of coding creates units of meaning to various phenomena that are grouped together in categories and subcategories for comparative purposes (Corbin & Strauss, 1990; Miles & Huberman, 1994). Axial coding takes the developed categories and subcategories and creates codes to provide meaning to the relationships between them and the collected data. It is within this coding type that hypothetical relationships regarding the phenomena and the context began to emerge. These hypotheses were continually verified against incoming data to best describe the contexts of these cases. I read each participant's transcript coding meaningful statements that seemed to deepen understanding of the Quintain within each case. As the data were read and coded, notes and memos were made in the margins to provide clarity to the coded data (Miles & Huberman, 1994). A total of 127 codes emerged across the cases (see Appendix F).

Using the methods of Stake (2005), I re-read each transcript after it was coded. During this reading, I allowed the coded statements to direct my understanding of emerging prominent themes for each case. As themes emerged in each case, the researcher noted the prominence of those themes within the cases (see Table 1).

After identifying potential themes within each case, I then used the codebook and the initial themes to begin making assertions about cross-case themes. After the axial

coding was completed within each case, identifiable themes began to emerge that are indicative of the Quintain (Stake, 2005). I tried to be patient to not allow each individual case merge into my interpretation of the Quintain too quickly. It was difficult to maintain the case-Quintain tension. I wrote a descriptive summary for each individual case to provide thick descriptions to the supervisory context and for themes to emerge (Stake, 2005). Notes about the trend of emerging themes were included in the summaries to provide me with direction in the cross-case analysis (Creswell, 2007; Stake, 2005). These themes were collected from each individual case and compared across cases. This occurred for every theme that emerged within a case until the utility of its applicability across all cases was exhausted (Stake, 2005). Moving to cross-case analysis from individual case analysis moves the focus to understanding the Quintain (Stake, 2005). The findings from each individual case were merged and compiled for utilization within the multi-case themes. Each finding was merged and sorted into similar clusters. Once this process was completed, I made assertions in attempt to best understand the Quintain (Stake, 2005).

Credibility

Credibility is a term to bring naturalistic language to the discussion of validity and reliability (Lincoln & Guba, 1985); this term was used in place of the more positivistic terms in this research. I used methods recommended by experienced qualitative researchers (Creswell, 2007; Lincoln & Guba, 1985; Stake, 2005) to establish credibility. Having a prolonged engagement with the case and the participants is a commonly accepted method of establishing credibility (Lincoln & Guba, 1985). This method leads the researcher to gain familiarity with the contexts of the study (i.e., historical, cultural,

physical, social, ethical), which leads to understanding of the operation of the phenomena in many different situations (Stake, 2005). Moreover, prolonged engagement allows the researcher to decide what information should be provided as the focus of the study (Creswell, 2007). The elucidation of these contexts is a high priority of the case study researcher (Stake, 2005). Prolonged engagement was accomplished in this study by having the cases answer questions at various points during the semester. Additionally, I was supervising two students during this time, which allowed me to be engaged in the process of supervision. Being a part of the system in which the participants were being supervised provided me with an insider perspective of these cases. These two supervisees were master's students in the same program from which study participants were members. One supervisee was in the school counseling program and the other was in the clinical mental health program. These students were not allowed to participate in this study to avoid any potential contamination.

Another strategy that is intended to address the concept of validation in many types of qualitative research is triangulating sources of information to establish credibility (Creswell, 2007; Lincoln & Guba, 1985). Stake (1995; 2005) speaks of the importance of triangulation with case study research. To eliminate biases in gathered impressions from the participants and myself, and to add assurance to the data gathered, experienced researchers utilize the process of triangulation (Lincoln & Guba, 1985; Stake, 1995; 2005). As Creswell (2007) states, "in triangulation, researchers make use of multiple and different sources…[of information] to provide corroborating evidence" (p. 208). Triangulation was achieved by utilizing the perspectives of each participant, the supervisor and the supervisee, and the interpretations of the researcher. Additionally, I

utilized the perspectives of four different cases, which helped clarify the factors influencing cognitive development in the supervisees.

Member checking is the process by which the researcher gets the participants' views of the interpretations of the journal entries (Creswell, 2007). This is considered to be a vital technique in establishing credibility (Lincoln & Guba, 1985). Member checking occurred throughout this research. I asked for the participants to verify the accuracy of any interpretations I made during the study. This allowed the participants to address the accuracy of the research; moreover, I asked the participants to provide alternative language to their accounts when necessary (Creswell, 2007). Finally, the written analysis of this research utilized rich, thick descriptions that will allow readers to make decisions regarding the transferability and generalizability of the research (Lincoln & Guba, 1985).

Epistemological Stance

Clarifying researcher biases is important to the validity of any qualitative study (Merriam, 1988). I have personal and professional experience with the supervision process that has influenced the direction of this research. I am a doctoral student who has completed a supervision practicum to fulfill educational and experiential requirements for my doctoral graduate degree. During the practicum experience I supervised two school counseling students. Additionally, I supervised one school counseling student and one clinical mental health counseling student during the semester of this study. My approach to supervision has been influenced by my paradigmatic view of epistemological relativism and constructivism, my interest in developmental theories of counseling supervision, and my humanistic theoretical orientation of counseling.

Like Eisner (1998), I believe that multiple perspectives exist through which the world can be known. Human experience is influential in shaping our epistemological views regarding our understanding of truth (Eisner, 1998; Perry, 1970). As such, subjective accounts of a phenomenon can impact our understanding of that phenomenon. I do not believe that total ontological objectivity is possible. As Eisner (1998) quotes:

> The problems with ontological objectivity and procedural objectivity are important…because they reinforce a view of knowledge that is itself problematic….How can we ever know if our views of reality match or correspond to [reality]?...We would need to know two things. We would need to know reality, as well as our views of it. But if we knew reality as it really is, we would not need to have a view of it. Conversely, since we cannot have knowledge of reality as it is, we cannot know if our view corresponds to it. (p. 45)

Though a pursuit of objective views of the world have their place in the field of research, I believe that subjective views of a particular issue or phenomenon can provide a particular view of looking at that phenomenon.

Regarding supervision, I have been influenced by developmental models of supervision, notably the models of Loganbill, Hardy, and Delworth (1982) and the Integrative Developmental Model (IDM; Stoltenberg & McNeil, 2010). The three overriding structures of the IDM, motivation, self-awareness, and autonomy, are essential components to the supervision process. Supervisors are responsible for evaluating and developing future counselors. The focus of supervision should be on enhancing the supervisee's counseling skills and developing the supervisee's counselor identity.

Because of these reasons, I am biased towards reflective processes during

counseling and supervision. The awareness of the self leads to an understanding of the individual's purposive behavior. Regarding supervision, if the supervisees have a greater understanding of the decisions they are making while in a counseling session, then they will be able to better work with their clients. Counseling is an ambiguous process and no two clients are exactly the same. As such, the counselor needs to be able to make decisions in the moment and needs to be able to reflect upon those decisions once the session has ended. Schön (1983, 1987) has described this process as *reflecting in action* and *reflection on practice*, respectively. Prior supervision experiences that have focused on my own self-awareness have enhanced my growth as a counselor and a supervisor. I was encouraged to accept and to recognize aspects of myself and to explore how these attributes impact the counseling relationships in which I am a part. These experiences have led to a greater understanding of myself and an awareness of my idiosyncratic ways of relating with others.

It is my belief that the counselor is the greatest tool in the room—not any technique or key phrase; as such, supervision is an opportunity for a senior member of the professional community to develop the junior member's understanding of this crucial tool, themselves. Nothing counselors say, no word that comes out of counselors' mouths can be injected into the session without first going through the filter of the counselor. Though an understanding of techniques is critical, it is also important for counselors to develop greater insight into the self. Research is clear that an increased self-awareness leads to greater comfort and confidence in the counseling room, a great ability to conceptualize complex situations, and a clear direction of the counseling process (Granello, 2010). As such the supervisor plays the important role of increasing the

supervisee's motivation to practice more autonomously with confidence as a result of the greater self-awareness.

Feedback from my supervisees has acknowledged the value of encouraging the development of the counselor's identity in promoting cognitive complexity. My supervisees have stated that encouraging self-reflection during supervision sessions was of great beneficence. Specifically, the process of "live" supervision provided significant cognitive growth for my supervisees. Approximately half way through the practicum semester, I decided to observe my supervisees' counseling practice live on site. I gained consent from each supervisee to do a co-counseling type of session together. The intent of this process was to allow the supervisor a "real" time look at the supervisees' counseling abilities. Additionally, the counseling session was scheduled so that a time of supervision could occur immediately following the process. This immediate reflecting on practice (Schön, 1983; 1987) was acknowledged by the supervisees as having a significant impact on their counseling skills development. Moreover, the counselor noticed increases in all three of Stoltenberg and McNeil's (2010) structures of development after this process.

The expression my epistemological stance allowed me to approach this study with a fresh perspective. The attempt to be transparent is out of an effort to establish credibility and reduce biases in the research (Merriam, 1998).

Chapter 4

Findings

The following chapter will present a summary of the findings from the data collected from the participants. The data were bounded by the nature and the context of the relationship. All participants were involved in a supervisory relationship during their counseling or supervision practicum at a public university located in the Southeastern part of the United States. The participants were members of these courses in partial fulfillment of their pursuant degrees. Two doctoral supervisors and four master's level supervisees participated in the study. The total of four cases under the examination included two cases of supervisees' accounts only and two cases of supervisor and supervisee accounts. All participants were electronically interviewed during the fall semester of 2011 via a digital storage medium called Dropbox.

First, themes within each case will be presented to provide contextual, thick descriptions (Creswell, 2007). Next, a thematic analysis across the cases will be presented to highlight the Quintain (Creswell, 2007; Stake, 2005). I want to acknowledge the tension that was felt in the interpretation of the multiple cases. Stake (2005) describes this as the "case-Quintain dilemma" (p. 39). This dilemma emerges as a struggle between presenting the unique vitality of each case and what is common across the cases. Participants remained anonymous throughout the study; however, pseudonyms have been created to assist with the flow of writing.

The Case of Janet

This particular case only included the perspective of the supervisee, Janet. Her supervisor did not participate in this study. Janet provided four entries during the first six weeks of the semester. Janet started the supervisory process seemingly optimistic. She described the initial supervisory relationship as being facilitative, allowing for her to express anxiety with her supervisor, "I think this week's supervision went well. We talked about how I feel about how my experience has gone so far and what I am feeling anxious about". The supervisor created an environment of encouragement where Janet was comfortable to address her anxiety. The supervisor acknowledged the existence of this anxiety and normalized it based upon her own experiences. Janet described her supervisor as being,

> … very encouraging and helped me by normalizing my feelings of anxiety. She told me about her experience with her first practicum and how nervous she was. It was nice to hear that she felt the same way I did when she was starting out. She also encouraged me by telling me that we would work through it together.

The early facilitative, cathartic interventions helped Janet establish trust with her supervisor and helped her address initial anxiety.

As the supervision progressed, Janet became concerned about the expertise of her supervisor. During one week she expressed that she did "… have some concerns about the experience that my supervisor has with the population that I am working with". The population with whom Janet worked was children. This early concern over the supervisor's experience was the beginning of what appeared to be the development of an increasing frustration with supervision.

Janet's language changed in how she talked about supervision each time she responded to the electronic interviews. The way she described each supervision session changed from "this week's supervision went well" to "this session was pretty good" to "supervision has been ok" to "I feel like right now I am still trying to figure this whole process out and what exactly my supervisor's role in my development is". This apparent growing frustration seemed to come from having unmet expectations regarding the role of her supervisor. After the first entry, Janet spent much of her discussions describing feeling counseled and recognizing the supervisor using counseling techniques:

> I felt more like I was being counseled than I felt like I was getting help on things I was not sure about a lot of times. I think that being in a counseling program, you know the different techniques and can pick up on them when someone is using them on you. At times this can seem somewhat condescending…She says, 'So what I hear you saying is…' A LOT [*sic*]. It feels exactly like the practice sessions that we had last semester.

Additionally, contradictory information given by two different supervisors led to frustration and confusion about what is expected of her during practicum. This can be sensed in her following statement:

> I do not know who to listen to when my site supervisor wants me to be more direct and repeat questions when students do not give a quick reply and my doctoral student wants me to give more silence. My doctoral supervisor tells me to go with what feels natural and that there are not "right" answers, but when I do something or say something that she does not think is right I can tell in her facial expression and response that she does not agree.

Feedback was a component of this supervisory relationship that seemed to cause both harm and growth. At one point Janet described a moment in the supervision where her supervisor provided feedback in a manner that led her to feeling defeated and wanting to cry. However, in a later entry Janet seemed to show indication of cognitive and epistemological growth as a result of encouraging and facilitative feedback. She said, "it has been really helpful to hear her feedback on what I have done in my sessions…I don't doubt myself or worry nearly as much about saying the 'right thing' while I am talking to my clients". Janet seems to have begun to recognize that there is no single, correct way in which to work with clients. It seems that her supervisor also learned from the earlier experience and began to provide feedback in a more helpful, supportive manner as the semester progressed, which seems to have led to an increased use of conceptual interventions. Janet described the benefit of having a voice about the direction of her clinical work: "it is also helpful when during the sessions she asks me where I am thinking about going with the client next. This helps me to think about the next session and to bounce ideas off of her".

Janet seems to have benefited and developed the most from experiencing early moment of catharsis where the supervisor created an encouraging, safe environment. However, from her report, Janet became frustrated with the supervisor only utilizing cathartic responses. Janet described that experience as feeling as though she was being counseled. As the supervision progressed, so did Janet's needs. She desired more conceptual interventions that allowed her to focus on issues with her client. When the supervisor responded with this type of intervention strategy, it allowed Janet to be a more active participant in supervision.

The Case of Blair

Blair, a supervisee, posted 11 entries throughout the entire semester. Blair's supervisor did not participate in this study; as such, her feedback was interpreted as a single case.

Overall it seemed that Blair was pleased with the supervision that was received. Initially, she was interested in receiving feedback and advice from her supervisor and from the other counselors at her practicum site with whom she worked. It appeared that she was interested in learning from like-minded people with similar experiences. She even seemed to indicate she was looking forward to receiving and incorporating feedback from multiple perspectives:

> I am curious to see what kind of feedback the supervisor has for me. I feel that I am rather fortunate because I have been receiving regular feedback from a counselor I have been working with at my practicum site. Hearing advice or opinions right after a session has been very beneficial…I am curious to see the differences between the two.

During the beginning of the semester Blair indicated that she found her supervisor's willingness to share information and to self-disclose about professional experiences to be effective. However, one of Blair's concerns regarded what seemed to be an interpretive gap between her actual counseling experience and how to communicate the ambiguity to her supervisor through self-report and through documentation. Adding to this limitation was her inability to audio record sessions at her practicum site. This limitation seemed to have caused some frustration for Blair and she indicated that she is

starting to rely more on the feedback from the counselors at her site rather than her University supervisor:

> My site for practicum has presented only a few opportunities to audio record with patients due to their unwillingness to record the session…This has presented a challenge in the supervision and supervisee relationship, in my opinion. I feel that progress notes do not accurately encompass the ambiguity of a counseling session. I try to be as specific as possible with my notes but when trying to describe things like rapport, themes, or feelings…I find there is a disconnect between the event and what gets written and interpreted on paper. I think the supervisor- supervisee relationship could be much more beneficial if they also were working at the site. The site does, however, have professional counselors that I have utilized to gain more of a direct analysis of my skills and competency as a counselor thus far.

The way in which Blair answered the questions seemed to suggest a minimal amount of trust in her supervisor. This was indicated by the statement that her supervisor is limited in her effectiveness during supervision and by Blair frequently mentioning individuals other than her supervisor who have been helpful in her development. It seemed that Blair's difficulty with communicating the ambiguous nature of her clients to her supervisor, her inability to record sessions, and the availability of counselors on-site who seemed to better understand her situation, created an interpersonal dynamic where Blair thought as though she held the power in determining the direction and the depth of her supervision. Part of this issue of power seemed to be a result of Blair feeling as though she had to teach her supervisor about the population with whom she worked, "My

University supervisor has been really good about sharing…experiences… with different populations. I feel that the supervisor has done a good job of showing that they are interested in my professional experiences thus far". I felt as though the way she described the supervisor's interest in professional experiences, as being indicative of her feeling as though she is holding that attention to educate her supervisor about those professional experiences. This shift in power created a belief in Blair which she stated that, "…it is up to me to determine the direction and the depth of the supervision. I don't want to assume this is the same for everyone else being supervised, but I am leaning toward believing that". She acknowledged that her growth is in her hands and then later stated, "I think that the strategy used by my supervisor to address areas of improvement is that she usually first asks me 'what is something that I think I could work on or do better?'" In both of these statements, Blair seemed to be suggesting that she was most comfortable in supervision when she felt like she was the one in control. Throughout the semester, I suspected that Blair was uncomfortable with her supervisor, which increased Blair's seeming sense of distrust.

