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Counselors' Views About Their Training Supervision: A Qualitative Survey

Psikolojik Danışmanların Eğitimleri Sürecindeki Süpervizyona İlişkin Görüşlerinin İncelenmesi: Nitel Bir Araştırma

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ABSTRACT

This study aims to examine counselors' views about the supervision they received during their training. It was designed according to the phenomenological approach, which is a qualitative research design. To select the study group, the researchers made simultaneous use of the criteria sampling, maximum diversity sampling, and convenience sampling methods. The main inclusion criteria for the study group required that the counselors had taken the "Individual Counseling Practicum" course during their undergraduate education and had graduated from a department of "Counseling and Guidance". Thus, 21 counselors who graduated from universities in different regions were purposefully selected to ensure maximum diversity in the research. MAXQDA software was used for data analysis to help the researcher in systematic evaluation and interpretation of qualitative texts. Based on the study results, the theme 'supervisory process' was divided into seven sub-themes, which are assessment of supervision, the methods and techniques used in supervision, frequency of supervision, focused theory of supervision, supervisor's approach and style, supervisory relationship, and focus of feedback during supervision. In addition, these seven sub-themes identified according to research results were further divided into additional categories.

Article Information

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ÖZET

Bu araştırmada, psikolojik danışmanların eğitimleri sürecindeki süpervizyona ilişkin görüşlerini incelemek amaçlanmaktadır. Araştırma nitel araştırma desenlerinden olgubilim (fenomenolojik) yaklaşıma göre tasarlanmıştır. Çalışma grubunun seçilmesi için ölçüt örnekleme, maksimum çeşitlilik örneklemesi ve kolay ulaşılabilir örnekleme yöntemleri bir arada kullanılmıştır. Araştırmanın çalışma grubu seçilirken psikolojik danışmanların lisans eğitimleri boyunca "Bireysel Psikolojik Danışma Uygulamaları" dersini almış olmaları ve "Psikolojik Danışmanlık ve Rehberlik" bölümü mezunu olmaları ölçüt olarak belirlenmiştir. Bu doğrultuda, araştırmaya amaçlı olarak maksimum çeşitlilik sağlamak için ayrı bölgelerden yer alan üniversitelerden mezun olan 21 psikolojik danışman katılmıştır. Verilerin analizinde, araştırmacıya nitel metinleri sistematik olarak değerlendirmesi ve yorumlaması için yardım eden MAXQDA Programı kullanılmıştır. Araştırma bulgularına göre, süpervizyon süreci teması süpervizyonun değerlendirilmesi, süpervizyonda kullanılan yöntem ve teknikler, süpervizyonun sıklığı, odaklanılan süpervizyon kuramı, süpervizörün yaklaşımı ve tarzı, süpervizyon ilişkisi, süpervizyonda geribildirimlerin odak noktası olmak üzere yedi alt temaya ayrılmıştır. Bununla birlikte, araştırma bulgularında ulaşılan yedi alt tema, kendi içerisinde kategorilere ayrılmıştır.

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INTRODUCTION

Members of the counseling profession are expected to possess counseling skills and a professional identity (Woo et al., 2014; Yüksel-Şahin, 2018). To be able provide effective counseling services and have a professional identity, counselors should not only possess theoretical knowledge and skills, but also integrate this knowledge with practical applications (Blocher, 1983; Cormier & Nurius, 2003; Henriksen et al., 2019). In counselor training, the effectiveness of practicum courses that are offered alongside theoretical courses largely depends on the parallel implementation of the supervisory process (Davis, 1988; Little et al., 2005).

Supervision refers to an intervention that is provided by a more senior member of the counseling profession to a more junior colleague and is designed to ensure professional growth and development as well as to meet the needs for counseling knowledge and skills (Bernard & Goodyear, 2009). Since it evaluates counselors' professional development and the quality of the professional services they offer to their clients, supervision is based on a hierarchical and supervisory relationship (Meydan, 2014). Dollarhide and Miller (2006) argue that in counselor training, supervision is a means by which theory and practice are integrated and prospective counselors explore their new professional identities in preparation for induction into their profession. In the US as one of the countries where the counseling profession has flourished the most, accreditation for counselor training is provided by the Council for Accreditation of Counseling and Related Programs, which published certain standards (Council for the Accreditation of Counseling and Related Educational Programs, 2016) requiring that supervision for counselor training should be offered at the practicum and internship stages. Thus, during practicum, prospective counselors should receive a minimum of 100 hours of supervised counseling sessions throughout an academic semester which should last for a minimum of ten months and at least 40 hours out of these 100 hours of supervision should be conducted with actual clients. This should be followed by internship, during which prospective counselors should receive a total of 600 hours of supervised counseling internship, of which 240 hours should be direct service with actual clients.

A course instructor with relevant professional experience who provides practicum supervision in counselor training is called a supervisor (Atik, 2017). The role of a supervisor in the supervisory process is to ensure the clients' well-being in the counseling process and to safeguard ethical, legal, and professional standards, to help shape the counselors' professional development and practices, and to take an active role in overseeing the counselors (Association for Counselor Education and Supervision, 2011). Zeligman (2017) views supervisor behaviors in the supervisory process from the perspective of supervising professional skills, professional identity, and ethical behaviors. Corey et al. (2014) argue that the roles and responsibilities of the supervisor and the prospective counselor in the supervisory process are determined according to the supervision model, methods, and techniques employed by the supervisor. The supervision model guides the supervisor theoretically in selecting the supervision methods and techniques, organizing the knowledge and skills that the supervisee should acquire, and assessing prospective counselors (Borders & Brown, 2005). Bernard and Goodyear (2009) categorize supervision models under the models based on counseling theories that focus on the supervisor's approach in the supervisory process and how s/he manages the process, the developmental models that address prospective counselors' professional development in a detailed manner, social role models that plan the supervisory process according to the needs of prospective counselors.

The supervision method used by a supervisor changes with the number of prospective counselors involved in the supervisory process. CACREP (Council for the Accreditation of Counseling and Related Educational Programs) standards require prospective counselors to receive at least a one-hour individual supervision session and a minimum of one and a half hours of group supervision once a week during practicum stages (CACREP, 2009; Ray & Altekruse, 2000). These standards stipulate triadic supervision as an alternative to individual supervision as a requirement for accreditation. Individual supervision is defined as a supervision method whereby a supervisor and a prospective counselor meets to discuss counseling sessions for a minimum of one hour once a week (CACREP, 2016). Triadic supervision was developed as an economical alternative to individual supervision (Hein & Lawson, 2008) and is a supervision method that brings together a supervisor and two prospective counselors simultaneously (Altfeld & Bernard, 1997; CACREP, 2016). Group supervision, on the other hand, is defined as a type of supervision whereby the supervisor and a maximum number of twelve prospective counselors meet for at least one and a half hour once a week so that prospective counselors can develop a new professional understanding based on feedback obtained through their group interaction and the individual goals of each counselor (Bernard & Goodyear, 2009; Holloway & Johnston, 1985). Supervision techniques, also known as supervisory interventions, provide flow of information throughout the supervision process. Supervision techniques are classified in two categories, which are based either on verbal discussion or direct observation (Corey et al., 2014). The techniques based on verbal discussion assess the counseling skills, sessions, and professional development of a prospective counselor in a debate environment, while the techniques based on direct observation aim for assessing the practices of a prospective counselor through observation (Campbell, 2000). These techniques include verbal feedback, process notes, audio and video recordings, focused observation, role-plays, and modeling (Borders & Brown, 2005).

