Supervision of Group Counseling Practicum with Multiple Supervision Models: Opinions of Master Students

Grupla Psikolojik Danışma Uygulamaları Pratiğinde Farklı Süpervizyon Modelleri: Yüksek Lisans Öğrencilerinin Görüşleri

Hacer Yıldırım Kurtuluş[1*]
Tuba Kalay Usta[2]
Gülgün Uzun [3]

* Sorumlu yazar
 Corresponding author

[1] Dr., Milli Eğitim Bakanlığı, Türkiye
Dr., Ministry of Education, Turkey
haceryildirim91@gmail.com
ORCID ID https://orcid.org/0000-0002-0880-1318

[2] Dr. Öğr. Üyesi, Biruni Üniversitesi, Türkiye
Assist. Prof. Dr., Biruni University, Turkey
tuuba.kalay@gmail.com
ORCID ID https://orcid.org/0000-0003-3628-8432

[3] Dr., Milli Eğitim Bakanlığı, Türkiye
Dr., Ministry of Education, Turkey
gulgun_gcn@hotmail.com
ORCID ID https://orcid.org/0000-0003-2421-7725

560

ÖZ

Bu çalışmanın amacı, grupla psikolojik danışmada farklı süpervizyon modellerine ilişkin olarak yüksek lisans öğrencilerinin görüşlerini belirlemektir. Bu amaçla, bu araştırmada, bireysel, akran grup ve üçlü süpervizyon formatlarından oluşan, dersin süpervizörü ile beraber akran süpervizörlerinin de eşlik ettiği süpervizyon modelinde psikolojik danışmanların süreçteki duygu ve düşünceleri üzerinde durulmuştur. Çalışmaya İstanbul'da bir devlet üniversitesinde, Rehberlik ve Psikolojik Danışmanlık programında okuyan beş yüksek lisans öğrencisi katılmıştır. İçerik analizi sonucunda elde edilen bulgulara göre, psikolojik danışmanlar, süpervizörün deneyimli olmasının avantajları ile akran süpervizörlerinin kolay ulaşılabilir olmaları, rahat ve samimi ilişki kurabilmeleri ve destekleyici konumlarının sağladığı kolaylıkları avantaj olarak görmektedirler. Akranların yeterli deneyime sahip olmaması ise bir dezavantaj olarak görülmektedir. Psikolojik danışmanlar, ideal süpervizyon ortamı için süpervizörün destekleyici tutumunun ve hızlı geribildirim vermesinin önemli olduğunu düşünmektedirler. Araştırmanın bulgularına göre, grup lideri yetiştirmede psikolojik danışmanlara verilen süpervizyonda, bireysel süpervizyonun yanında akran grup süpervizyonu ve üçlü süpervizyon formatlarının entegre edildiği bu modelin sürece olumlu etkilerinin olduğunu görülmüştür. Bu bulgulardan yola çıkılarak, grupla psikolojik danışmada lider yetiştirmeye yönelik programlara, bu çalışmada ele alınan süpervizyon modelinin önemli bir katkı sağlayacağı düşünülmektedir.

ABSTRACT

This study aims to examine the opinions and remarks of the master students on multiple supervision models of group counseling. For this purpose, in this study, the feelings and thoughts of psychological counselors in the process were examined in the supervision model, which consists of individual, peer group and triadic supervision formats, accompanied by the supervisor of the course and the peer supervisors. Five counselors, who are master students in Psychological Counseling and Guidance department of a state university in Istanbul attended to this study. Results of the content analysis yielded that counselors had positive emotions, such as excitement, happiness, and trust related to peer, group and triadic supervision in group counseling at the beginning of the process and positive thoughts and emotions about working with peer supervisor. The counselors considered experienced supervisors, easily accessible peer supervisors, and supportive functions, friendly and sincere attitudes of peer supervisors as advantages. Counselors seem to be greatly satisfied with supervisor and peer supervisors, positive about working again with the same supervisors in triadic and peer supervision future experience. However, counselors regarded inexperienced peers as a disadvantage. On the other hand, there were counselors who think that the characteristics of the supervisor and peer supervisors, such as their age, gender, appearance, have a positive effect on the process, as well as those who think that this has no effect. The needs and suggestions of the psychological counselors regarding the process are related to the content and the duration. For the ideal supervision environment, psychological counselors think that the supportive attitudes and rapid feedback of the supervisor are important. According to the findings of the study, it is found that this model, in which peer group and triadic supervision formats are integrated with individual supervision, has positive effects on the supervision process in group leader training. Based on these implications, it is thought that the supervision models discussed in this study will make an important contribution to the programs for training leaders in group counseling.