As the semester progressed, Blair acknowledged the utility of humor existing in the supervisory relationship:

> Humor has been a part of the supervisor relationship as well. Our communication styles seem to be very similar so direct comments about areas allows for a more sincere honest approach to the process. Utilizing humor as a door opener on some subjects has allowed both of us to have substantial conversations on topics.

The use of humor in the room helped create rapport; it seemed that humor filled an uncomfortable void by creating a supervisory environment that felt less serious.

However, Blair stated that she did not use much humor to create rapport in her counseling sessions. “I may use a little humor to build rapport but I mostly restrict the use of it with clients”. Although the utility of humor in the supervision session was acknowledged by Blair, it seemed Blair reluctantly welcomed the humor to alleviate any anxiety or tension that may have affected the supervisor’s evaluation of her performance.

Blair stated that she began to slow down and become more patient with her clients towards the end of the semester. She indicated that, “conceptualization has become more encompassing by trying to gather as much information on a client before I jump to any conclusions about them”. The use of conceptual intervention strategies in the supervision process and feeling comfortable with her colleagues and the atmosphere at her practicum site seemed to have led to much of Blair’s growth. “I think the process was influenced most by the practicum site itself…Supervision to me resembled a treatment team meeting. Ideas were bounced back and forth and case conceptualization was discussed quite a bit”.

The Case of Lisa and Carlyn

Lisa and Carlyn were a supervisor and supervisee pair, respectively, who both participated in the study. Carlyn completed one entry after the sixth week of the semester, in which she summarized her five previous supervision sessions and Lisa completed 7 entries and stopped participating shortly before Thanksgiving break, two weeks prior to the end of the semester. Lisa was not consistent with her entries, as she did not post every week. Lisa and I engaged in a meta-dialogue regarding the logistics of the study during early exchanges. There was confusion initially with this case as it related to the manner in which we communicated and the two participants using the same code number. Because of the participants’ anonymity, I used the electronic dialogue to discuss the logistics of

the study, which was the only way in which to communicate with the participants. However, this did not seem to improve the rate of response.

Carlyn. Though Carlyn only provided one entry at the beginning of the semester, it came after the sixth week of the semester. Carlyn extensively described her experiences with her supervisor and their sessions that have occurred during the first five supervision sessions. The encouragement and support she felt from Lisa seemed to be very meaningful. Carlyn acknowledged that she and Lisa had a pre-existing relationship outside of the supervisory relationship prior to the start of the semester, which indicated the existence of rapport prior to the first supervision session. However, Carlyn also recognized the potential problems this could create as it related to receiving feedback:

> My supervisor and I developed a relationship prior to this supervision, and we both saw this is a benefit. My only concern was that she felt comfortable correcting me and pointing out areas in need of improvement in my counseling. She guaranteed that she would, so we eagerly started our supervision sessions.

Carlyn indicated that she made these concerns known to Lisa and then they moved on. Expectations were made clear from the beginning, which established predictability in how they would relate during supervision.

Individual supervision helped clarify confusion that Carlyn experienced in regards to documentation requirements for the practicum class. She indicated that the individual supervision session provided a space to better understand these requirements, “There seems to be quite a bit of miscommunication about expectations regarding session summaries, progress notes, virtual/paper binders, etc. but the individual supervision sessions have been extremely helpful in clarifying all of this information”.

Carlyn also seemed to have displayed a high degree of dependence on Lisa. She spoke very positively about Lisa, almost in a way that would suggest Carlyn thought Lisa could do no wrong. Carlyn was very grateful when Lisa printed off and brought to Carlyn all of her clinical resources and worksheets:

> There are several things that my supervisor has done that I am very grateful for. First, she made copies of all of her resources/worksheets/activities/etc for me that I will use in future practice. I think this act exceeded her responsibilities as a supervisor, but I am so grateful for it.

This act seemed to have reduced much of Carlyn's anxiety.

Carlyn had an appreciation for Lisa's catalytic interventions that encouraged self-exploration and problem solving. Additionally, Carlyn stated goals in her journal entry that were more client focused, with increased client awareness and empathy, which is indicative of the existence of client awareness and the desire for conceptual intervention strategies: "Here are my expectations for this semester…Implement intervention strategies appropriate to each of my students". Carlyn indicated that she found her supervisor's encouragements to critically think as being helpful:

> She provides me with insight into what she hears going on in the sessions, but not just give me easy answers or tell me what she thinks I want to hear. Often she turns my questions back to me to help me think about them more critically.

Overall Carlyn felt supported and encouraged by her supervisor. The rapport that existed between Carlyn and Lisa allowed Carlyn to feel less anxious about feedback and to more readily reflect on her own growth and development. Though it is possible that Carlyn could be less anxious and more developed in general, thus she could have had a

similar developmental experience with another supervisor, Carlyn started her supervisory relationship with much optimism, which seemed to alleviate anxiety and promote cognitive development as indicated by her motivation and awareness of others.

Lisa. The semester began for Lisa with anxiety regarding her role as a supervisor, which was indicative of a parallel developmental process occurring for Lisa. Describing the early experience as being "…a bit nerve-wracking entering into this relationship with very little idea about what I'm doing". Lisa stated that she knew she had much to learn and was frustrated because she could not "delve into [the supervision] process completely". Lisa desired to take this process seriously and to commit herself to the supervision process and to Carlyn. Lisa used this anxiety positively to help her empathize with Carlyn's experience of beginning this process:

> I suppose it feels a lot like it did when I was in my supervisee's shoes…I have often thought back to my own experiences with supervision and tried to channel that and feel as though it must be going okay because she is seeming to be managing fine so far.

Lisa displayed an ongoing tension throughout the semester between her own self-awareness and the awareness of Carlyn's experience, which may have impacted the way she intervened with Carlyn.

Lisa, like Carlyn, recognized in the first entry the existence of their previous relationship. Additionally, Lisa indicated that she was very intentional and careful about making sure the proper boundaries were established so as to not hinder the supervisory relationship:

> We actually already have a previous connection, so there is less pressure to build

> rapport, but of course I have given a lot of thought and care to ensure that this relationship remains professional and focused on the task at hand.

Once these concerns were made explicit in supervision, it seemed that a routine was quickly established as to the structure of supervision. Nevertheless, when Lisa moved towards wanting to provide feedback, this relationship may have gotten in the way. The extent of Lisa and Carlyn's previous relationship is unclear based upon the lack of information provided in the electronic interviews. Both of the participants merely stated that a relationship existed prior to the start of supervision. Neither participant provided any indication regarding the depth or the nature of the pre-existing relationship.

Lisa utilized her understanding of counseling and clinical theories as the starting point as to how she would intervene with Carlyn. Lisa struggled with the efficacy of her theoretical approach early in the semester; however, she seemed to really believed in her approach:

> I will say that I have a tendency to let the client lead, and I can feel myself as a supervisor wanting to do the same. I am not yet sure how this functions in real life or if it's the best plan, but right now that's what I'm going with…overall I want her to be able to take ownership of this experience and get what she needs to out of it. It is her career, after all, and I am merely one of the players assisting her in her journey

But Lisa seemed to struggle with her identity and role as a supervisor: "I honestly felt extremely lost and unclear about what I needed to be doing. Each week I would meet with my supervisees and wonder… what next?" Lisa frequently would provide evidence of reflecting on practice in statements similar to the one just described, which seemed to

help her move towards being more autonomous and more trusting of her work with Carlyn. She indicated that she wanted to "rely on [her] instincts" more in the supervision sessions.

Lisa had very positive remarks to say about Carlyn, overall: "My supervisee is seemingly very committed to this process and is organized, personable, professional, and really anything you would hope to see in a counselor-in-training as far as exhibiting strong professional behavior and a commitment to learning and growing". She held a developmental view of Carlyn and seemed to hold realistic expectations regarding her professional capabilities. Lisa was very open in the electronic interviews about her evaluation regarding the areas in which Carlyn needs to work:

> I have not yet heard examples of a few basic counseling skills, however, such as the effective use of silence or reframing. She has also missed quite a few opportunities to explore some issues further with her students by keeping questions fairly light even when heavier content comes into the session.

However, she did acknowledge her hesitancy to provide Carlyn with these evaluations, fearing that her supervisee was too new to the experience. She described herself as being "hesitant to evaluate too much just yet as I know [Carlyn] is still very green to this whole experience". This was an indication where the pre-existing relationship may have caused Lisa to be mindful about the impact her evaluations could have on Carlyn and on the relationship they had outside of supervision. Moreover, Lisa showed additional signs in other entries where she was trying to avoid making feedback, fearing negative connotation:

> She seemed to respond positively to these comments and came in session fairly bright, but... I am not yet sure how effective my response was. In fact, after today's session, her confidence may be dinged a little more. I could sense some frustration from her because I think maybe my overall feedback (which I tried to give as indirectly as possible considering I sensed her lowering sense of confidence) was a bit confusing to her on the one hand and overwhelming to think about on the other. I know she is still learning and growing, and I am trying to figure out how to manage the giving of feedback and the exchanging of ideas in a way that is uplifting and empowering. I'm afraid I just gave more than I needed to this week... we shall see. She was very open with what she perceived as some in incongruencies between what she was hearing from me, and while she voiced the intent at trying new techniques (more open-ended questions, less structured activities for some, attending to feelings), her body language told me that maybe this was more than what she was expecting to hear.

Lisa tried hard to not hurt Carlyn's feelings and did not want to cause her any stress in addition to everything that was causing her to be "overwhelmed…in general". Being reflective and self-aware, Lisa was able to discuss her tendency to build up Carlyn's self-esteem and to evaluate her efficacy with this intervention:

> Throughout this experience, I have tended to interweave what I consider to be "confidence-building" statements as we talk about each of her clients. As we discuss each one, I try to start with "I like that you did that here" or "That was a nice way to reframe" then weave in the not-so-good stuff throughout. I think I have felt as though that would be sufficient, but unfortunately, I think she for the

> most part does not really take that feedback to heart as much and tends to rely more on how she feels about the session from her perspective.

It is difficult to determine from these statements the extent to which Lisa's hesitancy impacted the way in which Carlyn received her feedback. Lisa seemed to indicate that Carlyn seldom expressed concerns directly but she noticed changes in Carlyn's body language:

> While my supervisee never expressed a high degree of anxiety, she definitely seemed more strained for two weeks in particular… I do honestly also think that she was feeling an overall dip in confidence as well.

It could be that the pre-existing relationship created a certain interpretive paradigm from which Lisa was working, creating a self-fulfilling prophecy. Moreover, Carlyn's feedback did not indicate any discomfort with the feedback, at least during the first half of the semester, the time of the semester in which she participated in the electronic interviews. She actually mentioned looking forward to receiving evaluations about her clinical work.

Despite Lisa's hesitancy to provide timely, organized, evaluative feedback, she still attempted to address what she saw as Carlyn's areas of improvement. Interestingly, most of Lisa's interventions were mostly authoritative in nature, which contradicted her initial comment of wanting to give Carlyn control over the process. She seemed to rely on informative and prescriptive interventions quite frequently: "I feel like this week I'm going to need to start giving more specific feedback regarding some of her skills…" Lisa was aware of this contradiction and seemed to pay attention to this tension throughout the semester:

> I think you definitely run the risk of allowing your supervisee to rely on you too much when they are feeling low in their confidence, but I really try to always keep the ball in her court when it comes to conceptualizing, treatment planning, etc. I have a tendency to want to "save" people, so I have been fighting myself in some ways throughout this process in order to ensure that I am developing her autonomy and ability to think about her clients herself.

Lisa saw improvements in Carlyn's confidence. However, Lisa noted in her final entry that she had not observed much difference in the Carlyn's counseling sessions between the early and later times of the semester.

The case of Lisa and Carlyn was unique, in that Carlyn and Lisa had a pre-existing relationship prior to supervision. It was unclear from this dialogue the length and the extent of this relationship. On one hand, this prior relationship seemed to allow safety and trust to develop very quickly in supervision. It appeared that Carlyn felt safe enough to address concerns related to her clients openly. However, it was indicative from Lisa's dialogue that this relationship may have been an ethical dilemma for her. Lisa stated that she struggled with her role as a supervisor because she found it difficult to provide evaluative feedback to someone with whom she had a relationship outside of supervision. Lisa's hesitancy seemed to create confusion for Carlyn and may have prevented Lisa from being completely open and honest regarding her evaluation of Carlyn. This reluctance seemed to hinder Carlyn's growth.

The Case of Josh and Alex

Josh and Alex were a supervisor and supervisee pair, respectively, who both participated in the study. Josh provided 3 entries; his first entry summarized two sessions, describing four total sessions. Alex responded 4 times, describing four to five sessions. Josh and Alex stopped responding to the electronic interviews a few weeks after mid-semester.

Josh. The feedback provided by Josh was thin and more descriptive of his theory rather than the work he did with Alex. From the initial entry, Josh indicated that he had provided supervision before and began to compare the behavior and the development of Alex with other supervisees in the past with whom he had worked:

> "…the supervisee is quieter than other supervisees I have worked with in the past so I have noticed I have to question the supervisee much more often than I have with other students in order to get the supervisee to conceptualize supervision".

It appeared that Josh was conducting a preliminary evaluation to understand Alex's current level of development. Josh was clear in his feedback that he has been influenced by developmental models of supervision:

> When I'm thinking of a "normal process" I'm envisioning a supervisee/supervisor development process. I'm puling a lot from Loganbill's developmental model of supervision where supervisees are moving through three stages - confusion, integration, and stagnation…I've seen my supervisee dealing with these issues and feel my input can help to point out, explore, and process these issues when they arise in our sessions.

Josh was frustrated with some of the initial logistical concerns in supervision. Early in the

semester he indicated, “I do not want to become bogged down in site issues, paperwork issues, etc - I want to focus on the supervisee and his or her development as a professional”. Josh utilized his understanding of Alex’s developmental level to influence the way in which he intervened in supervision. Having worked with other supervisees, he included his perceptions and his experiences with previous supervision sessions to guide his evaluation of Alex; thus, impacting the way in which he intervenes:

> I fear that that with this supervisee I may have to back that up and focus more on skills at first but I’m willing to be flexible…I do think that with this supervisee I will need to point out or highlight more skills than I would need to do with my other supervisees.

Josh saw himself as a developmental guide with Alex. He felt that he could point out observed areas of growth that will help Alex grow as a professional. Josh stopped responding after his third entry; thus, it was difficult to determine how this view progressed throughout the semester with this supervisee. It is clear, though, that he took a developmental approach to supervision, indicating he would change some of his intervention strategies to meet the needs of his supervisee.

Alex. At the time of the first entry, Alex had not yet seen any clients. However, he discussed his optimism and excitement about learning more about his strengths and weaknesses in counseling. Alex saw the supervisory relationship as important and appreciated feeling supported and understood. He stated, "I haven’t started to see clients and discuss the real supervision process with him but he is quite supportive, understanding and helpful. He tries to answer my questions and give the information I might need during my practicum”.

Alex seemed to be dependent on Josh and looked to him for the answers, which provided an indication of Alex's epistemological stance. Alex seemed to have a high degree of self-focus in terms of wanting to know what is "right" in the clinical setting, from appropriate skills to the correct theoretical orientation:

> I want to learn more about myself as a counselor because though I can see some of my features that can be good or bad in counseling, I don't really know how I can react in certain situations in counseling. All of the things I know about myself about counseling are just predictions, so it will good [*sic*] to see myself from someone else's perspective and see what kind of strengths and weaknesses I have in counseling. Moreover, it will good [*sic*] to ask some specific questions to my supervisor about my practicum experience that you can't always ask to professors. I would also like to learn which theoretical orientation I am more close [*sic*] and use during counseling sessions.

In the last statement, Alex stated that he wanted to be told his theoretical orientation, an indicator of his level of cognitive development. This was reflective of his dualistic, epistemological view towards counseling and his belief that Josh held the response in which he would provide the correct answer as it related to his professional identity.