In addition to this supervision model, as well as the methods and techniques used by the supervisor so that prospective counselors receiving supervision can put new skills into practice, ask for feedback, and open themselves during supervision, they also need to feel themselves safe, comfortable, honest, and supported in the supervision environment (Meydan, 2019). Therefore, it is vital to build and maintain a strong supervisory relationship between the prospective counselor and the supervisor (Moldovan & David, 2013; Yılmaz & Voltan-Acar, 2015). The research in the literature demonstrates that the relationship between the prospective counselor and the supervisor is built on supportive and directive supervisor behaviors (Blocher, 1983; Holloway & Hosford, 1983; Steward et al., 2001). Supportive supervisor behaviors are defined as a supervisor's efforts to build rapport and empathize with the client-in-training (Worthington & Roehlke, 1979), while directive supervision refers to a supervisor's behaviors that question, instruct, or challenge the supervisee (Hart & Nance, 2003). Bernard (1997) conceptualizes supervisor behaviors in three distinct roles: the counselor role which emphasizes a warm, friendly, open, and supportive attitude toward the trainee, the consultant role which focuses on the tendency for being encouraging, therapeutic, and understanding toward the trainee, and the teacher role which highlights focusing on the trainee's developmental goals and configuring the process. The quality of supervision practices and the effectiveness of counselors are highly influenced by the counselor-supervisor relationship and supervisor behaviors (Fernando, 2013; Nelson & Friedlander, 2001; Pearson, 2000). In addition to the importance of an atmosphere of trust and healthy communication skills on the part of the supervisor for and effective and strong supervisory relationship (Borders & Brown, 2005), the literature also underlines the supervisor's focus on transparency and on the here and now as well as confrontation skills (Muse-Burke et al., 2001). What is expected from the supervisory process is that

trainees can attain the utmost benefit through a supportive supervisory relationship so that they can become qualified counselors (Fulton & Cashwell, 2015; Özyürek, 2009). Clearly, throughout supervisory training, the supervision process, supervisor's behaviors and attitudes all play a role in the counseling skills and competency of prospective counselors (Fernando & Hulse-Killacky, 2005). Counselors who have undergone a good training and supervision process during practicum are expected to become effective counselors with a good command of cognitive and therapeutic skills (Borders & Brown, 2005; Hodges, 2011; Yılmaz & Voltan-Acar, 2013; Yüksel-Şahin, 2018).

The literature contains research on effective supervisory process, supervisor competence and behaviors (Denizli, 2010; Worthen & McNeill, 1996; Worthington, 1984; Worthington & Roehlke, 1979); satisfaction with supervision and supervisory styles (Fernando & Hulse-Killacky, 2005; Sarıkaya, 2017); supervisory relationship (Cheon et al., 2009; Meydan & Denizli, 2018; Min, 2012); supervision models, methods, and techniques (Borders et al., 2012; Hill et al., 2016; Siviş-Çetinkaya & Karaırmak, 2012); supervision opportunities and duration of supervision (Özyürek, 2009); the effects of supervision on counselors (Koç, 2013; Meydan, 2010; Meydan, 2014; Ülker-Tümlü, 2019); the role of supervision in counselor training (Kalkan & Can, 2019); and supervisor training (Koçyiğit-Özyiğit & İşleyen, 2016). The present study holistically explores counselors' views about the supervisory process they received during their undergraduate, master's, and doctoral education in relation to assessment of supervision, the methods and techniques used in supervision, frequency of supervision, focused theory of supervision, supervisor's approach and style, supervisory relationship, and focus of feedback during supervision. It is significant in that it was conducted using qualitative methods and presents detailed information about the supervisory process received during university education. Furthermore, the results are expected to contribute to the development of the counseling profession in Turkey as they reveal the problems surrounding the supervisory process in counselor training. With this aim in mind, the researchers sought answers to the question "how do the counselors view the supervision they received during their training process?".

METHOD

Investigating into the views of psychological counselors about the supervision they received during their training, the study was structured according to qualitative research design. This type of research design refers to the analysis of phenomena in their natural context by trying to interpret and understand the meanings implied for people (Klenke, 2016). Qualitative research design employs qualitative data collection methods such as observation, interview and document analysis and is based on a subjective-interpretive process which involves the recognition of either already-known or unnoticed problems and a realistic handling of the natural phenomena pertaining to the problem (Seale, 1999). In this study, phenomenological design, one of the qualitative research designs, was used. Phenomenology primarily attempts to define the world experienced by individuals and explain past experiences in order to discover the common meanings underlying phenomena (Baker et al., 1992). As part of the study, the data were also collected through the semi-structured interview method.

Study Group

To determine the participants, the researchers used criterion sampling as there were a series of predetermined criteria from among purposive sampling methods, and the maximum variation sampling and convenience sampling methods in order to exhaustively define the specific dimensions of every situation included in the sample and reveal common themes that may arise among different cases (Patton,

1987). While selecting the study group, two criteria were required for psychological counselors: having a BA degree in "Psychological Counseling and Guidance" and having passed the undergraduate course titled "Individual Counseling Practicum". Accordingly, in order to ensure maximum diversity for study purposes, the study included 21 psychological counselors who earned their degrees from universities in different geographical regions. Likewise, in order to secure maximum diversity, the study group incorporates nine psychological counselors with an undergraduate degree, six with an MA degree and six with a PhD degree. Table 1 contains information about study participants.

Table 1. Information about study participants

PD	Gender	Undergraduate	MA	PhD
D1	Male	Abant İzzet Baysal University	-	-
D2	Male	Eastern Mediterranean University	Istanbul Gelişim University	-
D3	Female	Eastern Mediterranean University	Istanbul Sabahattin Zaim University	-
D4	Female	Selçuk University	-	-
D5	Male	Ondokuz Mayıs University	-	-
D6	Female	Onsekiz Mart University	-	-
D7	Female	Uludağ University	-	-
D8	Female	Abant İzzet Baysal University	Abant İzzet Baysal University	-
D9	Female	Istanbul University	-	-
D10	Male	Sakarya University	Abant İzzet Baysal University	-
D11	Female	Akdeniz University	Akdeniz University	-
D12	Female	Marmara University	Marmara University	Yıldız Technical University
D13	Female	Yıldız Teknik University	Yıldız Technical University	-
D14	Male	Marmara University	Çukurova University	-
D15	Male	Atatürk University	Gaziosmanpaşa University	-
D16	Female	Marmara University	Marmara University	Marmara University
D17	Male	Çukurova University	Çukurova University	Çukurova University
D18	Male	Çukurova University	Çukurova University	Atatürk University
D19	Male	Karadeniz Technical University	Karadeniz Teknik University	Karadeniz Technical University
D20	Male	Sakarya University	Istanbul Sabahattin Zaim University	Sakarya University
D21	Female	Çukurova University	Çukurova University	Yıldız Technical University

As shown in Table 1, 47.6% (f=10) of the participants are male and 52.4% (f=11) are female. Likewise, Table 1 reveals that a total of 21 psychological counselors were selected from among people who earned their undergraduate, MA and PhD degrees from different universities representing the seven geographical regions of Turkey. For the undergraduate level, these provinces and universities include Abant İzzet Baysal University (Bolu), Eastern Mediterranean University (Cyprus), Selçuk University (Konya), Ondokuz Mayıs University (Samsun), Onsekiz Mart University (Çanakkale), Uludağ University (Bursa), and Istanbul University (Istanbul). To represent counselors with a BA degree, the researchers selected Marmara University (Istanbul), Abant İzzet Baysal University (Bolu), Akdeniz University (Antalya), Çukurova University (Adana), Gaziosmanpaşa University (Tokat), and Yıldız Technical University (Istanbul). As for the participants with a PhD degree, the following universities were selected: Marmara

University (Istanbul), Atatürk University (Erzurum), Yıldız Technical University (Istanbul), Karadeniz Technical University (Trabzon), Sakarya University (Sakarya) and Gazi University (Ankara).