The nature of the relationship between Alex and Josh was characterized by non-judgment. Alex described the relationship as follows:

> I feel more comfortable to ask questions to my supervisor about my clients and what kind of techniques I can use compared to my professor. Also, it is easier to ask for evaluations of my specific interventions, answers and questions to the client in the practicum.

This non-judgment created a supervisory relationship where Alex felt safe enough to address his concerns with Josh. Moreover, Josh used his developmental approach by intervening with facilitative and conceptual interventions. Josh helped Alex make the following realization:

> I realized that I am using counseling skills in a session more than I think… I saw that I have empathy for my client even though I was thinking that I could be judgmental since the client population I have could be really hard to work with.

The supportive environment that was created helped Alex begin to increase his understanding of himself, the way in which he operated in a counseling session, and his empathetic responses to his clients.

Alex provided descriptions about Josh's interventions that are consistent with his stated theoretical approach to supervision. Josh's comparison of Alex with his former supervisees was a method by which Josh assessed Alex's level of development. The supervisory relationship was characterized as a place where Alex did not feel judged, which allowed him to feel comfortable asking questions and trusting the feedback from Josh. Having adequately assessed Alex, Josh provided appropriate facilitative and reflective interventions that allowed Alex to begin to develop a greater level of self-awareness. Though neither individual provided entries after mid-semester, the nature of the relationship between them and Josh's developmental assessment seems to have created a relationships that cultivated Alex's indicated professional growth.

Table 1

Participant Information and Within Case Themes

Participant	Role in Case	Within-Case Themes
Janet	Supervisee	Early cathartic and facilitative interventions addressed initial anxiety. Too much facilitative support later led to "feeling counseled". Concerned with supervisor's experiences.
Blair	Supervisee	Anticipated receiving feedback from supervisor. Inability to audio record sessions led to uncertainty of how to express the ambiguity of the counseling sessions. Felt like it was supervisee's responsibility to determine the direction of supervision. Supervisor utilized humor in supervision. Felt a stronger trust in the feedback from supervisee's on-site supervisor.
Lisa*	Supervisor	Had a preexisting relationship outside of supervision. Supervisee relied on supervisor's feedback and opinion. Developed facilitative and supportive relationship. Supervisor experienced a parallel developmental process.
Carlyn*	Supervisee	Supervisor displayed anxiety associated with providing feedback.

Josh**	Supervisor	Supervisor approached supervision developmentally. Supervisor has previous supervision experience.
Alex**	Supervisee	Supervisee felt frustrated with logistical concerns over supervision. Supervisee displayed high reliance on supervisor—wanted to be told his theory of counseling.
NOTE: Asterisks denote members of the same supervisory relationship.		

Cross-Case Analysis

After analyzing each individual case, the researcher found that certain themes across the cases began to emerge that seemed to help better understand the Quintain (Stake, 2005). These themes indicated various factors within the supervisory relationship that shape the development of supervisees during their practicum supervision. Additionally, the cross-case analysis indicated evidence of the proposed a priori themes that were identified to indicate the presence of cognitive development moving towards greater complexity. A discussion of how the a priori themes emerged across cases will be presented first, followed by discussion on the themes that emerged that indicate the impact of the supervisory relationship on the supervisees' cognitive development.

Cognitive Complexity

Evidence of cognitive development within the cases was viewed through the a priori themes that have been established: epistemological development, self/other awareness, motivation, and autonomy. The following discussion will present the development of these themes within these cases.

Epistemological Development. The way in which supervisees' thought about the nature of counseling and clinical practice changed during the supervision process. Even if a supervisee did not participate in the electronic interviews throughout the entire semester, their responses were still indicative of changes in the way they thought about their clinical practice. As one supervisee indicated, "I don't doubt myself or worry nearly as much about saying the 'right thing' while I am talking to my clients." This shift from thinking about the "right thing" to say or the "right" way to intervene displayed the movement of the supervisee in a more complex direction, an increasingly multiplistic paradigm, in which she experienced changes in the way she thought about the counseling process. Moreover, Blair seemed to imply that she learned that clients bring with them their own idiosyncrasies, which allowed her to address the complex, ambiguous nature of counseling:

> Comfort in the setting along with a broad view of different disorders, symptoms, and situations, I believe it has added to my confidence as a counselor-in-training. Conceptualization has become more encompassing by trying to gather as much information on a client before I jump to any conclusions about them.

By beginning to understand that in which each client is unique, Blair provided additional evidence of an epistemological shift in the way in which she viewed her clients and the counseling process. These statements are examples of the supervisees reporting new ways of thinking about the nature of the clinical world. Supervisees in these cases displayed evidence of epistemological shifts occurring in the supervisory process.

Self- and other-awareness. In these cases, it was clear that many of the supervisees were more concerned with themselves than the outcomes of their clients. The

descriptions provided show that the self-awareness of the supervisees could more aptly be understood as a self-preoccupation. Concerns over their aptitude and proficiency as a counselor led to anxiety over the process. This was seen in the supervisees' egocentrical statements such as, "I want to learn more about myself as a counselor" or by them acknowledging their anxiety early in the semester: "We talked about how I feel about how my experience has gone so far and what I am feeling anxious about". Supervisees had a desire to become more self-aware but the anxiety that existed created more of a concern over the self, which seemed to inhibit deep levels of awareness initially. Moreover, this anxiety also inhibited the supervisees' abilities to focus on clients and clinical concerns. Supervisors who were able to create a supportive, facilitative relationship seemed to be able to utilize intervention strategies (i.e., catalytic and conceptual interventions) that encouraged reflection that led to greater self and other awareness.

Motivation. The supervisees displayed an air of excitement and optimism, especially in the early portions of the semester. One school counseling supervisee stated that she wanted to "recognize [her] strengths in counseling and utilize them to best help [the] students". The supervisees wanted do well in the practicum and stated that they wanted to see improvement in their clinical skills. Motivation was extrinsic coming from a desire to please the supervisor and to be told that they were doing something correct as it relates to clinical abilities. The idea of getting evaluative feedback was a source of anxiety for many of the supervisees, which highlighted the supervisees' bend towards being extrinsically motivated. The anxiety associated with receiving feedback seemed to keep the supervisees' extrinsically motivated seemingly impeding the move towards

cognitive complexity. Additionally, when supervisees felt some sense of control and ownership in their supervision process they were more willing to engage in the action of clinical practice. As one supervisee indicated, "…it is also helpful when during the sessions she asks me where I am thinking about going with the client next. This helps me to think about the next session and to bounce ideas off of her."

Autonomy. All of the supervisees were dependent on a professional other than themselves for support, guidance, and knowledge; however, the feedback was mixed regarding the person with whom each supervisee began to depend. Two supervisees were quite explicit regarding their dependence on their supervisor. One supervisee commented, "…it will [be] good to ask some specific questions to my supervisor about my practicum experience that you can't always ask to professors". In a similar capacity another replied:

> [My supervisor] knows how I operate and helps me to not be too hard on myself when things do not go as "perfectly" as I would have liked. I am not nervous about her listening to my tapes, even though I know I often sound silly. Overall, I very much look forward to our supervision sessions and sharing my weekly experiences with her.

Another supervisee seemed to not trust her individual supervisor but found herself developing dependency with professionals at her site:

> I would not say I am disappointed by the University supervisor. I just think that there are some limitations to the amount of impact that they can have…I think the [supervision] process was influenced most by the practicum site itself.

Finally one supervisee expressed frustration because she was not sure whom she should be dependent upon saying, "I have been a little frustrated from the seemingly millions of

different directions that we have been getting supervision (doctoral supervisor, site supervisor, and our group supervision in class)". All of the supervisors displayed working through tensions in this domain, but the person with whom they found trust and dependence varied between these individuals. It seemed that finding a more senior professional in whom they can find support and seek advice from is an important task for further learning and development in these supervisees. It seems as though that the supervisees were not able to create high degrees of autonomy and were highly dependent upon a supervisor during their practicum experience.

Supervisory Relationship

The nature of the relationship between the supervisor and the supervisee was a common theme amongst the cases. The supervisees seemed to be impacted by their perceptions of this relationship. The manner by which they engaged in the process seemed to be influenced by the atmosphere of this supervisory relationship.

Encouragement. A facilitative relationship where the supervisor provided a lot of encouragement seemed to be a good indicator of development throughout the semester. Supervisees who felt confidant and encouraged were more comfortable with ambiguity and more willing to engage in reflective practices. This encouragement helped the supervisees move towards greater cognitive complexity by undergoing shifts in their epistemological stance:

> Even though at this point it is not completely autonomous, I think that her guidance and encouragement makes me feel better and better about being on my own. I feel more confident already during my session. I can hear that in my tapes

> and I can feel it during my sessions. I don't doubt myself or worry nearly as much about saying the "right thing" while I am talking to my clients.

Even Blair, the supervisee who seemed to trust the counselors at her practicum site more than the individual supervisor, described the encouragement from her supervisor as efficacious. She stated that, “My supervisor has done a good job of pointing out things that I have done well during a session with a client…when I use a good technique or ask a good question”. When encouragement exists in the supervisory relationship it seems that supervisees develop confidence to take more risks and be more vulnerable with their supervisors, which seems to lead to more complex development.

Non-Judgment. Similar to encouragement, supervisory relationships that maintained non-judgmental nature created an interpersonally safe dynamic. When the supervisees felt safe and supported, they were more vulnerable and willing to present themselves to the supervisory process for evaluation and growth. One supervisee stated that she wanted to “honestly share [her] experiences and seek counsel from [her] site and individual supervisors”, which led to “not [feeling] nervous about [her supervisor] listening to my tapes”. This led to the supervisee being more willing to “open up” in supervision according to her supervisor. The importance of not feeling judged could be seen in another supervisee who describe her reaction when she felt judged:

> The sessions feel like counseling because I can pick up on the things that she says that are counseling techniques…This week, however, it felt like really bad counseling because I left feeling totally defeated.

One can gain a sense of this supervisee beginning to shut down and to engage less in the supervisor process because she feels judged by her supervisor. These cases expressed the

importance to be in a relationship that is contextualized by non-judgment and encouragement.

Providing Feedback

Creating a supervisory relationship without judgment does not mean it is without evaluative feedback. Supervision that sought to encourage growth utilized properly timed and appropriately delivered evaluative feedback. Moreover, supervisees wanted to know the areas in which they are doing well and the areas in which they could improve. As one supervisee expressed, "Actually, I want to learn more about myself as a counselor…" Providing evaluative feedback without judgment seemed to depend on the manner in which it was provided. The supervisee, Janet, who felt counseled, stated that feedback was discouraging because it came off as "condescending". The supervisor, Lisa, was effective at being encouraging and providing positive feedback; however, she wanted to avoid making her supervisee feel defeated so she tended to avoid providing negative feedback. The fear of hurting the supervisee was so great that the constructive feedback created confusion for the supervisees at times:

> I could sense some frustration from her because I think maybe my overall feedback (which I tried to give as indirectly as possible considering I sensed her lowering sense of confidence) was a bit confusing to her on the one hand and overwhelming to think about on the other. I know she is still learning and growing, and I am trying to figure out how to manage the giving of feedback and the exchanging of ideas in a way that is uplifting and empowering.

It appeared that the giving and receiving of feedback was a source of anxiety for both the supervisor and the supervisee. It appeared that the manner in which this feedback is given

and received had a significant impact on the growth that can occur during the supervisory relationship. One supervisee indicated, "…that the strategy used by my supervisor to address areas of improvement is that she usually first asks me 'what is something that I think I could work on or do better'. This is done with general topics of counseling as well as with individual clients". When feedback was appropriately organized and timed it seemed to create a positively accepted reaction from the supervisee:

> It has been really helpful to hear her feedback on what I have done in my sessions [appropriately timed]. It makes me feel more and more confident in what I am doing as the sessions go by and she gives me encouragement about what I have done in the sessions…I think that her guidance and encouragement makes me feel better and better about being on my own. I feel more confident already during my sessions.

The nature of the supervisory relationship is that it includes an evaluative component. The supervisees in this case were aware of the fact that they were being evaluated and this seemed to be a source of external motivation and anxiety. Supervisors who utilized evaluative feedback within a non-judgmental, encouraging, supportive relationship helped alleviate some of the initial anxiety for the supervisees.

Intervention Strategies

The manner in which the supervisor intervened had an influence of the supervisee's development. In these cases, examples of various interventions can be seen with varying effects. Intervention strategies are categorically distinct; however, they often overlap in how they are operationalized. When coding the entries, multiple codes were used to describe the same intervention technique.

Creating predictability, security, and trust were critical factors that seemed to help

promote supervisee development. Facilitative and cathartic intervention strategies had a meaningful impact on the nature of the supervisee relationships. These types of interventions employed by the supervisor seem to be what created the encouraging, non-judgmental environment that helped the supervisees feel supported. One supervisee expressed, "I think this week's supervision went well. We talked about how I feel about how my experience has gone so far and what I am feeling anxious about". These intervention strategies can encourage development; however, Janet described her supervisor as utilizing these types of interventions too much. Having experienced an abundance of only facilitative and cathartic intervention strategies made her "feel like [she was] being counseled on [her] experience…this can seem somewhat condescending". Her supervisor intervened in a manner that resembled her understanding of counseling and indicated that this became too evasive as the semester progressed. Though facilitative, cathartic interventions can help establish rapport and a supportive supervisory relationship, supervisees have multiple needs that should be addressed during supervision.

While facilitative interventions helped establish a supportive supervisor relationship, prescriptive interventions created the structure and the predictability that helped alleviate initial anxiety that was felt by the supervisees. A source of frustration for the supervisees was not knowing what was expected of them and not having a clear understanding of the supervisory process. Providing resources, informed consent, and information were ways that the supervisors utilized prescriptive interventions in these sessions. Establishing structure and predictability within the relationship seem to have helped the supervisees not feel as "overwhelmed" and allowed them to engage in the

supervisory process.

Humor was a strategy employed by Blair's supervisor that seemed to help her feel comfortable during supervision. This facilitative technique was helpful for Blair to move past some of her anxiety and to begin to develop deeper rapport with her supervisor:

> Humor in my opinion often times allows for rapport to be built much quicker between two individuals. It has allowed for us to still maintain a more natural sense of communication yet still able to shift focus back on to a more in-depth discussion. Humor provides an "ebb and flow" to the supervision relationship.

The supervisor's ability to laugh with Blair and temporarily leave the mundane to express joy seemed to create a sense of comfort within the relationship.

Catalytic and conceptual interventions were strategies that were preferred by the supervisors in this study. Josh and Lisa, both stated that they had a goal of increasing the self-awareness of the supervisees with whom they worked. Josh stated, "…[I] feel my input can help to point out, explore, and process these [clinical] issues when they arise in our sessions". Throughout the semester, these supervisors held to a belief that they wanted to see their supervisee grow in their self-knowledge and professional identity. One supervisee described of an intervention strategy, "[The supervisor] usually then adds in examples or new ideas for me to process or think about approach to a new or similar situation in the future". Lisa acknowledged that she would "…want to continue to work with her on continuing to develop a sense of professional identity and explore more what lens she may want to use when approaching her clients". Supervisees found that a certain degree of catalytic and conceptual interventions were helpful. Their responses indicated employing intervention strategies that helped increase self-awareness were desirable to

the supervisees. In describing this experience one supervisee noted:

> I think that the strategy used by my supervisor to address areas of improvement is that she usually first asks me "what is something that I think I could work on or do better". This is done with general topics of counseling as well as with individual clients.

These intervention strategies, which forced the supervisee to reflect on practice, led to deeper, reflective thinking, which created a sense of ownership of the supervisory process. It appears that this type of intervention promoted autonomy. This is evident by one supervisee's description of being encouraged to think reflectively, "Often she turns my questions back to me to help me think about them more critically". The supervisees seemed to enjoy taking a collaborative role by being encouraged to self-explore.

This chapter presented the findings from each individual case and then an overview of the cross-case analysis that revealed salient themes, which address the phenomenon of interest. A definition of used codes and a table of the code frequencies are presented in the appendices.

Summary of Cross-Case Themes

Cognitive Complexity

- Supervisees entered into the supervisory relationship at different levels of cognitive development (Perry, 1970; Stoltenberg & McNeil, 2010). The cases in the study provided evidence of cognitive development beginning to move towards greater complexity during the first practicum supervision as indicated by: (a) more refined epistemological assumptions, (b) greater self/other awareness, (c) motivation to engage in ambiguity. The supervisees in this study seemed to indicate that they remained dependent upon their supervisors and did not display shifts towards greater autonomy.

Supervisory Relationship

- The participants in the cases reported and indicated that the development themes mentioned above were greatly influenced by the nature of the supervisory relationship. Relationships that were by their nature non-judgmental and encouraging seemed to create an environment that allowed for cognitive development to occur.

Providing Feedback

- The giving and receiving of feedback was an initial source of anxiety for the supervisees, which when not addressed ethically and professionally created an environment that seemed to impeded development. The supervisor who was informative and open about the process of anxiety seemed to create a more facilitative environment whereby her supervisee was more receptive to the feedback. However, supervisees who felt threatened by their feedback stated experiencing tears and frustration, which inhibited potential development.

Intervention Strategies

- The supervisory relationship and providing feedback are two emergent themes that are the ends by which the intervention strategies were the means. In order to create an environment that was non-judgmental and encouraging in which feedback could be provided in a non-threatening manner, specific intervention strategies were employed that had profound impacts. In this study facilitative, cathartic, and prescriptive intervention strategies were discussed in the most detail by the supervisees. Additionally, one supervisee mentioned how the specific use of humor was a helpful intervention. Moreover, the supervisors indicated using catalytic and conceptual intervention strategies. It seems that the key to an effective intervention strategy is applying a strategy that is appropriate to the supervisee's level of development and immediate need.

Chapter 5

Discussion

The purpose of this study was to understand what is happening in the supervisory relationship that impacts the development of cognitive complexity in supervisees during their practicum supervision. It was anticipated that themes would emerge that would address the phenomenon of interest, the development of cognitive complexity of master's students in counseling during practicum. The following chapter will discuss the implications of the findings.

Supervisory Relationship

The analysis of the cases reveals the importance of the nature of the supervisory relationship. A positive, productive relationship is a key variable in the success of supervision (Skovholt & Ronnestad, 1992; Worthen & McNeil, 1996). The nature of the relationship is going to influence all other aspects of the supervision. The supervisees in these cases who felt secure and supported by their supervisors seemed to be more willing to engage in all aspects of the supervision, which led to shifts toward more complex cognitions.

Though no formal studies have been conducted on the efficacy of intervention strategies (Bernard & Goodyear, 2009), supervisors in these cases seemed to utilize the intervention strategies described by Loganbill et al. (1982). The efficacy of the intervention strategy employed seemed to be influenced by the developmental need of the supervisee in that particular moment. As one may expect, the needs of the supervisees

were constantly changing, thereby inviting supervisors to employ multiple strategies during the supervision sessions. It seems that supervisors who paid attention to the supervisory environment and made sure that rapport was not ruptured by the chosen intervention strategy, usually by incorporating a facilitative strategy, had a more favorable impact on the supervisees' perceived development. The use of facilitative interventions seemed to be a very important strategy for the supervisees.

Within the supervisory relationship, supervisors should consider assessing the developmental needs of their supervisees throughout the supervisory relationship. Needs and expectations of supervisees can change from week to week. Moreover, supervisors should not expect supervisees to be forthcoming with their needs. Supervisees tend to withhold information as it relates to clinical concerns (Ladany, Hill, Corbett, & Nutt, 1996). The failure to disclose relevant information can hinder learning (Bernard & Goodyear, 2009). One of the reasons supervisees have reported for not disclosing important information is poor alliance (Ladany et al., 1996). An initial goal for any supervisor should be to work towards establishing rapport and making sure it is not ruptured during the supervisory relationship.

Feedback

One of the critical functions of supervisors is to evaluate their supervisees (Loganbill et al., 1982). The Executive Council of the Association for Counselor Education and Supervision (2011) has included the act of giving feedback as a key component in their statement of *Best Practices of Supervision.* The addition of this component in supervision creates a hierarchical relationship with a power differential (Bernard & Goodyear, 2009), which can create discomfort for supervisors and

supervisees.

The supervisees interviewed in this study indicated that they were very mindful of the fact that they were going to be evaluated throughout the semester. Some supervisees indicated high levels of anxiety while others seem to approach the feedback with a hopeful optimism that the evaluative feedback would lead towards some degree of self-enlightenment. It seems that supervisees are preoccupied with the idea of receiving supervision during the early stages of supervision. The responses from the supervisees indicated that they have a high degree of self-focus; thus, decreasing the amount of cognitive focus spent with their clients. The way in which supervisors addressed how they would incorporate feedback into the supervisions sessions seemed to help alleviate some of the supervisee's anxiety. Loganbill et al. (1982) have recommended to properly inform supervisees as to how feedback will be utilized in supervisory sessions.

The nature of the supervisory relationship seemed to be an indicator of the supervisees' degree of receptiveness to the possibility of receiving feedback. Moreover, most of the supervisees started the supervision process with a hopeful optimism seeking to learn more about the practice of counseling. When evaluative feedback was appropriately timed and included positive as well as corrective feedback, supervisees' found this helpful and it increased their confidence and sense of autonomy. However as one supervisee indicated, evaluative feedback she received was not timed or organized well. She indicated that this decreased her self-confidence and it seemed to have negatively affected her trust and felt- sense of support in her supervisor. Finding a balance between providing evaluative feedback while maintaining a safe, supportive supervisory environment is an important component of this process.

The supervisors in this study were aware of the supervisees' anxiety and one supervisor seemed to try to cloak their corrective feedback between statements of encouragement:

> Throughout this experience, I have tended to interweave what I consider to be "confidence-building" statements as we talk about each of her clients. As we discuss each one, I try to start with "I like that you did that here" or "That was a nice way to reframe" then weave in the not-so-good stuff throughout. I think I have felt as though that would be sufficient…

This behavior seemed to be a result of the supervisor's own anxiety as it relates to providing feedback. One supervisor even acknowledged that she tried to avoid giving feedback and waited for a time when the supervisee had more experience to hear it, "I am hesitant to evaluate too much just yet as I know [my supervisee] is still very green to this whole experience". Supervisors often move into this role after being counselors, which does not often include an emphasis on providing evaluative feedback, prior to beginning the process of supervision (Bernard & Goodyear, 2009). This inexperience with giving evaluative feedback seems to provoke anxiety and may affect the way in which supervisors intervene thus impacting the development of supervisees.

One of the cases acknowledged the existence of a relationship outside the realm of supervision. This dual relationship seemed to increase the amount of supervisor's stress and avoidance, which permeated her thoughts about evaluating her supervisee. They were able to process clinical skills and work on various conceptualizations; however, because they were potentially in violation of ethical standards (ACA, 2005) it seemed that proper feedback was never provided.

It is clear that beginning supervisors should be adequately trained in the process of providing evaluative feedback and should understand the appropriate criteria for evaluation. It is imperative that supervisors adhere to the ethical standards that are in place (ACA, 2005) and to provide their supervisees with an informed consent that clearly defines the nature and the structure of evaluation (Stoltenberg & McNeil, 2010). It has been recommended for supervisors to maintain an ongoing dialogue in supervision regarding this function of supervision (Loganbill et al., 1982). Supervisors should monitor the supervisees' affective, behavioral, and cognitive reactions to the idea of providing feedback.

Cognitive Complexity

As individuals move towards expertise in a given domain, they develop increasingly complex schemata as it relates to that domain (Hogan, 1964). Research has shown that the bulk of cognitive development occurs between the midpoint and the end of training, while the supervisees are under supervision (Fong et al., 1997; Granello, 2002). However, limitations in measures of cognitive development may prevent detection of more subtle shifts. The supervisees in this study show evidence of shifts towards greater cognitive complexity early on in their graduate practicum supervision. Though the shifts are slight, it provides evidence that the way in which supervisors build rapport and intervene with beginning supervisees, may impact the cognitive shifts that can be detectable at later points in their development.

The feedback from the cases indicate that the supervisees are all in early stages of cognitive development as indicated by a high degree of self-focus, which is saturated with anxiety, and a low degree of awareness of the client. Stoltenberg and McNeil (2010)

indicate that a supervisee's level of cognitive development should not be assessed in any one domain, which is why they provide three. They propose that supervisees can be at various stages in any of the domains. What seemed to be evident in this study is that all the participants were at a similar developmental stage in terms of their degree of self/other awareness. Their heavy self-focus indicates the potential that the focus of supervision with beginning practicum students may be most beneficial to the student if supervisors acknowledge this self-focus. The supervisees may not be at a developmental stage that will allow them to conceptualize clients or to be able to speak about the clinical process in the early stage of practicum.

Some supervisees did indicate shifts towards greater complexity as the semester progressed. In the findings, some supervisees displayed evidence of a greater awareness regarding their clinical work with their clients as approaching mid-semester. The supervisory relationship allowed for a supported environment, which led to supervisees increasing in their self-awareness. Moreover, the safety established in this relationship allowed for supervisors to utilize reflective intervention strategies that encouraged the supervisees to reflect on practice and become more aware of their metacognitive processes. Without properly developing metacognitive skills supervisees may have difficulty conceptualizing various presenting client concerns. They may become fixated on performing specific counseling skills. It is impossible to prepare and train future counselors regarding every possible problem that a client may present with in session. Therefore, it is imperative for counselor educators to help their students refine their metacognitive skills, ultimately leading to greater cognitive complexity. Additionally, counseling students must develop the skills to apply appropriate, comprehensive,

effective strategies with their clients (CACREP, 2009). The findings in this study indicate that appropriately timed catalytic and conceptual strategies promote reflective practices, which lead to higher levels of functioning on the various cognitive domains. Prior and during the internship sequence, it would be beneficial for supervisors to monitor not only the skill set of the supervisee but also their metacognitive, reflective abilities. Catalytic and conceptual interventions, when appropriately timed within a supported environment, seem to allow for the supervisor to monitor these abilities.

Granello (2010) has provided evidence that Perry's (1970) Model of Epistemological development is an indicator of cognitive complexity. Recent research has suggested that the way we think about cognitive complexity may not be complex enough. Welfare and Borders (2010) have suggested that their may be differences in a general domain of cognitive complexity and domain specific levels of cognitive complexity. In these supervisory relationships, the supervisees seemed to begin transitioning from a dualistic view of counseling towards an increasingly multiplistic orientation. Many of the supervisees were concerned with finding the correct way in approaching how they interact with their clients and in how they display their counseling skills. Implied in many of the statements was the questions, "Am I doing this right?" This approach to supervision seemed to be exacerbated by the anxiety related to receiving feedback. Interestingly, some supervisees showed some indication of cognitive development by making statements such as they have learned that there isn't a "right way" to do counseling. As the supervisees began to see the world in less dichotomous terms, they displayed evidence of greater autonomy and confidence. It seemed that autonomy and cognitive development are mutually interactive, where one begets the

others. Thus, when supervisors create supervisory environments in which supervisees feel supported and when supervisors incorporate appropriate facilitative and catalytic interventions, supervisees are more willing to engage in reflective dialogue. This reflecting on practice (Schön, 1983; 1987) provided the supervisees in these cases with a sense of ownership that led to feelings of greater autonomy. When supervisees feel more autonomous they take responsibility for their clinical behaviors and are more likely to develop a greater capacity of differentiation and integration (Welfare & Borders, 2010b).

Supervisor Developmental Process

Early research has indicated that supervisor development is an important factor in developmental supervision (Loganbill et al., 1982; Stoltenberg & Delworth, 1987). The factors that impact supervisors' development will manifest in the supervisory relationship. Though not an original intent of this study, the emergence of a supervisor developmental process emerged that warrants preliminary discussion and the need for further research. Unfortunately, much of the research of supervision has focused on the development of supervisees and has failed to focus on the development of the supervisor (Granello, Kindsvatter, Granello, Underfer-Bablais, & Hartwig Moorhead, 2008). The supervisors in this study displayed similar developmental dilemmas as their supervisees. The IDM domains (Stoltenberg & McNeil, 2010) seem to be very applicable domains by which one could assess the supervisor's level of development. Though the questioning was directed at understanding the supervisee, the supervisors seemed to spend some of their time reflecting on their own experience. The supervisors displayed anxiety, self-focus, confusion, and uncertainty that are indicative of early stages of development. What seems to be unique to the development of one supervisor was the evaluation component. The idea of providing the supervisees with ongoing feedback and summaries regarding

their options about the supervisees' clinical abilities created anxiety for the supervisor. This added component seemed to create a tension for the supervisor. New supervisees are not asked to evaluate their clients but to be evaluated by their supervisors; therefore they are more likely to have a high degree of self-focus. New supervisors, however, are asked to take on a new role, display a new set of skills, and to properly evaluate their supervisee, all while probably being evaluated by their supervisor. This triadic relationship is unique to the supervisor and creates a dynamic that should be studied further. The cases in this study indicated that supervisors undergo developmental stages that may include domains unique to that role. There seems to be some indication from these cases that supervisors need a place to dialogue and express their concerns regarding their new role (Granello et al., 2008).

Limitations

A limitation of this study was that the participants remained anonymous throughout the entirety of the study. Anonymity was deliberately ingrained into the research design to avoid potential dual-relationships and conflict of interests. However, this kind of research design made it difficult for me to collect or to follow up on data that were collected via Dropbox. Some of the participants stopped providing feedback shortly after mid-semester. Because I did not know who the participants were, I was left with no method for further data collection or in-depth inquiry. Also, the anonymity limited the degree in which I could be immersed in the process of data collection. Case study research places an emphasis on the use of observations to supplement the collected interview data (Creswell, 2005; Stake, 1995). The nature of this study limited my ability to observe. Direct reports of the supervisory relationship were also limited to the self-

reports of the participants. This limited the extent to which data could be analyzed. Additionally, I was prevented from doing any follow-up, in-person interview that would allow for a dialogical reflection on the semester's supervisory experience, as a result of this anonymity.

Another major limitation to this study was the inability to collect full sets of data as initially planned. The study included four cases with two cases only containing the perspectives of the supervisees. The supervisors were utilized in an attempt to provide an additional perspective and to allow for triangulation of data. Moreover, many of the participants responded inconsistently and did not continue participating until the end of the semester. Fortunately, some of the participants who responded only a few times provided summaries describing multiple supervision sessions in each entry. I found that these summaries provided a rich enough description to gather the essence of the participants' experiences. The results from these cases did indicate the presence of development shifts beginning to occur in the cognitive processes of the supervisees towards greater complexity in the early to middle stages of the academic semester. The results of these cases described, at best, how the supervisory relationship affects early supervisory experiences, which influence early developmental cues. Stemming from the researcher's constructivistic stance, the supervisees' perceptions of what they found helpful and the meaning attached to various interventions during this supervisory process was useful for understanding these cases.

Finally, data collection was conducted electronically in a typed document. This method of conversation, void of nonverbal cues, leaves room for an interpretive gap (Couper & Hansen, 2002; Kvale & Brinkmann, 2009). I acknowledge that the

interpretations arrived at in this study are in part a reflection of my paradigmatic worldview. Furthermore I was acting as a doctoral supervisor for master's students taking the same coursework as the research participants do. Though my supervisees did not participate in this study, being a part of the larger, educational training system many have influenced the way in which I interpreted the electronic interviews.

The limitations of this study do impact the findings of the cases. By utilizing only one form of inquiry in the data collection process and by having many of the participants quit participation in the middle of the semester, the findings in the study are preliminary and lead to a discussion of the direction of future research. If I were to do this study again, I would design the study so that I am able to observe the supervision process and so that I am able to interview participants with follow-up questions in addition to use the virtual medium Dropbox for journal entries. This will allow me to collect various types of data, which would allow for stronger triangulation of data and greater immersion into the unique culture of the case. In-person follow-up interviews would provide me with an opportunity to identify potential hunches, themes, or questions that otherwise could have not been ever found.

Implications for Future Research

The supervisory relationship is a domain wherein lies much potential for the development of the supervisor and the supervisee. Due to the limitations of this study, additional research is needed to understand the development of cognitive complexity in supervisees in their first practicum experience. I learned that cognitive development toward greater complexity is a subject that requires much thoughts regarding how one will measure and assess it in a research study. Moreover, I learned that the supervisory

relationship might have a strong influence over the development of cognitive complexity. The cases interviewed for this study highlighted the importance of this relationship and reiterate the need for supervisors to be mindful of the interpersonal dynamics that exist in supervision. Moreover, supervisees that are engaging in clinical practice for the first time during the practicum experience bring with them many developmental needs. Supervisors should never stop assessing and determining what supervisees need at every supervision session.