Ethical Statement

In this research, all the rules in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed and none of the "Actions Contrary to Scientific Research and Publication Ethics" in the second part of the directive were carried out. In addition, ethics committee approval was obtained from the Yıldız Technical University Social and Human Sciences Ethics Committee (Meeting No: 2019/08).

Data Collection Instruments

As its data collection instruments, the study employs the "Personal Information Form" and the "Semi-Structured Interview Form" developed by researchers in accordance with expert opinion. The "Semi-Structured Questionnaire" consists of the following questions:

1. How do you assess your training supervision during your education in Counseling and Guidance?

2. How and in what format did you receive training supervision during your education in Counseling and Guidance?

3. How often did you receive training supervision during your education in Counseling and Guidance (weekly, biweekly, triweekly etc.)?

4. Which theory or theories formed the basis of your training supervision during your education in Counseling and Guidance?

5. How were the attitudes and behaviors of your supervisor towards you?

6. How were you affected by your supervisory relationship with your supervisor?

7. What aspects did your supervisor emphasize in feedbacks particularly in relation to principles and techniques?

By following the Yıldırım and Şimşek's (2003) recommendations for the process of drafting the semi-structured questionnaires, we took care to include in our interview questionnaires questions that can be clearly understood by counselors and are open-ended questions that involve but do not steer toward a specific focus.

Researcher's Role

The researchers played a participatory role in the process. This kind of participatory role requires researchers to personally spend time in the field, to interview the participants, to live the participants' experiences when needed, and to use the field perspective and experiences in data analysis (Yıldırım & Şimşek, 2013). In this line, the researchers in this study played participatory roles in identifying the counselors who meet the criteria, accessing their contact info, conducting preinterviews with the counselors, informing them about the research, sending them the questionnaires, and in analyzing the collected data. Throughout the process, they assumed unbiased and objective roles so that the research assumptions and biases would not influence the processes of data collection and analysis. In addition, there is also the role of evaluating the researcher's expertise, motivation, and judgments.

Data Collection Procedure

Prior to the data collection procedure, the researchers obtained "Research Permit" from the Institute for Social Sciences at Yıldız Technical University and "Ethics Committee Approval" from the Academic Ethics Committee certifying that there is no unethical factor that hinders the study from being conducted. Once they obtained the required permits, they went on with collecting data from psychological counselors, which was performed in the digital environment.

The researchers first informed the psychological counselors about the research and obtained their informed consent. Then, semi-structured interview forms created by the researchers were sent to the psychological counselors. It was ensured that the psychological counselor filled out the form in interaction with the researcher.

Data Analysis

For data analysis, the researchers used the MAXQDA, which is a software assisting researchers to systematically assess and interpret qualitative texts. Multiple coders can easily use the software for a particular project. It is able to store and code photo and video fragments (Yakut-Çayır & Sarıtaş, 2017).

A descriptive analysis was performed for the qualitative analysis of the questionnaire responses by the selected 21 counselors. Descriptive analysis is a type of qualitative data analysis involving the summarization and interpretation of data obtained through various data collection techniques according to predetermined themes. In this type of analysis, the researcher can frequently include quotations to remarkably reflect the opinions of the interviewed or observed individuals. This analysis is mainly intended to present readers with obtained data in an abridged and interpreted form (Yıldırım & Şimşek, 2003).

To this end, the researchers first uploaded the semi-structured questionnaires to the MAXQDA software. Subsequently, the data were organized in line with the questions addressed to the psychological counselors, which was followed by the creation of subthemes about the theme supervision. Furthermore, similar opinions under each subtheme were coded to create categories. Finally, the data were depicted through figures. In order to increase the plausibility of the study, quotations were made from the participants. Personal information identifying the holders of opinions were coded in parentheses right after each opinion.

Validity and Reliability

In their recommendations for the strategies that can enhance the quality of qualitative research, Lincoln and Guba (1985) preferred to use over validity and reliability certain concepts that they perceive to be more applicable to the nature of qualitative research. So they used "credibility" instead of "internal validity", "transferability" instead of "external validity", "consistency" instead of "internal reliability", and "confirmability" instead of "external reliability". The researchers were careful in taking cognizance of the strategies suggested by Lincoln and Guba (1985) to ensure validity and reliability in qualitative research.

To ensure credibility and transferability in qualitative analysis, the researchers first performed a literature review on the research subject and built the theoretical framework for the study. They determined the qualitative research design and how the semi-structured questionnaires would be developed as the qualitative data collection instrument. For data collection, they employed criterion sampling, a purposeful sampling method, so that they could access sufficient applicable data since there were a series of

predetermined criteria and they also used maximum diversity sampling and convenience sampling to define in detail the specific aspects of all situations including sampling and to reveal the common themes among different situations. To access authentic information through the study, the participants were assured that personal identifying information would be kept confidential and the study was conducted on a voluntary basis. To avoid any data losses during data collection, the counselors were sent the questionnaires and the data were collected in written form. The data collection and data analysis processes are also explained in detail.

To ensure consistency in qualitative analysis, all the themes and codes were checked (Creswell, 2017) independently by each researcher. Furthermore, to achieve confirmability, the data from the interviews were reviewed and checked by the researchers at different times. The agreement between coders is computed using the formula Similarity: Reliability/Agreement Percentage= Agreement / (Agreement + Disagreement) X100. Between-coder agreement should be a minimum of 80 percent (Özdemir and Avcı, 2019). The agreement percentage for this research was computed to be 95 percent.

RESULTS

This section analyzes the counselor responses to the open-ended questions in the semi-structured questionnaire, and presents seven subthemes concerning the research theme of supervisory process. These subthemes include (1) assessment of supervision, (2) methods and techniques used in supervision, (3) frequency of supervision, (4) focused theory of supervision, (5) supervisor attitudes and behaviors, (6) supervisory relationship, and (7) focus of feedback during supervision.