Specifically, the expectation that supervisors will provide formative and summative evaluative feedback is an area in which supervisors should be well prepared. The participants in this study displayed that much can potentially be gained or lost in terms of the supervisory relationship based upon how feedback is given and received. Further research should explore the potential multifaceted impact feedback can have on a beginning counselor when it is given in helpful and unhelpful ways. Additionally, research should seek to clearly define what should be considered helpful feedback and should attempt to provide supervisors with strategies that will allow them to provide feedback in a manner that promotes cognitive development.

CACREP (2009) encourages doctoral programs in counselor education and supervision to emphasize that doctoral students demonstrate skills in supervision. The participant supervisors indicated that beginning supervisors may undergo their own development process that will influence the supervisory relationship. Further research is needed to understand how the development of new supervisors may impact the supervisory relationship and the development of supervisees. Specifically, additional research is needed to explore the use and efficacy of intervention strategies in supervision

and to understand the interaction effect that occurs as supervisors and supervisees experience a parallel developmental process. There seem to be many different options for further research on the development of new supervisors. Additionally, the domain in which many doctoral students supervise is within an educational program as part of their own practicum requirements. Research is needed to explore the potential effects of what I will call a "multi-tiered evaluation" process whereby the faculty are evaluating the supervisors who are evaluating the supervisees who are also being evaluated by the same faculty. Interaction effects of these multiple relationships should be studied further. Moreover, additional research that explores the difference in supervisory relationships and interventions based upon the purpose of the supervision—say supervision for the satisfaction for degree requirements versus supervision to fulfill licensure requirements—is needed.

CACREP (2009) expects counseling training programs to produce graduates who can exhibit a wide range of skills and have a broad base of knowledge. Counselors who meet the standards set forth by CACREP (2009) are required to consider a myriad of matters when working with clients. These include but are not limited to: Ethical issues, legal issues, diagnostic impressions and criteria, the client's ecology, public mental health policy, effective treatment approaches, need for referral, possible suicidality, multicultural influences, assessment skills, interpersonal techniques, record-keeping standards, community resources, awareness of own feelings, biases, and judgments, self-care, and the relationships between the counselor and the client. Individuals may be skilled in each of the aforementioned skills; however, unless supervisees have the cognitive ability to know when to use the appropriate knowledge and skills, these

counselors will not be as effective as possible when working with that client. Furthermore, if research suggests that persons with high levels of cognitive complexity are more likely to consider multiple aspects of the client and are more likely to consider more comprehensive conceptualizations of that client, then failure to try to promote and develop these skills is an ethical and professional lapse on the role of the supervisor.

However what is uncertain from this current study is that what factors other than the supervisory relationship could have an impact on the supervisees' shifts in cognitive development. Supervisees seemed to have started from different points in terms of epistemological assumptions they made about the clinical context. Research has suggested that general and domain specific cognitive complexity may exist and may be evaluated differently (Welfare & Borders, 2010). When Perry (1970) conducted a study with college students on their epistemological development, he found that not all of them progressed in a strict linear fashion. Research should explore if supervisees general epistemological paradigm, which is based on previous experiences and learning outside of counselor training, has an impact on the speed and the direction of their development of cognitive complexity. Additionally, more longitudinal research is needed to explore the cognitive development of students prior to beginning the practicum and how they continue to develop well into their career.

Though more research is needed in this area to further define the constructs of cognitive complexity and to elaborate on effective educational and advisory models of cognitive development, counselor educators and counseling training programs should be intentional in assessing and increasing cognitive development of the students in their

counseling training program. This will lead to future counselors who are self-aware, self-monitoring, competent, comprehensive, and professional in their future practice.

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Appendix A

The Integrative Developmental Model of Supervision—IDM

Supervisee Characteristics and Supervisor Behavior for Each of the Four IDM-Specified Supervisee Developmental Levels

Level 1. These supervisees have limited training, or at least limited experience in the specific domain in which they are being supervised.

- *Motivation:* Both motivation and anxiety are high; focused on acquiring skills. Want to know "the correct" or "best" approach with clients.
- *Autonomy:* Dependent on supervisor. Needs structure, positive feedback, and little direct confrontation
- *Awareness:* High self-focus, but with limited self-awareness; apprehensive about evaluation

Level 2. Supervisees at this level are "making the transition from being highly dependent, imitative, and unaware in responding to a highly structured, supportive, and largely instructional supervisory environment" (p. 64) Usually after two to three semesters of practicum.

- *Motivation*: Fluctuating as the supervisee vacillates between being very confident to unconfident and confused.
- *Autonomy*: Although functioning more independently, he or she experiences conflict between autonomy and dependency, much as an

adolescent does. This can manifest as pronounced resistance to the supervisor.

- *Awareness:* Greater ability to focus on and empathize with client. However, balance still is an issue. In this case, the problem can be veering into confusion and enmeshment with the client.

Level 3. Supervisees at this level are focusing more on a personalized approach to practice and on using and understanding of "self" in therapy.

- *Motivation:* Consistent; occasional doubts about one's effectiveness will occur, but without being immobilizing.
- *Autonomy*: A solid belief in one's own professional judgment has developed as the supervisee moves into independent practice. Supervision tends to be collegial as differences between supervisor and supervises expertise diminish.
- *Awareness*: The supervisees' return to being self-aware, but with a very different quality than at Level 1. Supervisees at this level are able to remain focused on the client while also stepping back to attend to their own personal reactions to the client and then to use this in decision making about the client.

Level 3i (integrated). This level occurs as the supervisee reaches level 3 across multiple domains (e.g., treatment, assessment, conceptualization). The supervisee's task is one of integrating across domains. It is characterized by a personalized approach to professional practice across domains and the ability to move easily across them. This supervisee has strong awareness of his or her strengths and weaknesses.

Appendix B

Case Study Protocols

The Case of Janet (Supervisee 5432)

SAVE THIS DOCUMENT WITH THE SAME TITLE AND RE-UPLOAD WHEN COMPLETED!!

YOU WILL FIND THE LAST ENTRY ON DEC. 02

Don't forget to get your Supervisor to sign up with your same code number!

Thank you so much for your willingness to participate. Each week you will find a journal entry in this folder (by Friday of that week, you will see the date I post in parentheses), I anticipate that we will create a 'digital dialogue' by adding to this document each week. I am asking that you complete each one, each week. It is my intention that these are written in journal format. Please answer each question with openness and honesty, include any information EXCEPT anything that would identify you or your supervisor. All information will remain confidential.

1. **Describe your experience with supervision so far. What are your expectations for yourself through this process?**

2. **It seems like you dependent a lot on your supervisor right now, is that important to you to know that you can depend on her and trust her?**

3. **Tell me more about how the session feels like counseling.**

4. "**I hope to go into internship confident that I have a good handle on what I am doing and ready to go." What has the supervisor done that helps you develop the confidence to practice more autonomously?**

5. **How does your supervisor provide feedback to you; if I was a fly on the wall what would I see when you are receiving feedback? Also, once you receive feedback how has that impacted your experience in the counseling room—what is it like to be you in the counseling room?**

The Case of Blair (Supervisee 012233)

SAVE THIS DOCUMENT WITH THE SAME TITLE AND RE-UPLOAD WHEN COMPLETED!!

YOU WILL FIND THE LAST ENTRY ON DEC. 02

Don't forget to get your Supervisor to sign up with your same code number!

Thank you so much for your willingness to participate. Each week you will find a journal entry in this folder (by Friday of that week, you will see the date I post in parentheses), I anticipate that we will create a 'digital dialogue' by adding to this document each week. I am asking that you complete each one, each week. It is my intention that these are written in journal format. Please answer each question with openness and honesty, include any information EXCEPT anything that would identify you or your supervisor. All information will remain confidential.

1. **Describe your experience with supervision so far. What are your expectations for yourself through this process? (I copied and pasted your response from your entry, feel free to add).**

2. **You are correct, I will have this up every weekend. I apologize for the delay on this week. Will you supervisor be doing this study, too?**

   How are you feeling regarding your skills as a counselor? What has your University supervisor done to that has stood out so far?

3. **What would you say you need from your supervisor at this point in supervision?**

4. **Its hard to gather emotional state from text, but I am sensing some disappoint in the impactfulness of the University supervisor. It seems that you are looking more to your site and less to the University supervisor for your direction. Am I reading this correctly?**

5. **It sounds like it is up to you to determine the direction and the depth of the supervision by asking more questions. Is this an accurate interpretation? Also, describe to me what developmental changes you have experienced from the first week to today**

6. **Describe a specific moment in individual supervision when you felt you gained a better understanding of your strengths. What did she do?**

7. **What has been an effective means by which you supervisor has addressed areas of improvement? What did this look like?**

8. **Describe to me in more detail how humor has helped open doors. What types of topics does this help open?**

9. **So humor has helped you feel more comfortable in supervision; it seems as though it also helps alleviate some anxiety. In what specific ways has the use of humor helped you develop as a counselor?**

10. **Describe for me how you have changed the way you think about your clients. Include how you approach them in session and how you conceptualize them, what is different?**

11. **Thank you for taking time to participate in this study this semester. Please reflect back on the semester and discuss the supervision process. What influenced your development as a counselor? What hindered your development? How did the actual process of supervision look and feel as compared to what you expected it to be like? Also, is there anything I missed that you think would be important for me to know? (This is the last entry).**

The Case of Lisa (Supervisor 8499)

SAVE THIS DOCUMENT WITH THE SAME TITLE AND RE-UPLOAD WHEN COMPLETED!!

YOU WILL FIND THE LAST ENTRY ON DEC. 02

Don't forget to get your Supervisor to sign up with your same code number!

Thank you so much for your willingness to participate. Each week you will find a journal entry in this folder (by Friday of that week, you will see the date I post in parentheses), I anticipate that we will create a 'digital dialogue' by adding to this document each week. I am asking that you complete each one, each week. It is my intention that these are written in journal format. Please answer each question with openness and honesty, include any information EXCEPT anything that would identify you or your supervisor. All information will remain confidential.

1. **Describe your experience with supervision so far. What are your expectations for your supervisee through this process?**

2. **Is your supervisee also in this study, are you each using the same code number? You stated that your supervisee's development is the ultimate concern, what is "everything she needs" and how do you know when she gets it? (You are welcome to add any additional, unrelated information you wish).**

3. **Describe your supervisee to me, where do you see her developmentally. (Also, your supervisee to create a new folder and share it with just me and entitle the folder "Supervisee 8499", I would greatly appreciate it if you would pass this information along).**

4. **How did your supervisee respond that suggested she was starting feel less confident? How did you respond to her? Was your response effective?**

5. **It sounds like the supervisee's confidence is getting in the way. Do you see this as the case? Tell me more about the seeming difficulty of the supervisee hearing ideas and feedback. How has this impacted confidence for the supervisee?**

6. **Describe a moment in supervision where you intended to increase her confidence, what happened? Did you find it effective? Also, it seems that the lack of confidence creates a stronger reliance on you as the supervisor, is this an accurate statement?**

7. **What has your supervisee done that leads you to believe that she is improving in her self-confidence? How does this come out in her sessions**

and during supervision? Tell me if I am correct in understanding that it was your direct, transparent feedback that lead to this change in your supervisee.

8. **The supervision process is where you have seen the biggest change, in that she is now more open to talk and, it seems, she is feeling more confident. It appears that you both have established what the "roles" of supervision are to look. Is this correct? Also, as you notice her change do you find that you are changing the way you interact with her and conduct your supervision? Also, take a moment to reflect on the semester and the changes you have observed. What were critical moments? Also, is there anything I missed or did not address that you think would be helpful for me to know? (this is the last entry).**

The Case of Carlyn (Supervisee 8499)

SAVE THIS DOCUMENT WITH THE SAME TITLE AND RE-UPLOAD WHEN COMPLETED!!

YOU WILL FIND THE LAST ENTRY ON DEC. 02

Don't forget to get your Supervisor to sign up with your same code number!

Thank you so much for your willingness to participate. Each week you will find a journal entry in this folder (by Friday of that week, you will see the date I post in parentheses), I anticipate that we will create a 'digital dialogue' by adding to this document each week. I am asking that you complete each one, each week. It is my intention that these are written in journal format. Please answer each question with openness and honesty, include any information EXCEPT anything that would identify you or your supervisor. All information will remain confidential.

1. **Describe your experience with supervision so far. What are your expectations for yourself through this process?**

2. **Describe your developmental progress in working with clients, up to this point. What has been helpful from your supervisor? Also, discuss the how your previous relationship with your supervisor has been helpful and how it has gotten in the way.**

The Case of Josh (Supervisor 015678)

SAVE THIS DOCUMENT WITH THE SAME TITLE AND RE-UPLOAD WHEN COMPLETED!!

YOU WILL FIND THE LAST ENTRY ON DEC. 02

Don't forget to get your Supervisor to sign up with your same code number!

Thank you so much for your willingness to participate. Each week you will find a journal entry in this folder (by Friday of that week, you will see the date I post in parentheses), I anticipate that we will create a 'digital dialogue' by adding to this document each week. I am asking that you complete each one, each week. It is my intention that these are written in journal format. Please answer each question with openness and honesty, include any information EXCEPT anything that would identify you or your supervisor. All information will remain confidential.

1. **Describe your experience with supervision so far. What are your expectations for your supervisee through this process?**

2. **Where do you see your supervisee in terms of their level of development?**

3. **As a supervisor, how do you see yourself helping this supervisee with his professional development? Help me understand, too, this "normal process" that your supervisee must go through.**

4. **It seems as though your supervisee is experiencing self-doubt or a lack of confidence. You mentioned that autonomy is something that the supervisee would deal with, Does it seem that your supervisee is dependent upon your guidance? What types of "input" have you given to address this issue and how effective has it been?**

The Case of Alex (Supervisee 015678)

SAVE THIS DOCUMENT WITH THE SAME TITLE AND RE-UPLOAD WHEN COMPLETED!!

YOU WILL FIND THE LAST ENTRY ON DEC. 02

Don't forget to get your Supervisor to sign up with your same code number!

Thank you so much for your willingness to participate. Each week you will find a journal entry in this folder (by Friday of that week, you will see the date I post in parentheses), I anticipate that we will create a 'digital dialogue' by adding to this document each week. I am asking that you complete each one, each week. It is my intention that these are written in journal format. Please answer each question with openness and honesty, include any information EXCEPT anything that would identify you or your supervisor. All information will remain confidential.

1. **Describe your experience with supervision so far. What are your expectations for yourself through this process?**

2. **Describe your current sense of self-awareness. Also, what are types of questions you may feel more comfortable asking your supervisor rather than your professors?**

3. **Describe what has happened in the supervision sessions that has helped you see yourself from another perspective. Also, provide me with a summary of your session this week.**

4. **How did your supervisor help you see that you have empathy, please be descriptive.**

5. **It is around mid semester, at this point what has changed in the work with your clients from the first week to today. What has influenced this?**

Appendix C

Information Letter

AUBURN UNIVERSITY

COLLEGE OF EDUCATION

NOTE: DO NOT AGREE TO PARTICIPATE UNLESS AN IRB APPROVAL STAMP WITH CURRENT DATES HAS BEEN APPLIED TO THIS DOCUMENT.

INFORMATION LETTER
for a Research Study entitled
"Supervisee Development During Graduate Clinical Supervision: A Case Study"

You are invited to participate in a research study designed to understand supervisee development during the graduate student's clinical supervision. The goal of this study is to better understand the supervision cases of this study. The investigator will immerse himself with these cases so that developmental processes can be understood. This study is being conducted by R. Tyler Wilkinson, MAMFT, a doctoral student at Auburn University in the Department of Special Education, Rehabilitation, and Counseling under the direction of Dr. Suhyun Suh, Associate Professor in the Auburn University Department of Special Education, Rehabilitation, and Counseling. You were selected as a possible participant because you are a supervisor or a supervisee that is involved in a graduate-level supervisory relationship.

If you decide to participate in this research study, you will be asked to complete a weekly journal entry reflecting on that week's supervision session. The journal entries will be completed every week throughout the Fall 2011 semester. You will be asked to submit these journal entries within 48 hours after your supervision session via a Dropbox account.

No risk is expected beyond what is normally experienced in this relationship. There is a risk of feeling discomfort associated with discussing your thoughts and opinions associate with your own supervisory relationship. The researcher has no preconceived ideas as it relates to your experience and you are free to share and not share any aspect of your supervisory relationship. Though there is slight discomfort associated with creating the Dropbox account, the instructions are designed to minimize the potential of you revealing identifying information. However, because the journal entries are intended to gain deep understanding of the case there is a risk that participants may reveal some type of identifying information, either knowingly or unknowingly. All journal entries will be destroyed after seven (7) years or at the end of this research, whichever comes first.

The benefits of this study may include gaining a sense of accomplishment and a voice to help provide understanding to your professional development during supervision. This reflection may lead to further enhance this development or lead to greater awareness of your professional self; however, I cannot promise this.

You can withdraw at any time during the study. Your participation is completely voluntary. If you choose to withdraw, your data can be withdrawn as long as it is identifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Special Education, Rehabilitation, and Counseling, or the researchers.

Your privacy will be protected. Any information obtained in connection with this study will remain confidential. Information obtained through your participation may be used for presentation at a state conference and/or for publication in a scholarly journal.

If you have questions about this study, *please ask them now or* contact Dr. Suhyun Suh at suhsuhy@auburn.edu. Please DO NOT attempt to contact R. Tyler Wilkinson, MAMFT directly to protect your anonymity. A copy of this document will be given to you to keep.

The Auburn University Institutional Review Board has approved this document for use from 8/8/11 to 8/7/12
Protocol # 11-247 EP 1108

Page 1 of 6

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334)-844-5966 or e-mail at hsubjec@auburn.edu or IRBChair@auburn.edu

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE IF YOU WANT TO CONSENT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, SIGNING UP FOR A DROPBOX ACCOUNT WILL SERVE AS YOUR AGREEMENT TO DO SO. THIS LETTER IS YOURS TO KEEP.

_____

Investigator obtaining consent Date

_____

Printed Name Date

The Auburn University Institutional Review Board has approved this document for use from 8/8/11 to 8/7/12
Protocol # 11-247 EP 1108

Appendix D

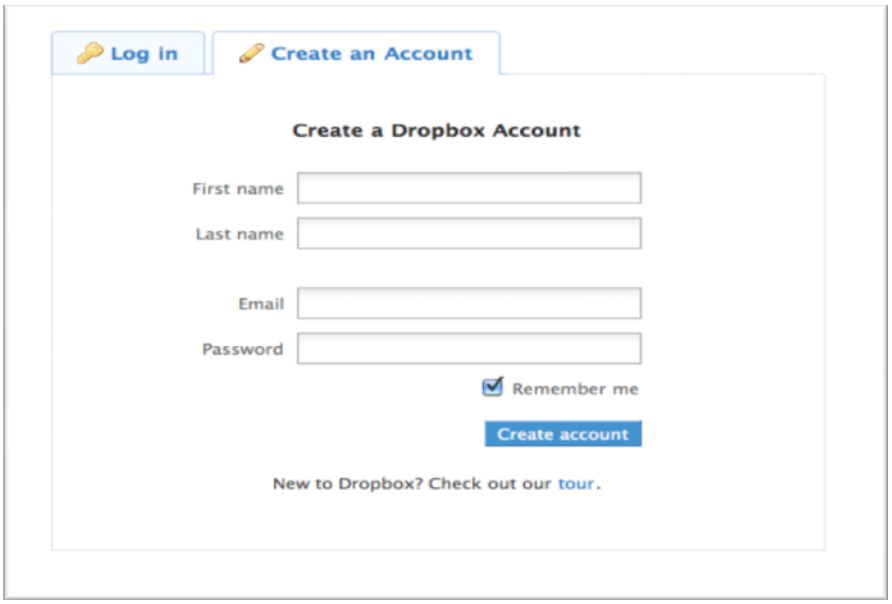
INSTRUCTIONS TO SETUP A DROPBOX ACCOUNT
for a Research Study entitled
"Supervisee Development During Graduate Clinical Supervision: A Case Study"

Before you begin: **MAKE SURE YOU READ AND FOLLOW ALL OF THESE INSTRUCTIONS COMPLETELY SO THAT YOUR ANONYMITY CAN BE PRESERVED. DO NOT INCLUDE ANY IDENTIFIABLE INFORMATION AT ANY TIME DURING THIS STUDY!**

1.) You will need to use an e-mail address *different* from your Auburn account and that will not include any identifying information about you. You may need to create a new account for this study. Websites such as www.gmail.com and www.yahoo.com offer free e-mail services.

2.) Log onto www.dropbox.com. Once at this site, click the icon "log in" in the upper right hand corner.

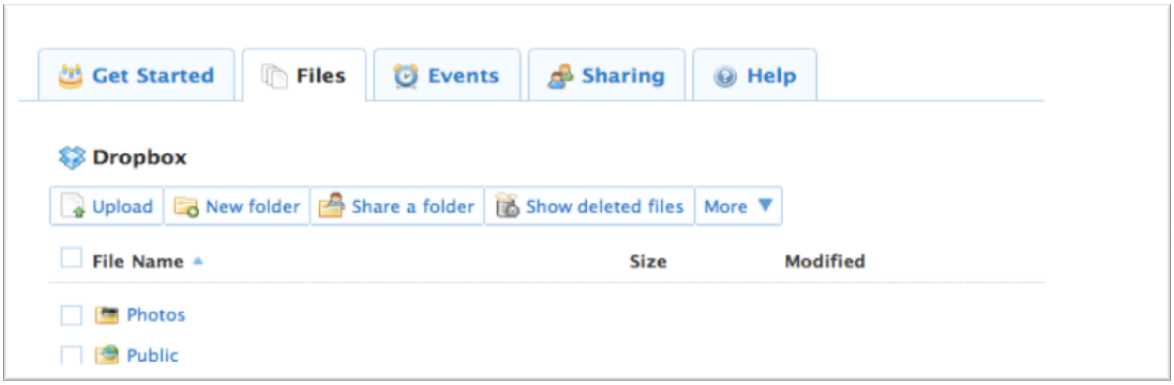
3.) Click the link “Create an account” in the bottom left hand corner.

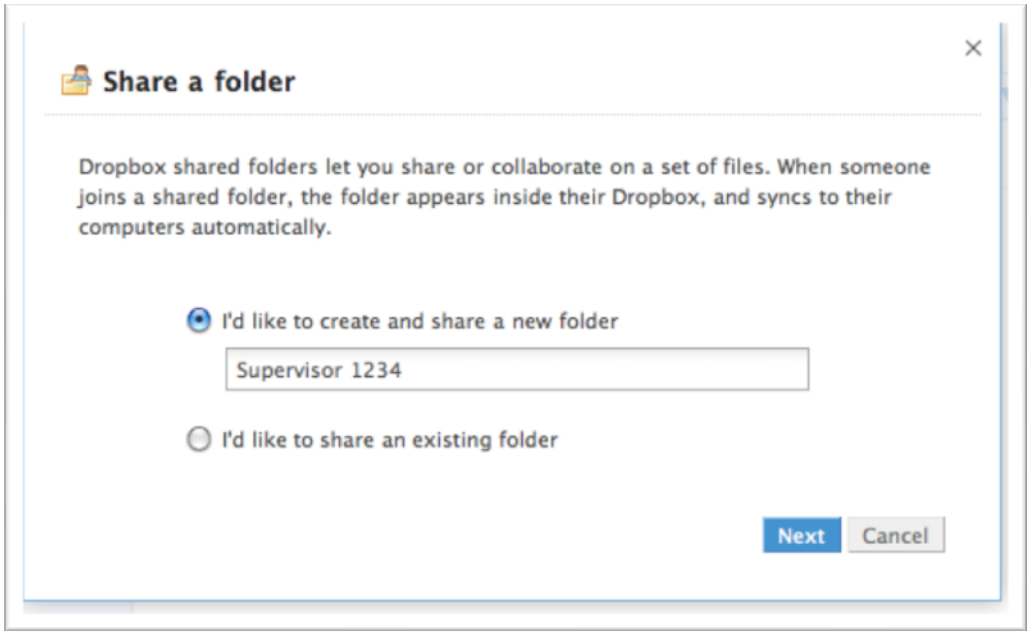


4.) **READ CAREFULLY: DO NOT INCLUDE ANY IDENTIFIABLE INFORMATION.** For the first name enter either “Supervisor” or “Supervisee” depending upon your role in the relationship. For the last name enter the code number listed at the top of your information letter. DO NOT SHARE THIS NUMBER WITH ANYONE. (i.e., Supervisor 1234). Put in a non-identifiable e-mail address and a password. Click “create account”. Dropbox will download to your computer.

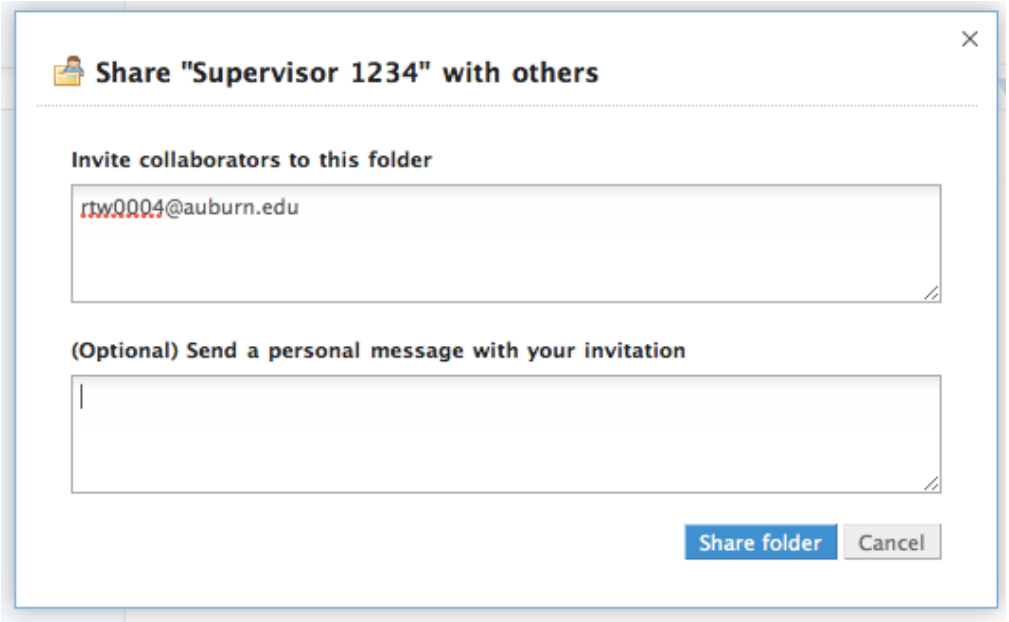
5.) Once your account has downloaded, return to www.dropbox.com and login.

6.) You are looking at your home page. At the top row of tabs click on the one labeled “Files”. Once you click this tab, click the button entitled “Share a Folder”. From here you will create a new folder. Give this new folder the name that is identical to your account name. So if your first name is Supervisor and your last name is 1234, the folder name would be Supervisor 1234. Again this is to maintain anonymity and confidentiality.





7.) Once the file is created you will be asked for collaborators. Only send this to the researcher's email, rtw0004@auburn.edu. This will allow me to share a folder with you. No other individual will have access to this folder. Additionally, do not try to contact me via email, as I want to maintain your anonymity.



8.) IF YOU DECIDE TO PARTICIPATE YOU MUST HAVE YOUR ACCOUNT SET-UP BY AUGUST 22, 2011. YOU SHOULD FIND YOUR FIRST JOURNAL ENTRY BY AUGUST 24, 2011. <u>IF YOU HAVE ANY QUESTIONS OR PROBLEMS DO NOT CONTACT ME DIRECTLY</u>. CONTACT DR. SUHYUN SUH, suhsuhy@auburn.edu.

Appendix E

Code Book

Code	Definition	Example
Able to Discuss Concern with Supervisor	Supervisee stating the ability to openly and comfortably discuss concerns regarding supervision and the practicum experience.	"She was very open with what she perceived as some incongruencies between what she was hearing from me, and while she voiced the intent at trying new techniques (more open-ended questions, less structured activities for some, attending to feelings), her body language told me that maybe this was more than what she was expecting to hear."
Addressing Misconceptions	Supervisory process in which the supervisor normalizes and clarifies the speed and degree by which change occurs.	"Based on this past week, however, I do think that she is already feeling a little better thanks to us addressing some misconceptions she was having about the impact she should be having on her students (just because they don't change right away doesn't mean you're doing a bad job, for example) as well thanks to getting the midterm evaluation out of the way."

Anticipation of Additional Work	Supervisor discussing concerns regarding additional effort and energy required by the supervisee	"I have noticed I have to question the supervisee much more often than I have with other students in order to get the supervisee to conceptualize supervision"
Anxious About Feedback	Acknowledgment of anxiety and anticipation of feedback from the supervisor.	"I have recorded several tapes but my supervisor has not had the chance to review them yet. I am curious to see what kind of feedback the supervisor has for me."
Assumption of Real vs. Artificial Supervision	Supervisee seemingly delineating between what is and what is not considered "supervision".	"I haven't started to see clients and discuss the real supervision process with him."
Autonomy	Based on Stoltenberg and McNeil's definition. Reported indication of the supervisee's level of autonomous behavior during the practicum	"I think this is why she has been feeling low in her confidence, because she's not even sure if it's a good choice to make in session or not, plus she isn't even yet sure how to filter her feedback in a way that can help as opposed to overwhelm her ability to think about her clients."
Autonomy: Dependence	Indication of the supervisee's developmental level of dependence upon the supervisor.	"I think you definitely run the risk of allowing your supervisee to rely on you too much when they are feeling low in their confidence."
Avoid Logistical Problems	Supervisor concern of spending time in supervision with supervisee's logistical	"I do not want to become bogged down in site issues, paperwork issues, etc - I want to focus on the supervisee and

	concerns (i.e., paperwork, issues with the practicum site).	his or her development as a professional."
But not as good, contextually seems like it was disappointing.	Indication of a hermeneutical shift in supervisee's perception of the beneficence and effectiveness of supervision.	"My experience through supervision so far has been ok."
Cathartic Environment	Indication of a supervisory environment that is safe enough to allow for expression of concerns, emotions, and experiences.	"Honestly share my experiences and seek counsel from my site and individual supervisors."
Clearly Defined Expectations	Supervisee's indication of understanding the expectations of the practicum experience.	"She did an excellent job in the first several sessions explaining the expectations, roles, and responsibilities of each of us."
Cognitive Shift	Indication of a supervisee exhibiting a different way of thinking about the client or the clinical process than previously expressed in the semester.	"Conceptualization has become more encompassing by trying to gather as much information on a client before I jump to any conclusions about them. I think I try to understand more of what maintains a negative emotion or behavior as opposed to what causes it now."
Commitment	Perception of the supervisor regarding the level of commitment to the supervisory process by the supervisee.	"My supervisee is seemingly very committed to this process and is organized, personable, professional, and really anything you would hope to see in a counselor-in-training as far as exhibiting strong

		professional behavior and a commitment to learning and growing."
Common Theoretical Orientation	Indication of similar clinical, theoretical approaches to counseling between supervisor and supervisee.	"I think there is some commonalty there in terms of what I see my theoretical orientation possibly being in the future."
Comparison with Other Supervisor	Indication of a comparison between the supervisor in the relationship with other supervisors, either with whom they are currently working or with whom they have had previous experiences.	"It will be interesting to see what kind of impact the supervisor will have when they review my tapes. I am curious to see the differences between the two."
Comparison with other Supervisees	Supervisor provides comparisons between the supervisee in this case and other supervisees.	"I have to question the supervisee much more often than I have with other students."
Concern Over Feedback	Indication of supervisor's concern over providing feedback to the supervisee.	"I think I may want to take a step back and check in with her to see what she feels has been going really well and what she feels as though she wants to improve on. I'm wondering if this will help me provide better, more uplifting feedback..."
Concern with Supervisor's Professional Experiences	Indication of supervisee having reservations and concerns with the supervisor's level of professional experience. Also, indication of concerns over the degree of	"I feel like my supervisor is doing a great job at helping me in the areas that she is most comfortable, however I do have some concerns about the experience that my supervisor has with the population that I

	similarity in experience between the supervisor and supervisee.	am working with."
Condescending	Indication of supervisee feeling inferior to the supervisor.	"At times this can seem somewhat condescending…"
Confidence	Development indicator of the degree to which the supervisee feels certain of his or her clinical skills.	"I think the fact that she has told me she feels more confident is mostly what has led me to believe that she is."
Context: Atmosphere	Indicator of the emotional and interpersonal nature of the supervisory relationship.	"So far my experience with my supervisor is pretty good, I haven't started to see clients and discuss the real supervision process with him but he is quite supportive, understanding and helpful."
Context: Insufficient Supplies	Description of the logistical difficulties for the supervisee in acquiring appropriate supplies for the clinical experience.	"…the supervisee has also reported that the LRC is out of recorders so the supervisee does not yet have one for which to record clients."
Creating Collaboration	Indication of the supervisor creating a collaborative supervisory relationship.	"She also encouraged me by telling me that we would work through it together."
Creating Self-Responsibility	Indication of the supervisor trying to help the supervisee develop ownership of the counseling process and conceptualization.	"…but I really try to always keep the ball in her court when it comes to conceptualizing, treatment planning, etc. I have a tendency to want to "save" people, so I have been fighting myself in some ways throughout this process in order to ensure that I am developing her autonomy and