Views of Psychological Counselors about the Supervisory Process

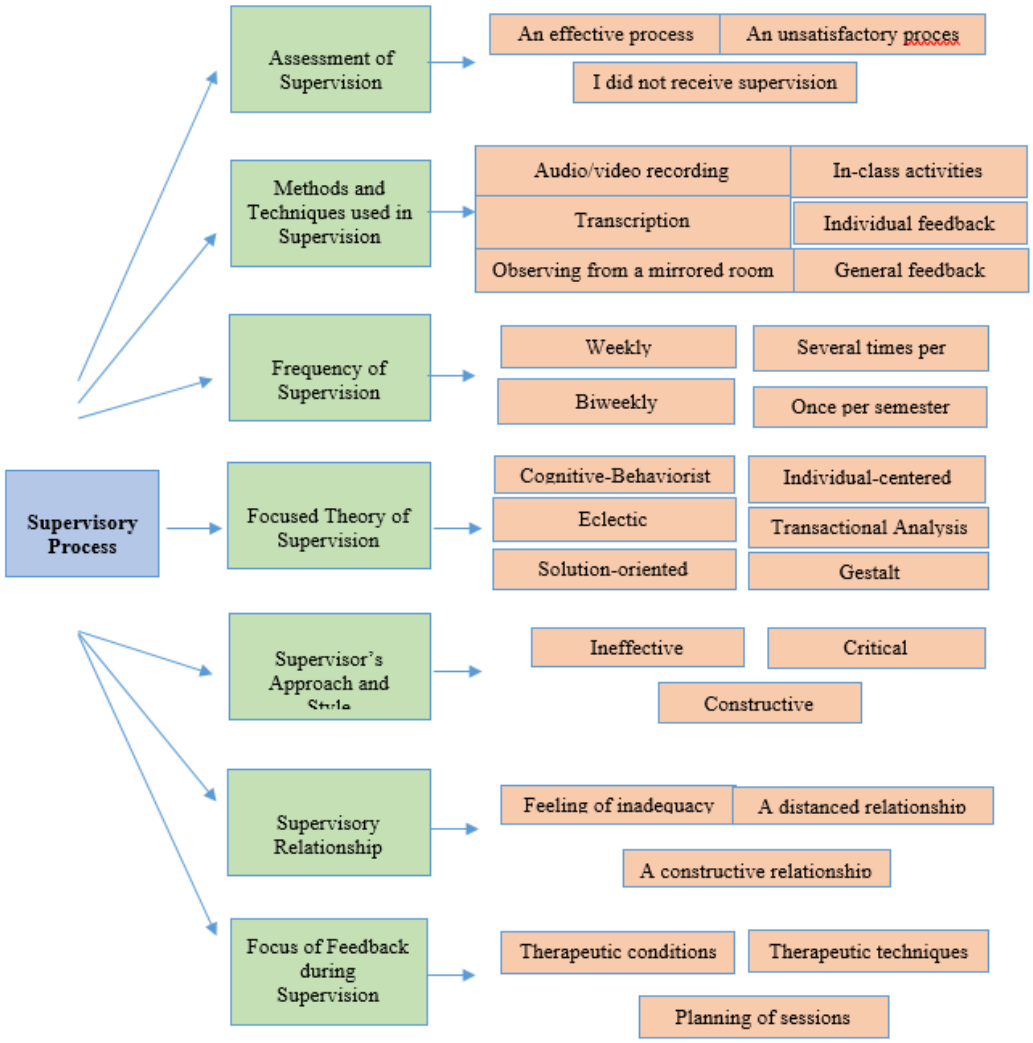


Figure 1. Subthemes and categories about the supervisory process

As seen in Figure 1, the supervisory process consists of seven subthemes. Furthermore, a total of 28 categories were created for the subthemes, which are presented below, respectively.

The Subtheme "Assessment of Supervision" and its Categories

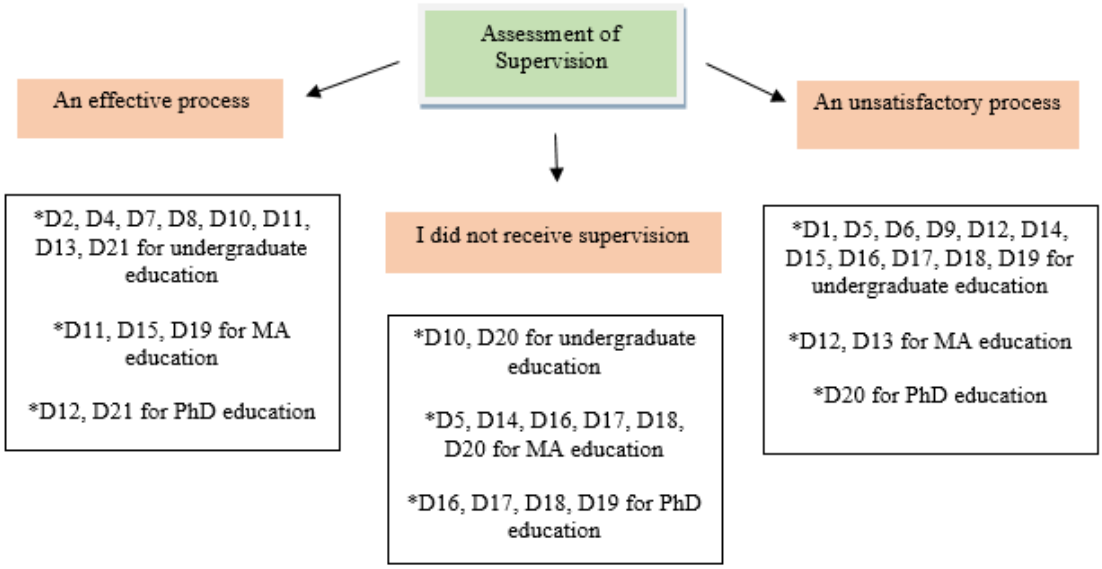


Figure 2. The subtheme "assessment of supervision" and its categories

As seen under the subtheme "assessment of supervision" given in Figure 2, two of the counselors at undergraduate level (D10, D20) indicated that they received no feedback from their supervisors, eleven of them (D1, D5, D6, D9, D12, D14, D15, D16, D17, D18, D19) indicated their belief that the supervision offered during undergraduate training was unsatisfactory, and eight of them (D2, D4, D7, D8, D10, D11, D13, D21) indicated their belief that supervision is an effective process. Below is a sample statement by counselor with a bachelor's degree:

D5: *"For me, the counseling supervision I received during my undergraduate education at university was a sort of training that was given at a minimum level and was underrated when compared to all the other undergraduate courses, whose importance the students could not appreciate enough"* (Male, Bachelor's degree).

At master's level, six of the counselors (D5, D14, D16, D17, D18, D20) indicated that they had not received any supervision during their MA training, two of them (D12, D13) said that the supervision they received was unsatisfactory, and three (D11, D15, D19) mentioned their belief in the effectiveness of the supervision they received. The following is an excerpt from a sample statement by counselor with an MA degree:

D14: *"I simply received an individual counseling course during my undergraduate education but did not receive such a course and supervision during my MA education. A non-tenured instructor taught our undergraduate counseling course and a student who did not take the course came to our class every week to serve as a client. So the client changed and another one of us acted as the counselor every week. The instructor helped the students with our counseling process with the client. I was shy so I always assumed the role of an observer. I never felt happy about receiving supervision as an observer as part of that course. That was why I decided to receive supervision training from an independent institution. But that was really expensive for me, so I wish I had received a better supervision training"* (Male, Bachelor/MA Degrees).

At PhD level, four of the counselors (D16, D17, D18, D19) indicated that they never received supervision during their PhD education; one of them (D20) found the supervision unsatisfactory, and two of them (D12, D21) believe in the effectiveness of the supervision they received. Given below is a sample statement by a counselor with a PhD degree in counseling:

D12: *"The supervision we received during my undergraduate education as part of the course on Individual Counseling Practicum was not an actual supervision. The course instructor used to come to a class of 90 students every week to read aloud a presentation for about 15-20 minutes, which was mostly irrelevant to the course content. And we used to converse during the rest of the course session. In addition, the instructor asked us to find a client for ourselves, conduct six weekly sessions with him or her, record each session, and make a brief summary of what we talked each week, which we were supposed to submit as an assignment at the end of the term. We received no feedback for our assignments. Most of my classmates submitted empty CDs and still passed with high course grades. During my MA studies, I again took the individual counseling practicum course from the same instructor. Although we were about 10-12 students in this MA course, the teaching was still based on our weekly presentations. This time, we were not asked to submit any counseling assignments. I was terrified on the first day of my individual counseling course and that was when I noticed that I had no knowledge of counseling. For that reason, this course turned out to be a challenging process for me. The course and the supervision process were highly elaborate and productive"* (Female, Bachelor's/MA/PhD Degrees).