		ability to think about her clients herself."
Deciding on Developmentally Appropriate Interventions	Description of the supervisor's cognitions regarding intervening in a manner that is most effective for the supervisee's level of development.	"I know she is still learning and growing, and I am trying to figure out how to manage the giving of feedback and the exchanging of ideas in a way that is uplifting and empowering. I'm afraid I just gave more than I needed to this week... we shall see."
Decrease in Confidence	Indication of the supervisee feeling a lack of confidence in the supervisor.	"She essentially put out there for me that she was feeling less confident because she is still unsure of where to take her sessions to a certain extent."
Development in Supervisee's Control	Indication of the supervisee's belief that the depth of development and the direction of the sessions are in the supervisee's control.	"I think that my university supervisor does have a lot knowledge and experience that I can benefit from. I think that it is my job as the supervisee to perhaps ask more questions of them."
Developmental Expectations	Indication of an understanding of the supervisee's level of development and its impact on the supervisory relationship.	"My expectations for this supervisee are the same expectations that I have for my other supervisees. I expressed in the first meeting that I expect the practicum to serve as a time of development and stated that I approach supervision from a developmental model."
Developmental Guide	Description of the supervisor's stated role in the supervisory relationship.	"At this point, I am trying to serve as a guide to help her think more critically and further develop those basic skills while encouraging her to take an active part in her own

		development and experience."
Developmental Regression	Indication of the supervisee slowing down or reversing clinical development.	"This week she has begun to show a little less confidence as she feels she's beginning to get 'stuck' and is unsure how to move forward."
Difficulty with Portraying Ambiguity	Indication of the supervisee's hardship with accurately communicating the ambiguity of a counseling session.	"I feel that progress notes do not accurately encompass the ambiguity of a counseling session. I try to be as specific as possible with my notes but when trying to describe things like rapport, themes, or feelings during the session I find there is a disconnect between the event and what gets written and interpreted on paper."
Disappointment in Baseline Developmental Level	Indication of unmet expectations regarding the supervisor's perception of the supervisee's level of development.	"I fear that with this supervisee I may have to back that up and focus more on skills at first but I'm willing to be flexible."
Empathy	Indication of the supervisor trying to understand the experience of the supervisee.	"I suppose it feels a lot like it did when I was in my supervisee's shoes."
Encouragement with Improvement	Description of the supervisor's method toward feedback by providing compliments before and after the constructive statement.	"As we discuss each one, I try to start with 'I like that you did that here' or 'That was a nice way to reframe' then weave in the not-so-good stuff throughout."
Encouragement	Indication of the supervisor providing statements that boost the esteem and ego of the	"She understands that I am still quite amateur in my skills, but is always highly encouraging to me."

	supervisee.	
Encouragement from Feeling Vested In and Looked After	Indication of the supervisee feeling supported from the behaviors and the interactions with the supervisor.	"I was encouraged hearing her commitment to help me develop my counseling skills throughout the semester. She is very knowledgeable about the practicum requirements for the clinical mental health program, so we are learning about school counseling together."
Epistemological Assumption: Dichotomous	Influenced by Perry's Model of Epistemological Development (1970). Indication of the supervisee's seemingly dualistic epistemological stance as it relates to their view of clinical practice.	"I would also like to learn which theoretical orientation I am more close and use during counseling sessions."
Epistemological Shift	Indication of the supervisee growth in his or her epistemological development.	"I don't doubt myself or worry nearly as much about saying the 'right thing' while I am talking to my clients."
Ethical Concern: Dual Relationship	Description of concerns from a supervisor and a supervisee regarding a preexisting, non-supervisory relationship.	"We actually already have a previous connection, so there is less pressure to build rapport, but of course I have given a lot of thought and care to ensure that this relationship remains professional and focused on the task at hand."
Expect Feedback from Supervisor	Indication of the supervisee's desire to receive feedback from the	"My only concern was that she felt comfortable correcting me and pointing out areas in need of

	supervisor.	improvement in my counseling."
Expectations of Growth	Anticipation of the supervisee to experience and to see growth in clinical skills and professional identity.	"My expectations for the experience are to learn as much as I possibly can and grow in my confidence as a counselor. I hope to be able to go into internship confident that I have a good handle on what I am doing and ready to go."
Experiential Learning	Indication of the supervisee's thoughts regarding the impact of the clinical practicum.	"I have obviously gained more experience. Learning about something in a book and actually doing it are two different things. I think it has also reinforced some of my career goals in terms of furthering my education."
External Demands: Supervisor	Description of the supervisor's frustration with and disappointment with the amount of time devoted to the process of supervision.	"On top of it all, I am feeling very overwhelmed by the semester in general which is frustrating because I have not felt as though I have been able to really delve into this process completely given an honest lack of time. While I have been able to keep up with the Supervision itself, I have not been able to seem to create time for genuine reflection nor read much of our textbook itself (which I really like so far). I feel as though there are so many things for me to learn and integrate that sometimes the task seems overwhelming and more than one semester can hold."

Feedback	Description of the method by which the supervisor provide the supervisee with feedback.	"We went through each category and she honestly seemed relieved to 1. Find out I didn't think she was doing a terrible job and 2. A chance to talk about some of the areas she is concerned about."
Feedback: Clarity	Description of the supervisee understanding expectations more readily after receiving feedback.	"It has been really helpful to hear her feedback on what I have done in my sessions. It makes me feel more and more confident in what I am doing as the sessions go by and she gives me encouragement about what I have done in the sessions."
Feedback: Positive	Indication of the supervisee receiving positive feedback in a manner that seems beneficial.	"My supervisor has done a good job of pointing out things that I have done well during a session with a client or when discussing the conceptualization of a client. She has specifically pointed out times when I used a good technique or asked a good question during my recorded sessions with a client."
Felt Counseled	Description of the supervisee's perception of the supervisory interaction being like a counseling session.	"The sessions feel like counseling because I can pick up on the things that she says that are counseling techniques. She says, "So what I hear you saying is…" A LOT."
Felt Defeated	Description of the supervisee feeling hurt and obsolete after a supervision session.	"It feels exactly like the practice sessions that we had last semester. This week, however, it felt like really bad counseling because I left feeling totally defeated. She made some comments at the end that made me want to cry. I fought

		back the tears, but the end of the session was almost pointless because I was checked out."
Felt Sense of Importance	Description of the supervisee feeling as though the supervisor went above and beyond the "typical" requirements of a supervisor.	"I think this act exceeded her responsibilities as a supervisor, but I am so grateful for it."
Frustration: Unclear Expectations	Indication of negative feelings expressed by the supervisee regarding being unsure as to what is expected from him or her throughout the clinical practicum.	"I have been a little frustrated from the seemingly millions of different directions that we have been getting supervision (doctoral supervisor, site supervisor, and our group supervision in class). In some situations they are even saying contradictory things. Which is difficult for me as a learning student because I am conflicted about who to listen to direction from. For example, I do not know who to listen to when my site supervisor wants me to be more direct and repeat questions when students do not give a quick reply and my doctoral student wants me to give more silence. My doctoral supervisor tells me to go with what feels natural and that there are not 'right' answers, but when I do something or say something that she does not think is right I can tell in her facial expression and response that she does not agree."
Frustration: Unmet Needs	Indication of negative feelings expressed by the supervisee because certain	"Currently, I just feel like I am being counseled on my experience. I think that it is important to be

	needs from the supervisor are not being met.	able to trust the direction that she gives since she is my supervisor."
Helpfulness of Supervisor Answering Questions	Description of the positive experience of the supervisee from being able to have questions answered.	"He tries to answer my questions and give the information I might need during my practicum."
Hesitancy to Evaluate	Indication of supervisor trying to delay or to avoid providing feedback to the supervisee.	"I'm hesitant to evaluate too much just yet as I know she is still very green to this whole experience"
Humor Allows for Control	Indication of the use of humor by the supervisee in supervision and in counseling. The use of humor seems to be an indicator of a means of maintaining control in interpersonal contexts.	"Humor has allowed me to build rapport with other staff members. I wouldn't say that I use humor with clients very often at all. If I know the client and it is appropriate, I may use a little humor to build rapport but I mostly restrict the use of it with clients. In terms of my development as a counselor I think it has allowed me to not always take myself so serious and to find a balance with the seriousness of situations that client's present with and proper self care."
I would not say there was anything that I am not getting that I need from my supervisor currently…	Quote from supervisee.	"I would not say there was anything that I am not getting that I need from my supervisor currently."
Improper Feedback	Indication of feedback that is unnecessary, unproductive, and caused a rupture in the supervisory	"It feels exactly like the practice sessions that we had last semester. This week, however, it felt like really bad counseling because I left feeling totally defeated. She

	relationship.	made some comments at the end that made me want to cry. I fought back the tears, but the end of the session was almost pointless because I was checked out."
Ineffective Feedback	Indication of feedback that was deemed ineffective by the supervisor.	"I think I have felt as though that would be sufficient, but unfortunately, I think she for the most part does not really take that feedback to heart as much and tends to rely more on how she feels about the session from her perspective."
Instant On-Site Feedback	Description of the benefits of the feedback received by the supervisee at the practicum site, outside of supervision from other professionals.	"I feel that I am rather fortunate because I have been receiving regular feedback from a counselor I have been working with at my practicum site. Hearing advice or opinions right after a session has been very beneficial."
Intervention: Catalytic	Indication of the supervisor using an intervention that is intended to increase the awareness of the supervisee in aspects of clinical practice.	"He addressed the therapeutic relationship between me and client and how I approach the client."
Intervention: Cathartic	Indication of the supervisor using an intervention that is intended to elicit affective reactions.	"I think this week's supervision went well. We talked about how I feel about how my experience has gone so far and what I am feeling anxious about."
Intervention: Conceptual	Indication of the supervisor using an intervention to get the supervisee thinking about appropriate intervention strategies and	"Supervision to me resembled a treatment team meeting. Ideas were bounced back and forth and case conceptualization was discussed quite a bit. Techniques and ways to

	conceptualization about clients.	broach subjects with clients was also a major part of the supervision."
Intervention: Facilitative	Indication of the supervisor using an intervention to communicate praise and to reinforce appropriate skills.	"Throughout this experience, I have tended to interweave what I consider to be 'confidencebuilding' [*sic*] statements as we talk about each of her clients."
Intervention: Humor	Indication of the supervisor using humor as an intervention strategy to establish and strengthen rapport.	"Humor has been a part of the supervisor relationship as well. Our communication styles seem to be very similar so direct comments about areas allows for a more sincere honest approach to the process. Utilizing humor as a door opener on some subjects has allowed both of us to have substantial conversations on topics."
Intervention: Informative	Indication of the supervisor using an intervention to merely provide the supervisee with more information.	"She provides me with insight into what she hears going on in the sessions."
Intervention: Prescriptive	Indication of the supervisor intervening by giving advice or making suggestions regarding a particular case.	"First, she made copies of all of her resources/worksheets/activities/etc for me that I will use in future practice."
Learn About Theoretical Orientation	Description of the intent for the supervisee to discover his or her theoretical orientation.	"I would also like to learn which theoretical orientation I am more close and use during counseling sessions."
Learning From	Indication of the beneficence of learning	"I think hearing about other cohort's experiences has also given

Peers	from other peers in the supervisee's cohort.	me more insight into what my views of the counseling process should be."
Logistics: Topics Covered in Supervision	Description of the general logistical content that is covered in early supervision sessions.	"The first session was pretty relaxed and informal. We went over the requirements, made sure everything was set with her site, and generally began to build this new relationship."
Logistics: Meeting Number	Description of the number of times the supervisor and the supervisee have met.	"I have met with my supervisor five times already this semester, so I will summarize my all of my experiences so far."
Meta-Process: Confusion About the Study	Indication of some confusion regarding the logistics of this study. Due to the nature of this study, these issues were also addressed in ongoing dialogues.	"We talked logistics about the study at the end of our last session, and I think she has gotten it figured out."
More Relaxed	Indication of the supervisee feeling less stressed regarding a client's presenting problems.	"In terms of my development as a counselor I think it has allowed me to not always take myself so serious and to find a balance with the seriousness of situations that client's present with and proper self care."
Motivation: Dependence	Indication of the supervisee's motivation dependent upon the supervisor's ability to answer questions.	"I feel more comfortable to ask questions to my supervisor about my clients and what kind of techniques I can use compared to my professor. Also, it is easier to ask for evaluations of my specific interventions, answers and questions to the client in the

		practicum."
Motivation: Extrinsic	Indication of the supervisee's motivation comes from extrinsic sources.	"I would also like to learn which theoretical orientation I am more close and use during counseling sessions."
Motivation: Intrinsic	Indication of the supervisee's motivation comes from intrinsic sources.	"My expectations for the experience are to learn as much as I possibly can and grow in my confidence as a counselor. I hope to be able to go into internship confident that I have a good handle on what I am doing and ready to go."
Normalizing	Indication of the supervisor helping normalize certain experiences for the supervisee.	"She was very encouraging and helped me by normalizing my feelings of anxiety."
Optimism	Indication of optimistic, hopeful expectations from the participants.	"I would say that I feel fairly confident thus far. My site has a large mix of populations at it, so I feel that I am getting some really good experience"
Overwhelmed With Information	Description of the feeling associated with the supervisee's experience of sorting through the various information associated with the clinical practicum.	"I think the initial wave of different client populations and symptoms was hard to establish some footing to optimize my therapeutic abilities."
Patience	Indication of the supervisee developing patience with the client and understanding the speed at which change occurs	"Conceptualization has become more encompassing by trying to gather as much information on a client before I jump to any conclusions about them."

Perceived Anxiety	Indication of the supervisor's assumption or suspicion of felt anxiety in the supervisee.	"While my supervisee never expressed a high degree of anxiety, she definitely seemed more strained for two weeks in particular. I think to some degree she was overwhelmed with everything going on in general, which she did process some in our sessions, but I do honestly also think that she was feeling an overall dip in confidence as well."
Personality: Description of Supervisee by Supervisor	Indication of the supervisor attempting to describe the supervisee's personality and compare it to other supervisee with whom he or she has worked	"The supervisee is quieter than other supervisees I have worked with in the past."
Practicum Site	Indication of the supervisee finding much of the development to be influenced by the site at which the clinical practicum occurs.	"I think the process was influenced most by the practicum site itself. Judging by my peers experiences as well, there seemed to be a trend of our sites being the major determinant in our development this semester."
Professionalism	Description of the behaviors of the supervisor.	"She arrives to our supervision sessions on time and is usually ready to get started and dive right in."
Reduced Meta-Cognition	Indication of a desire to see a reduction in the amount of meta-cognition that occurs in the supervisee during a counseling session.	"While I do not expect for her to be an expert clinician come December, my goal is that she is past the point of being in her own head and starting to be able to make choices almost unconsciously."
Responsibility of	Indication that the change	"I fear that with this supervisee I

Change with Supervisor	that occurs in the supervisee is the responsibility of the supervisor.	may have to back that up and focus more on skills at first but I'm willing to be flexible."
ROA: Schön	Indication of the supervisor's ability to reflect on action, a term described by Schön (1983).	"This has really been laying heavily on my mind and I am looking very forward to our next session because I already know I'm going to take a different approach and I'm ready to try it out."
Role of Supervisor: Developmental Guide	Indication of the supervisor's belief that his or her role is to guide the development of the supervisee.	"I view my role as spanning across three areas - accountability, experiential service, and reflection. When I'm thinking of a "normal process" I'm envisioning a supervisee/supervisor development process. I'm puling a lot from Loganbill's developmental model of supervision where supervisees are moving through three stages - confusion, integration, and stagnation. While they're in these stages they're likely going to be dealing with issues related to competence, theoretical influence, autonomy, professional ethics, etc. I've seen my supervisee dealing with these issues and feel my input can help to point out, explore, and process these issues when they arise in our sessions."
Safety: Non-judgment	Description of the supervisory relationship as a place that is safe when the supervisee feels the supervisor is taking a non-judgmental stance.	"I feel more comfortable to ask questions to my supervisor about my clients and what kind of techniques I can use compared to my professor."