The Subtheme "Methods and Techniques used in Supervision" and its Categories

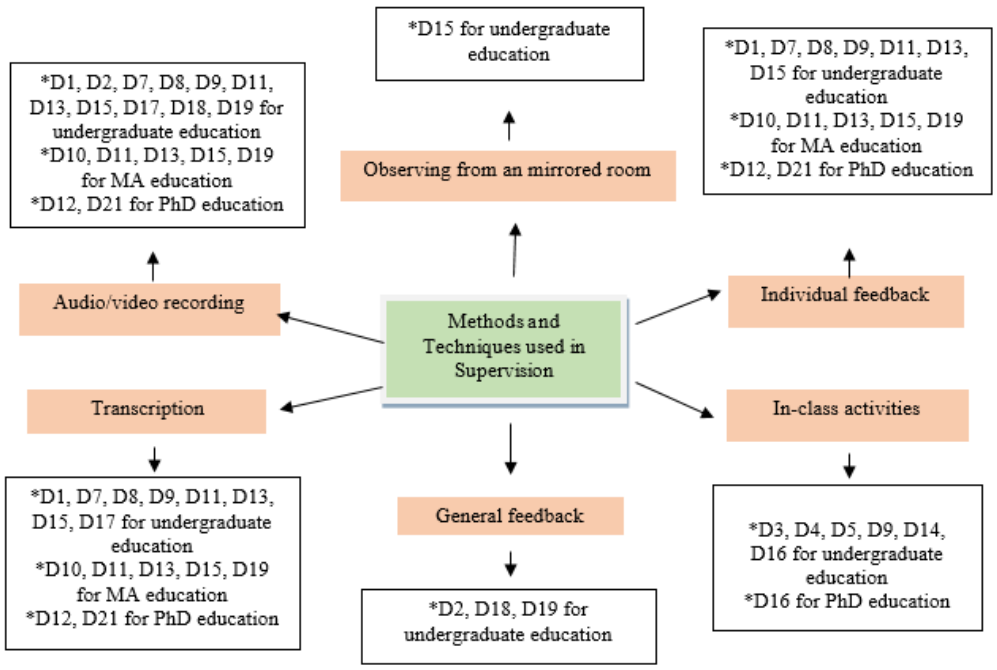


Figure 3. The Subtheme "Methods and Techniques used in Supervision" and its Categories

Figure 3 shows that under the subtheme "methods and techniques used in supervision", six of the counselors with a bachelor's degree (D3, D4, D5, D9, D14, D16) indicated that they had a supervision process with in-class activities without actual clients during their undergraduate training; two of them (D6, D12) had their supervision process with actual clients but without feedback; three of them (D2, D18, D19) received supervision with actual clients, recordings, in-class feedback methods and techniques; six (D1, D7, D8, D9, D11, D13) had supervision with actual clients, recordings, transcriptions, and individual feedback methods and techniques; one (D17) had supervision using actual clients, in-class role-plays, recordings, transcriptions, and general in-class feedback methods and techniques; and one (D15) received supervision using actual clients, recordings, transcriptions, observing from a mirrored room, and

individual feedback methods and techniques. Below is a sample statement by a counselor with a bachelor's degree:

D6: *"We needed to be given supervision as part of the individual counseling practicum course. And each of us as students found three clients and conducted a total of 15 counseling sessions; i.e., five sessions with each client. We recorded each session on audio and sent the recordings to our supervisor; yet, we did not receive any supervision either before or after the sessions. Because our instructor told us that she did not have time for that(!)"* (Female, Bachelor's degree).

At MA level, five of the counselors (D10, D11, D13, D15, D19) received supervision using actual clients, recordings, transcriptions, process planning, and individual feedback methods and techniques during their MA studies. A sample statement by a counselor with an MA degree is as follows:

D15: *"During my counseling supervision course that I took for my undergraduate training, we had special rooms for our counseling sessions. Throughout the course, I personally conducted individual sessions in these rooms twice to receive supervision. Then, I came out of the session and received critical feedback from the jury. In other sessions, I was followed by my instructor through the portfolios I drafted (including audio recordings, transcriptions, etc.); yet, the feedback here was not detailed enough. During my MA studies, we created files for each counseling session we conducted as part of the counseling supervision we received and sent these files to the instructor/supervisor. My supervisor closely followed up on my audio and video recordings, transcriptions, the plans for the next counseling session before each session, and the session summary after counseling. She performed all the follow-up on my files, sent me the revisions she deemed necessary, and also expressed her criticisms after sessions. This way, she guided my other sessions"* (Male, Bachelor's/Master's Degrees).

At PhD level, one of the counselors (D16) indicated that she had a supervision process with in-class activities during PhD education; two of them (D16, D20) received supervision with actual clients but without feedback; and two (D12, D21) had their supervision with actual clients, recordings, transcriptions, individual and in-class feedback methods and techniques. Below is a sample statement by a counselor with PhD degree:

D20: *"I did not receive any supervision during my undergraduate and master's education. During my PhD studies, we were asked to conduct individual counseling sessions as an assignment. I tried to conduct these individual counseling sessions on my own. And we were not given any supervision for this assignment. Our instructor simply answered our questions about our clients if we had any during class. Yet, we did not receive any individual feedback about the counseling sessions we conducted (*Male, Bachelor's/Master's/PhD Degrees).

The Subtheme "Frequency of Supervision" and its Categories

As shown in Figure 4 concerning the subtheme "frequency of supervision", at undergraduate level, nine of the counselors (D1, D3, D4, D7, D8, D11, D13, D17, D21) indicated that they received supervision weekly; three of them (D1, D2, D19) received supervision biweekly; four (D5, D9, D15, D18) several times per semester; and two (D6, D14) received it only once per semester as part of their undergraduate studies. A sample statement by a counselor with bachelor's degree is given below:

D7: *"We were about 15 people in our supervision group. We had class once a week, in which we watched videos of all of us. We received group supervision in that course. And we could visit and ask our supervisor whenever we had questions. We did not receive any individual supervision outside the class*" (Female, Bachelor's degree).

At master's level, four of the counselors (D10, D11, D15, D19) received supervision once a week and one (D13) received it once every two weeks during their MA studies. Below is a sample statement by a counselor with an MA degree:

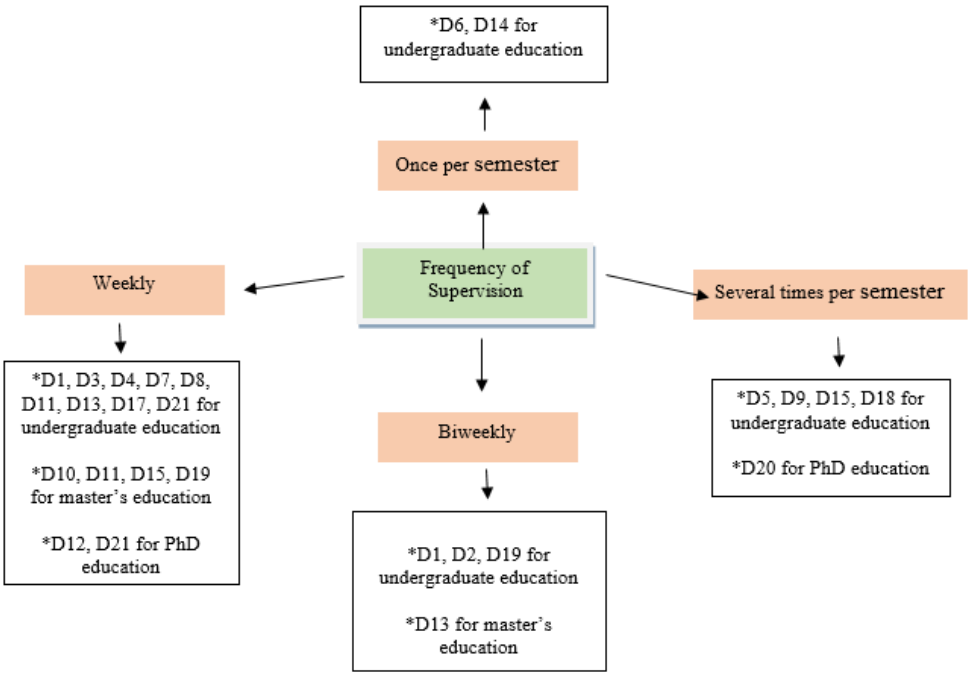


Figure 4. The subtheme "frequency of supervision" and its categories

D13: *"During my undergraduate education, I conducted more than 40 individual counseling sessions and my supervisor gave me regular weekly feedback in this process. I could reach my supervisor in emergencies or when I had a question. Thanks to the supervision I received, I was always ready for the next session and the process progressed very effectively. During my master's education, on the other hand, I conducted 10 individual counseling sessions and 10 group counseling sessions under the guidance of another instructor, from whom I received feedback a total of five times and all very late. I was already conducting my 4th session when I was given feedback for my first week. Thus, the process was problematic and I was not able to manage the process properly. Honestly, I have no idea how well I managed the process"* (Female, Bachelor's/Master's degrees).

At PhD level, two of the counselors (D12, D21) received weekly supervision, while one (D20) received it several times per semester. A sample statement by a counselor with a PhD degree is as follows:

D20: *"I did not receive any supervision throughout my undergraduate and master's studies. During the course period of my PhD studies, we did not receive individual supervision for our counseling sessions but we could ask our questions about our clients and counseling sessions during class hours and could get feedback that way"* (Male, Bachelor's/Master's/PhD degrees).

The Subtheme "Focused Theory of Supervision" and its Categories

As seen in Figure 5 concerning the subtheme "focused theory of supervision", supervision was based on the cognitive-behaviorist theory for nine of the counselors (D1, D6, D7, D8, D14, D15, D16, D19, D20); on the eclectic theory for seven counselors (D3, D10, D11, D12, D13, D19, D21); on the solution-oriented theory for five counselors (D2, D5, D9, D14, D15); on the humanist theory for three counselors (D4, D17, D18); on the transactional analysis for one counselor (D16); and on Gestalt theory for one counselor (D2). Below are sample statements by some of the counselors:

D16: *"During my PhD studies, I received supervision based on Transactional Analysis and Cognitive-Behaviorist theories. But receiving supervision based on these theories was not my choice. And these were not actually theories specific to supervision methodology, but rather approaches used by the supervisor in his own counseling sessions. So we did not receive a theory-*

based supervision. Such supervision is not known in Turkey so it is not used" (Female, Bachelor's /Master's/PhD Degrees).

D5: *"Although I am not sure exactly which theory the limited supervision I received during an undergraduate course was based on, I recall that it was mainly based on short-term solution-oriented counseling"* (Male, Bachelor's degree).

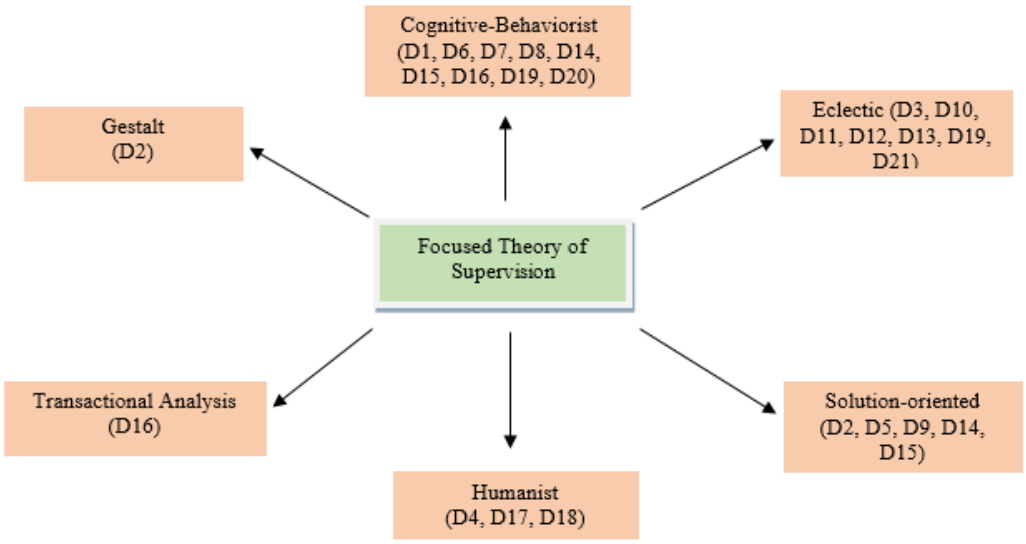


Figure 5. The Subtheme "Focused Theory of Supervision" and its Categories

The Subtheme "Supervisor's Approach and Style" and its Categories

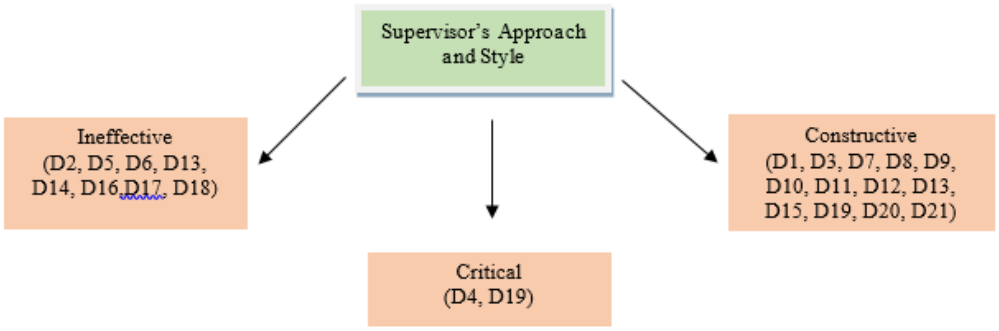


Figure 6. The Subtheme "Supervisor's Approach and Style" and its Categories

As seen in Figure 6 concerning the subtheme "supervisor's approach and style", eight of the counselors (D2, D5, D6, D13, D14, D16, D17, D18) found the approach and style of their supervisors ineffective; two (D4, D19) found it critical; and thirteen (D1, D3, D7, D8, D9, D10, D11, D12, D13, D15, D19, D20, D21) found it constructive. Below are sample statements by some of these counselors:

D5: *"I do not think that our instructor of the counseling practicum course displayed a professional approach in his relationship with us. His approach in this course was the same as his other courses. We did not build any kind of relationship. The course was taught at once to all the students and there was no individual communication, which was the main reason why we did not care about our supervision training"* (Male, Bachelor's degree).

D4: *"Our supervisor was highly critical in the process. She helped us with finding solutions but she could be very harsh in her criticisms"* (Female, Bachelor's degree).

D15: *"My supervisor in my master's education was an instructor who could discipline us without raising her voice, could teach, motivate, follow, and provide timely feedback; she challenged us but became a dear teacher for me in the end. Her feedback was very detailed, very frequent, and effective. I am so glad to know her"* (Male, Bachelor's/Master's Degrees).

The Subtheme "Supervisory Relationship" and its Categories

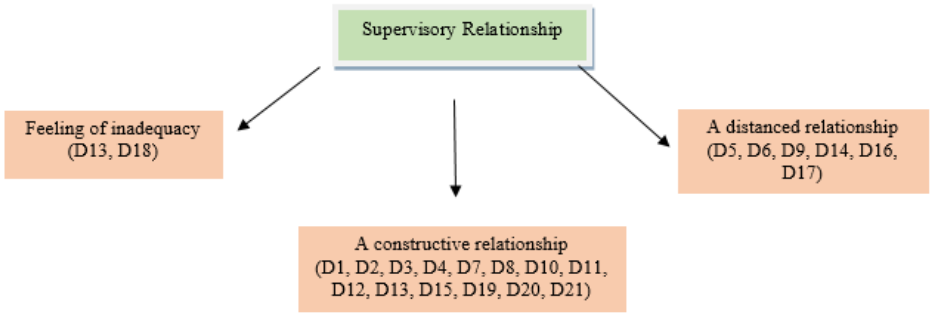


Figure 7. The subtheme "supervisory relationship" and its categories

As shown in Figure 7 concerning the subtheme "supervisory relationship", two of the counselors (D13, D18) believe that their relationship with their supervisors gave them a feeling of inadequacy; six (D5, D6, D9, D14, D16, D17) believe it was a distanced relationship; and fourteen (D1, D2, D3, D4, D7, D8, D10, D11, D12, D13, D15, D19, D20, D21) described it as a constructive relationship. Sample statements by some of the counselors are given below:

D18: *"I was adversely affected by my relationship with my supervisor during the supervision I received as part of my undergraduate studies. It made me feel inadequate. I was negatively affected since the course was taught ineffectively"* (Male, Bachelor's /Master's/ PhD Degrees).