Self-Awareness	Indication of the supervisee's level and development of self-awareness as it relates to clinical practice.	"In terms of developmental changes I would say that I have gained a better understanding of where my strengths lie when counseling."
Self-Awareness: Self-Focus	Indication of the supervisee's preoccupation with self.	"I think I finally have a distinct understanding of the department's expectations of me. Here are my expectations of myself this semester: · Increase my understanding of elementary school counseling programs · Implement intervention strategies appropriate for each of my students · Recognize my weaknesses in counseling and proactively seek to improve them · Recognize my strengths in counseling and utilize them to best help my students · Honestly share my experiences and seek counsel from my site and individual supervisors."
Self-Critical	Indication of the supervisee as holding a high standard for his or her clinical ability.	"I should note that she tends to set a pretty high standard for herself (which is why the midterm strikes me as most important), so much of her confidence appears to be tied into her own evaluation of herself. I've noticed that she will tend to beat herself up over sessions she feels has not gone as well, and will also try to avoid talking about

		those clients first in supervision."
Self-Reflection	Indication of the supervisee attempting to be self-reflective as it related to clinical practice.	"I think that the strategy used by my supervisor to address areas of improvement is that she usually first asks me "what is something that I think I could work on or do better". This is done with general topics of counseling as well as with individual clients."
Similar Experience from Supervisor	Description of the supervisee's belief that supervisors and supervisees should have similar professional experiences.	"So for me, having a supervisor who had practical knowledge and skills relating to the population with which I was working was very helpful. I think it is extremely important to make sure that supervisors are supervising students in which their previous experiences and knowledge can best be applied."
Starts Off Satisfied but Will Move Dissatisfied	Indication of a hermeneutical shift that will occur in the way the supervisee describes the supervisory relationship.	"So far, I have really enjoyed my experience with my supervisor and think that she will be a great help to me as I continue in my practicum experience."
Structural Routine	Description of a routine being established regarding the structure of the supervision sessions.	"The next two sessions have been more student-focused and it seems as though we have already slipped into somewhat of a routine in which I will ask her how things are going at her site, if she has any concerns she wants to brings up, etc. and then we naturally move towards her tapes and experiences with her first sessions."
Supervisee	Participant Identifier	Coded to identify participant's

012233		entries.
Supervisee 015678	Participant Identifier	Coded to identify participant's entries.
Supervisee 5432	Participant Identifier	Coded to identify participant's entries.
Supervisee 8499	Participant Identifier	Coded to identify participant's entries.
Supervisee Concerns Over Direction of Counseling	Indication of supervisee getting stuck and uncertain as to what to do with the particular client.	"She talked about how she has now seen them for 4-5 sessions, yet at times she still is not even sure where to take things or what is going on with them. She also feels as though at times she does not get them talking in a more meaningful way … and that it's almost as though she spends whole sessions just talking about the child's family life (which is partly true) and this has made it difficult for her to decide where to go next."
Supervisee Development: Area of Improvement	Description by the supervisor regarding areas of needed improvement of the supervisee.	"I have not yet heard examples of a few basic counseling skills, however, such as the effective use of silence or reframing. She has also missed quite a few opportunities to explore some issues further with her students by keeping questions fairly light even when heavier content comes into the session."
Supervisee Development: Counseling Skills	Description of the supervisee's counseling skills.	"She has also begun to show development in her ability to use reflection and is progressively becoming better at using open-ended questions."

Supervisee Lack of Confidence	Indication of the supervisee feeling low levels of confidence in his or her counseling abilities.	"I think this is why she has been feeling low in her confidence, because she's not even sure if it's a good choice to make in session or not, plus she isn't even yet sure how to filter her feedback in a way that can help as opposed to overwhelm her ability to think about her clients."
Supervisee Needs	Description of the supervisee's needs in the supervisory relationship.	"It's a little overwhelming to think about what she needs. I suppose what I meant when I said that is support from me in this new phase of her training and career/personal development, guidance and feedback on her counseling skills, assistance in helping her process what she is experiencing, and generally being her backup when she faces tough counseling situations."
Supervisee Strength: Rapport Building	Indication of the supervisee's area of strength in developing relationships with clients.	"Thus far in her sessions, she has shown a strong ability to gain rapport, a true commitment to developing and maintaining a counseling relationship…"
Supervisor's Personality	Description of the influence of the supervisor's personality on the impact of supervision.	"I understand that my supervisor's personality and 'style' will have the strongest effect on her supervision style and I think she has done a good job so far."
Supervisor 015678	Participant Identifier	Coded to identify participant's entries.
Supervisor 8499	Participant Identifier	Coded to identify participant's entries.

Supervisor Anxiety	Indication of anxiety felt by the supervisor during the supervision session.	"Thus far, Supervision has been an interesting process. Given that I am new to supervision there is a lot for me to process. On the one hand, I've been looking very forward to learning more about this process and taking my skill and professional development to a new level, on the other, it has been a bit nerve-wracking entering into this relationship with very little idea about what I'm doing."
Supervisor Development	Indication of the supervisor experiencing developmental changes during the practicum experience.	"The past week has been big for me developmentally as a supervisor. Upon the writing of my first journal entry, I honestly felt extremely lost and unclear about what I needed to be doing. Each week I would meet with my supervisees and wonder… what next? Thanks to a good supervision session last week plus a really productive class, I am realizing that I can do so much more than what I was previously conceptualizing and even giving myself permission to do. I also have begun to push through my anxiety (which in my case usually manifests itself as resistance) and am feeling much more motivated to study, reflect, and work much harder than I was at the beginning of the semester."
Supervisor Development: Autonomy	Indication of the supervisor moving in a direction of being more autonomous during the practicum experience.	"The irony of all this is I actually left all of my notes at my house this past week and felt totally lost the entire session with my supervisee (I've been wondering all week if

		there was something unconscious about that on my part) and really didn't accomplish near what I hoped to do. I think I have been afraid to rely on my instincts in these situations, and I really feel as though that has been selling my supervisee's process short."
Supervisor Development: Increase Motivation	Indication of the supervisor feeling more motivated and confident about his or her impact and efficacy as a supervisor.	"The past week has been big for me developmentally as a supervisor. Upon the writing of my first journal entry, I honestly felt extremely lost and unclear about what I needed to be doing. Each week I would meet with my supervisees and wonder… what next? Thanks to a good supervision session last week plus a really productive class, I am realizing that I can do so much more than what I was previously conceptualizing and even giving myself permission to do."
Supervisor Development: Self-Awareness	Indication of supervisor's ability to be aware of his or her own affective reactions.	"I also have begun to push through my anxiety (which in my case usually manifests itself as resistance)."
Supervisor Provided Resources	Description of supervisor giving supervisee counseling related resources and materials.	"First, she made copies of all of her resources/worksheets/activities/etc for me that I will use in future practice."
Supervisor Self-Disclosure	Indication of the supervisor utilizing self-disclosure during supervision.	"My University supervisor has been really good about sharing some of the experiences that they have had with different populations."

Supervisor Uncertainty	Indication of supervisor experiencing moment of uncertainty regarding the direction or the appropriate intervention during supervision.	"I think I was also being vague purposefully because I myself wasn't so sure what my answer to this question was."
Supervisor Will Seek Answers To Questions	Description of supervisor seeking out answers to questions to which he or she does not know the answer.	"I am really encouraged though because she seems very willing to research along with me in order to help me the best she can."
Systemic and Organizational Understanding	Indication of supervisee's desire to learn more about the broader system of the counseling profession	"Increase my understanding of elementary school counseling programs"
Theoretical Approach to Supervision	Description of the way in which the supervisor approaches the supervisory process	"I view my role as spanning across three areas - accountability, experiential service, and reflection. When I'm thinking of a "normal process" I'm envisioning a supervisee/supervisor development process. I'm puling a lot from Loganbill's developmental model of supervision where supervisees are moving through three stages - confusion, integration, and stagnation. While they're in these stages they're likely going to be dealing with issues related to competence, theoretical influence, autonomy, professional ethics, etc."
Uncertainty About Effectiveness	Indication of the participant's doubt regarding his or her effectiveness during the	"In terms of effectiveness, I don't really have a clue since clients are only at my site for a short period of

	clinical and supervisory practicum.	time."
Unmet Expectations	Indication of the supervisee having certain expectations about supervision prior to its commencement that go unmet.	"I feel like right now I am still trying to figure this whole process out and what exactly my supervisor's roll in my development is. I don't know that I feel dependent on her as much as I think I just thought that the supervisor supervisee relationship was more you did this maybe let's brainstorm some other things you could have done instead."
Wants to be shown "truth"	Indication of the outcome desired by the supervisee based upon his or her epistemological stance.	"Actually, I want to learn more about myself as a counselor because though I can see some of my features that can be good or bad in counseling, I don't really know how I can react in certain situations in counseling. All of the things I know about myself about counseling are just predictions, so it will good to see myself from someone else's perspective and see what kind of strengths and weaknesses I have in counseling...I would also like to learn which theoretical orientation I am more close and use during counseling sessions."

Appendix F

Code Frequencies

Code-Filter: All [127]
PD-Filter: All [6]
Quotation-Filter: All [202]

CODES	PRIMARY DOCS 1	2	3	4	5	6	Totals
Able to Discuss Conc	1	0	0	1	0	1	3
Addressing Misconcep	0	0	0	0	0	1	1
Anticipation of Addi	0	0	0	0	2	0	2
Anxious about feedba	1	0	0	0	0	1	2
Assumption of Real v	0	1	0	0	0	0	1
Autonomy	1	0	1	0	0	1	3
Autonomy: Dependence	0	0	0	0	0	2	2
Avoid Logistical Pro	0	0	0	0	1	0	1
But not as good, con	0	0	2	0	0	0	2
Cathartic Environmen	0	0	0	1	0	0	1
Clearly Defined Expe	0	0	0	2	0	0	2
Cognitive Shift	1	0	0	0	0	0	1
Commitment	0	0	0	0	0	1	1
Common theoretical o	1	0	0	0	0	0	1
Comparision with oth	1	0	0	0	0	1	2
Comparison to other	0	0	0	0	1	0	1
Concerns Over Feedba	0	0	0	0	0	1	1
Concerns with superv	2	0	2	0	0	1	5
Condescending	0	0	1	0	0	0	1
Confidence	0	0	0	0	0	2	2
Context: Atmosphere	0	1	0	0	1	0	2
Context: Comfort at	1	0	0	0	0	0	1
Context: Difficutlie	1	1	0	0	1	0	3
Context: Insufficien	0	0	0	0	1	0	1
Creating collaborati	0	0	1	0	0	0	1
Creating Self-Respon	0	0	0	0	0	1	1
Deciding on Developm	0	0	0	0	0	1	1
Decrease in Confiden	0	0	0	0	0	1	1
Development in Super	2	0	0	0	0	1	3
Developmental Expect	0	0	0	1	3	2	6
Developmental Guide	0	0	0	0	0	1	1
Developmental Regres	0	0	0	0	0	2	2
Difficulty with Port	1	0	0	0	0	0	1
Disappointment in Ba	0	0	0	0	1	0	1
Empathy	0	0	0	0	0	1	1
Encouragement with I	0	0	0	0	0	1	1
Encouraging	1	0	1	1	0	0	3
Encrouagement from f	1	0	0	1	0	0	2
Epistemological Assu	0	2	1	0	0	0	3
Epistemological shif	0	0	1	0	0	0	1
Ethical Concern: Dua	0	0	0	1	0	1	2
Expect Feedback from	1	0	0	1	0	0	2
Expectations of Grow	0	0	1	0	0	0	1

Experiential Learnin	1	0	0	0	0	0	1
External Demands: Su	0	0	0	0	0	1	1
Feedback	0	0	0	0	0	3	3
Feedback: Clarity	0	0	1	0	0	0	1
Feedback: Positive	1	0	0	0	0	0	1
Felt Counseled	0	0	3	0	0	0	3
Felt defeated	0	0	1	0	0	0	1
Felt sense of import	0	0	0	1	0	0	1
Frustration: Unclear	0	0	2	0	0	1	3
Frustration: Unmet N	0	0	1	0	0	0	1
Helpfulnes of Supers	0	1	0	0	0	0	1
Hesitancy to Evaluat	0	0	0	0	0	1	1
Humor Allows for Con	1	0	0	0	0	0	1
I would not say ther	1	0	0	0	0	0	1
Improper Feedback	0	0	1	0	0	0	1
Ineffective Feedback	0	0	0	0	0	1	1
Instant on-site feed	1	0	0	0	0	0	1
Intervention: Cataly	1	2	2	3	0	2	10
Intervention: Cathar	0	0	2	2	0	1	5
Intervention: Concep	1	0	1	1	0	3	6
Intervention: Facili	1	1	0	0	1	1	4
Intervention: Humor	3	0	0	0	0	0	3
Intervention: Inform	0	0	0	1	0	1	2
Intervention: Prescr	1	0	0	2	1	2	6
Learn about Theoreti	0	1	0	0	0	1	2
Learning from Peers	1	0	0	0	0	0	1
Logisitics: Topics C	0	0	0	0	0	2	2
Logistics: Meeting N	1	0	0	1	1	1	4
Meta-process: Confus	1	0	1	0	0	2	4
More Relaxed	1	0	0	0	0	0	1
Motivation: Dependen	0	3	0	0	0	0	3
Motivation: Extrinsi	0	1	0	0	0	0	1
Motivation: Intrinsi	0	0	1	0	0	1	2
Normalizing	0	0	1	0	0	1	2
Optimism	1	0	0	0	0	4	5
Overwhellmed with In	1	0	0	0	0	0	1
Patience	2	0	0	0	0	0	2
Perceived Anxiety	0	0	0	0	0	1	1
Personality: Descrip	0	0	0	0	2	0	2
Practicum Site	1	0	0	0	0	0	1
Professionalism	0	0	0	0	0	1	1
Reduced Metacognitio	0	0	0	0	0	1	1
Regardless, I feel a	0	0	0	0	0	0	0
Responsibility of Ch	0	0	0	0	3	0	3
ROA: Schon	0	0	0	0	0	1	1
Role of Supervisor:	0	0	0	0	2	0	2
Safety: Non-judgemen	0	2	0	1	0	1	4
Self-awareness	2	5	0	2	2	0	11
Self-Awareness: Self	0	0	0	1	0	0	1
Self-critical	0	0	0	0	0	1	1
Self Reflection	1	0	0	0	0	2	3
Similar Experience f	1	0	0	0	0	0	1
Starts off satisfied	0	0	1	0	0	0	1
Structural Routine	0	0	0	0	0	1	1
Supervisee 012233	1	0	0	0	0	0	1

Supervisee 015678	0	1	0	0	0	0	1
Supervisee 5432	0	0	1	0	0	0	1
Supervisee 8499	0	0	0	1	0	0	1
Supervisee Concerns	0	0	0	0	0	1	1
Supervisee Developme	0	0	0	0	0	3	3
Supervisee Developme	0	0	0	0	0	4	4
Supervisee Lack of C	0	0	0	0	0	1	1
Supervisee Needs	0	0	0	0	0	2	2
Supervisee Strength:	0	0	0	0	0	2	2
Supervisor's Persona	1	0	0	0	0	0	1
Supervisor 015678	0	0	0	0	1	0	1
Supervisor 8499	0	0	0	0	0	1	1
Supervisor Anxiety	0	0	0	0	0	1	1
Supervisor Developme	0	0	0	0	0	1	1
Supervisor Developme	0	0	0	0	0	1	1
Supervisor Developme	0	0	0	0	0	1	1
Supervisor Developme	0	0	0	0	0	1	1
Supervisor Provided	0	0	0	1	0	0	1
Supervisor Self-disc	1	0	1	0	0	0	2
Supervisor Uncertain	0	0	0	0	0	2	2
Supervisor will seek	0	0	1	0	0	0	1
Supervisor Willingne	0	0	0	1	0	0	1
Supervisory Relation	0	0	0	1	0	0	1
Systemic and Organiz	0	0	0	1	0	0	1
Theoretical Approach	0	0	0	0	1	1	2
though it must be go	0	0	0	0	0	1	1
Uncertainty about Ef	1	0	0	0	0	1	2
Unmet Expectations	0	0	1	0	0	0	1
Wants to be shown "t	0	1	0	0	0	0	1
Totals	45	23	33	29	25	86	241