D9: "*I can only feel cold and distant toward a kind of supervision that involves no face-to-face meetings. This method was used probably because it was a crowded class of 60 students. But supervision is one of those areas in university education that needs improvement the most"* (Female, Bachelor's Degree).

D1: *"We had a positive relationship with our supervisor and I was positively influenced by this relationship. She was always there to help us and would guide us by her many individual comments such as "look, this is not right", "you should have said this here", "you were unresponsive at this point" or "you were too silent or you talked too much""* (Male, Bachelor's Degree).

The Subtheme "Focus of Feedback during Supervision" and its Categories

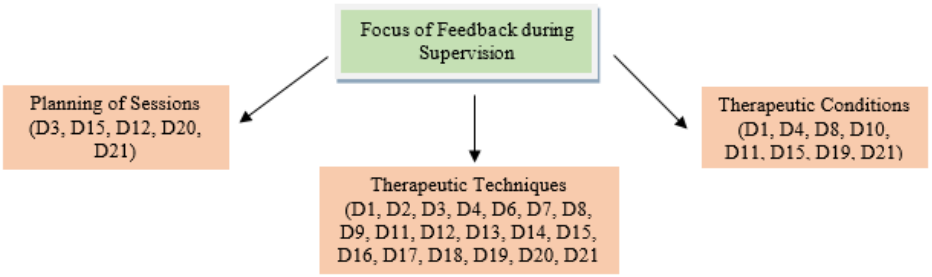


Figure 8. The Subtheme "Focus of Feedback during Supervision" and its Categories

As seen in Figure 8 which deals with the subtheme "focus of feedback during supervision", five of the counselors (D3, 15, 12, 20, 21) indicated that they focused on the planning of sessions during supervision; eight (D1, D4, D8, D10, D11, D15, D19, D21) said they focused on therapeutic conditions during supervision; and nineteen (D1, D2, D3, D4, D6, D7, D8, D9, D11, D12, D13, D14, D15, D16, D17, D18, D19, D20, D21) said they focused on therapeutic techniques during supervision. Below are sample statements by some of the counselors:

D21: *"My supervisor was very careful about building a sound therapeutic relationship between the client and the counselor and establishing therapeutic conditions (unconditional acceptance, respect, empathy, sincerity, and transparency) throughout the counseling process. Particularly during the earlier sessions, he provided feedback by taking care to use the early-level techniques in a healthy way. He was careful about providing feedback on using the techniques appropriately in their proper place. In the later sessions, we received feedback on how and where to employ the advanced techniques and used them in line with our client's needs"* (Female, Bachelor's /Master's/ PhD Degrees).

D8: *"We progressed with the skills required for becoming an effective counselor. We focused on empathetic understanding, authenticity, correct intervention, and grasping the key points"* (Female, Bachelor's /Master's Degrees).

D19: *"During my undergraduate supervision, my supervisor particularly focused on the principle of here and now, body language, and projection of emotions and content. In addition, we also focused on principles such as unconditional acceptance of the client and observing empathy, respect, and privacy. In my master's-level supervision, my supervisor similarly focused on techniques such as the principle of here and now, body language, and projection of emotions and content. Examining all the techniques required by Cognitive-Behaviorist Therapy and Gestalt Therapy and feedback were important issues in this process. We also focused on principles such as unconditional acceptance of the client and observing empathy, respect, and privacy"* (Male, Bachelor's /Master's/ PhD Degrees).

DISCUSSION

This study sought to answer the question "how do the counselors view the supervision they received during their training process?" As a result of the study concerning the supervision given during undergraduate education, 2 of the counselors indicated that they had not received any supervision at all; 11 indicated that the supervision they received turned out to be an unsatisfactory process; and 8 mentioned the effectiveness of their supervision process. As for the supervision process in master's education, 6 of the counselors did not receive any supervision, while 2 expressed their belief in the unsatisfactory quality of the supervision they received and 3 described their supervision as an effective process. For the supervision process in PhD education, 4 counselors did not receive any supervision; 1 believes that the supervision they received was unsatisfactory; and 2 believe in the effectiveness of their supervision process. Özgüven (1990) conducted a study in which he examined how the counseling and guidance activities have flourished in Turkey and found that the practicum and supervision experiences offered to undergraduate students are inadequate. In their study with professional counselors, Tuzgöl-Dost and Keklik (2012) reported that 30.5% of the counselors found their internship, practicum, and supervision experiences at university unsatisfactory. Moreover, 25 percent of the counselors feel themselves incompetent in their professional knowledge and skills. In his research on the supervision opportunities provided to trainees in Turkish universities, Özyürek (2009) concluded that the supervision offered in practicum courses is insufficient as it is given by inexperienced instructors to crowded student groups. Clearly, supervision practices provided in over-crowded environments is one of the factors that diminishes the quality of supervision activities in Turkey. According to CACREP (2001) standards, an

academic staff member providing supervision should have a maximum of 5 students for individual supervision and a maximum of 10 students for group supervision. In a similar vein, Borders (1991) argued that the number of students per supervisor should be between three and six so that the quality of supervision opportunities can be maintained.

According to the results of the present study concerning the supervision process in undergraduate education, the counselors who had received supervision indicated that their supervision process involved the following methods and techniques in order of frequency: with in-class activities but without actual clients; with actual clients but without feedback; with actual clients, recordings, and in-class feedback; with actual clients, recordings, transcriptions, and individual feedback; with actual clients, in-class roleplays, recordings, transcriptions, and general in-class feedback; and finally, with actual clients, recordings, transcriptions, observing from a mirrored room, and individual feedback. As for the supervision process in master's education, the counselors who had received supervision indicated that their supervision process involved actual clients, recordings, transcriptions, process planning, and individual feedback, in order of frequency of the methods and techniques used. And the counselors who had received supervision during their PhD studies indicated that the following methods and techniques were used in their supervision process in order of frequency: with in-class activities; with actual clients but without feedback; and with actual clients, recordings, transcriptions, individual and in-class feedback. These results suggest that the methods and techniques used for supervision in Turkey are not supported by certain standards and do not differ between universities and according to education levels. Similarly, in a study on the processes through which counselor trainees acquire counseling knowledge and skills, Meydan (2014) concluded that there is no clear specification as to which supervision methods should be used for supervision offered in Turkey. The author also noted that regardless of the supervision model and interventions used for the supervision given as part of the individual counseling course in Turkey, it would be difficult to train counselors who are highly competent in supervision through a supervision process that only lasts for one semester, usually through sessions with a limited number of clients and with feedback provided for a limited time period. CACREP (2009) standards underline that in-class practices are employed in the prepracticum stage to help prospective counselors acquire counseling knowledge and skills and give them a counseling experience. Here, an environment is created for counselors where they practice counseling with one another under the supervision of the course instructor. At the practicum stage, counselor trainees are expected to start working with actual clients. Supervision provided at this stage should involve individual or triadic supervision sessions that last for one hour a week on average, plus group supervision of one and a half hours a week. As demonstrated by the research findings, supervision practices in Turkey are offered either in individual sessions or in classroom groups and some of these practices involve actual clients, while some are based on classroom activities. It has been observed that the counseling training in Turkey is not guided by a common understanding for practicum courses and supervision; counselor trainees undergo an inadequate process of supervision and do not see themselves as competent enough when graduating; some of them do not receive any supervision while very few of those who do only receive individual supervision; and a large part of them receive supervision in crowded environments. However, Starling and Baker (2000) highlight the fact that group supervision experiences provided for counseling students at the beginning of practicum in addition to individual supervision will reduce their anxiety, increase their self-confidence, and help them clarify their goals, and also getting feedback from different people will enrich the supervision process.

The study results on the frequency of supervision received at undergraduate level demonstrate that the counselors received supervision weekly, biweekly, several times per semester, and once per semester in order of frequency. As for the frequency of supervision in master's education, the counselors indicated that they had received supervision weekly and biweekly, in order of frequency. And for the frequency of supervision in PhD education, the counselors indicated that they received it weekly and several times per semester, in order of frequency. Our findings suggest that there is no standard for the hours of supervision in Turkey. Özyürek (2009) conducted a survey about the counseling and guidance practices and supervision opportunities offered to undergraduate students in Turkish universities. He found that most of the university students could not receive supervision regularly and for a sufficient duration in their practicum courses. His results also revealed that some of the students did not form groups when receiving supervision, the instructors had ten to fifteen students under their supervision, half of the supervising instructors had not completed their PhD studies, about 30 percent of these instructors could attend the weekly two-hour classes (group supervision), and less than a quarter of the students received individual supervision. Borders (1991) recommends that in counseling training, the supervisor and the counselor should meet for supervision weekly or biweekly for sessions ranging between one and a half hours and three hours. As a matter of fact, counselor training in the US is provided at master's level (Borders & Drury, 1992) and on top of theoretical courses (prepractium), the practicum stage involves 100 hours of supervision and internship stage involves 600 hours of supervision experience (CACREP, 2001). In these supervision practices, the counselor and supervisor are advised to meet every week for one hour for individual or triadic supervision and also for one and a half hours for group supervision. In a study on counselor training in the US, Prieto (1998) found that the counselors and supervisions in most counseling programs meet once a week for about three hours.

Our study also revealed that the counselors received supervision based on cognitive-behaviorist theory, eclectic theory, solution-oriented theory, humanist theory, transactional analysis theory, and Gestalt theory, by their order of frequency. All of the participants indicated that they had received supervision according to models based on counseling theories. In these supervision models, the counseling conditions required by the theory that the supervisor focuses on in counseling also form the basis for his or her supervision (Meydan, 2014; Neukrug, 2012). In addition to these models, the literature also defines developmental supervision models and social role models of supervision. Borders and Brown (2005) argue that the supervision model used by the supervisor theoretically guides their selection of specific supervision methods and techniques, how they organize the knowledge and skills for prospective counselors to learn, and also their assessment of the prospective counselors.

The study results demonstrate that the counselors who had received supervision find the approach and style of their supervisors ineffective, critical, and constructive, respectively in order of frequency. The literature on supervisor behaviors recommends supervisors to start their relationship with counselor trainees with an empathetic and supportive approach and continue with a confrontational and evaluative approach in the later stages (Borders et al., 1991). Daniels and Larson (2001) argue that supervisor might discourage supervisees when they give them feedback through an unsatisfactory and overly-critical approach. Ronnestad and Skovholt (1993), who examined the supervision carried out with the beginning and advanced graduate students of counseling and psychotherapy, concluded that it would be more useful for the professional development of counselors if the supervisors provide their feedback to novice counselors through an endorsing approach and the teacher's role rather than being corrective and directing. The researchers also found that the beginning students need a more structured and didactic

supervision and a supportive and constructive approach from the supervisor in the process. In another study, Larson (1998) highlights the positive impact of a constructive and encouraging supervisor approach and performance-oriented supportive feedback in the supervision process upon the professional development of prospective counselors. In a similar vein, Lorenz (2009) also stresses the contribution of the supervisor's constructive approach, the quality of the supervisory relationship, and supervisor behaviors to the self-efficacy of counseling students.

In our study, the participants described their relationships with their supervisors as one that gave them a feeling of inadequacy, a distanced relationship, and a constructive relationship, in order of frequency. In the supervision process, a connection is established between the supervisee and the supervisor that forms their relationship. How this connection unfolds depends on the mutual trust between the parties, their collaboration, sharing, and the time spent together (Beinart, 2004; Renfro-Michel, 2006). Leddick and Bernard (1980) underline the importance of a counselor's rapport with his or her supervisor and the supervisor's warm, encouraging, and accepting attitudes to receive the maximum benefit from the supervision process. In another study on the counseling training in the US, Prieto (1998) found that students need a close, constructive, facilitative, and respectful supervisory relationship for maximum benefit from the supervision environment. Worthington and Roehlke (1979) also concluded in their research on the supervision process that counselors need a sincere and constructive supervisory relationship in this process. Büyükgöze-Kavas (2011) studied student views about their supervision process and noted that if counselors can build a constructive, motivating, sincere, and objective relationship with their supervisors, then this would positively affect and facilitate the supervision process.

The counselors in our study indicated that their supervision feedback had been focused on the planning of sessions, therapeutic conditions, and therapeutic techniques, respectively. In similar to our findings, Worthington and Roehlke (1979) found that prospective counselors receiving supervision expect the focus of feedback should be on how the counseling process is structured and the use of therapeutic techniques. Barletta (2007) also emphasized the importance of supervisor's feedback about therapeutic conditions and therapeutic techniques in the supervision process. In addition, the author recommends supervisors to use these skills in group supervision to teach them to prospective counselors by acting as a model. On the other hand, Campbell (2000) focuses on the quality of the supervisor's skills to provide feedback rather than on what he or she attaches importance to in feedback. Tangible and clear feedback that is oriented toward certain goals and does not involve generalizations play a crucial role in counselors' professional development.

Implications

This study explored counselors' views about the supervision process, effective counselor characteristics, professional pride, and job satisfaction. The qualitative data demonstrated that counselors' professional pride and job satisfaction is influenced by supervision, supervisor behaviors, and effective counselor characteristics, as well as the problems they encounter in their professional practice. We suggest that further research may explore counselors' professional problems using quantitative and qualitative methods. Furthermore, the present research and most of the research in the literature have been conducted with school counselors. Future research may focus on the supervisor behaviors, effective counselor characteristics, professional pride, and job satisfaction of counselors working in different institutions through qualitative data.

We suggest conducting research on how to enhance the professional pride and satisfaction for counselors in their practice and to explore the problems they might encounter in their professional practice. In line with this purpose, workshops may be organized where counselors may meet their colleagues. Also, in-service trainings such as therapy training and supervision may be offered to enhance effective counselor characteristics in counseling practice.

We believe that the "individual counseling practicum and supervision" course should be compulsory in counselor training at undergraduate, master's, and PhD levels.

In the results obtained from the research, it was seen that there is no standard in supervision training in Turkey. In order to achieve this standard, it can be suggested that the faculty members in the field of guidance and psychological counseling agree on a joint supervision program they have developed. It is essential to consider the supervision hours included in the CACREP standards in this supervision program that is proposed to be established. In addition, it can be suggested to policy makers to carry out studies on standardization in the number of faculty members and their qualifications.

Conclusion

In line with the data obtained from the research, it is seen that the supervision training given in psychological counseling and guidance programs in Turkey is insufficient. According to the research findings, the reason for this situation is that the supervision period is short, the number of students per faculty member is high, the number of faculty members is low, the faculty members do not have sufficient experience in individual psychological counseling and supervision, psychological counseling rooms, mirror rooms, camera systems in universities. This is explained by the limited physical facilities and the lack of a common understanding among universities.

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Author Contribution

This study was conducted by all the authors working together and cooperatively. All of the authors substantially contributed to this work in each step of the study.

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It has been reported by the authors that there is no conflict of interest.

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