561

INTRODUCTION

Group counseling is a professional help aiming to improve the interpersonal relationships of each participant by examining the emotions, values, and attitudes of individuals (Voltan-Acar, 2012). Focus of group process is to improve coping skills in interpersonal relationships rather than internal dynamics of individuals (Adler, & Brett, 2014). Group is defined as a societal micro cosmos consisting of several therapeutic components in which individuals experience interpersonal adjustment problems, cooperation, acceptance, and approval by others, hope, universality, sharing knowledge, interpersonal learning, commitment (Yalom, 2002). Everyone in the group has his/her own dynamic, in addition the group dynamic itself (Corey et al., 2016).

Certain levels of education and competencies are needed to conduct group counseling. Group counseling requires unique techniques and a different set of skills to monitor the group dynamics. The training standards of counselors who will work with groups have been determined by the Association for Specialists in Group Work (ASGW, 2000). Basic level competencies, which are developed related to the standards specified by Council for Accreditation of Counseling and Related Programs (CACREP, 2009) should be gained at the beginner level in all of the counselor training programs. In the counselor education at least one course covering knowledge about group types, process, dynamics and group leadership training should be included. These standards recommend experts who will carry out group work to allocate one-fourth of the expertise experience period and all of their hours spent in the internship process under supervision for leadership and co-leadership (The American Group Psychotherapy Association, ASGW, 2000). ASGW (2003) recommends a minimum of 300 hours of group therapy experience and 75 hours of group therapy supervision to become a group leader. In addition, according to the standards set by CACREP (2016) to increase the quality of group work in graduate counselor training programs, at least one-fourth of the 40-hour practice experiences of the students are suggested with supervision. In Turkey, it is needed to receive a Master of Science education consisting of both theoretical and practical courses related to counseling and attending group counseling as a member which is led by different leaders are essential prerequisites in order to be a competent group leader (Voltan-Acar, 2012).

When the supervision specific to group counseling is mentioned, it is more prominent in the literature to develop the leadership skills of the group leader. ASGW (2000) emphasizes that the best way to gain competence in group work is to observe a group counseling and lead the group under supervision. Furthermore, it is recommended to participate in individual and group counseling or psychoeducational group or a supervisor group to improve those necessary skills to become a group leader (Corey, 2012; Yalom, 2002). Similarly, in the CACREP (2016) standards, it is stated that students in graduate education should directly experience at least 10 hours of group life during a course period. Besides, in addition to effective counseling skills, it is necessary to have certain personality traits such as courage, openness, trust in group process, resilience, creativity, and self-awareness, in order to manage the process adequately (Corey et al., 2016; Yalom, 2002). Receiving professional supervision during counseling training plays a key role in order to acquire the aforementioned skills.

According to the commonly used definition, an intervention provided by a senior member of a profession to junior member of the same profession has been called as supervision (Bernard, & Goodyear, 2004). Clinical supervision has been defined as the formal fulfillment of relationship-based training and practice that manage, support, develop and evaluate the work of colleagues

562

(Milne, & Watkins, 2014). Supervision is a process in which a novice counselor is observed and directed by a professional (supervisor) through monitoring, guidance, and evaluation, and gaining experience through the experiential and instructive environment from a relational perspective, and transforming the previously learned theoretical information into practice (Gladding, 2012; Özyürek, 2009; Yılmaz, & Voltan-Acar, 2015). Supervision aims to help counselors to understand themselves and their clients better and to realize and overcome their own barriers which may prevent them from gaining professional competence (Bordin, 1994; Voltan-Acar, 2012).

Supervision is conducted in different formats. In the literature, individual, triadic, and group supervision models come into prominence to meet the needs of counselors. According to CACREP (2016) standards, individual supervision is defined as a didactic and guiding relationship established between an expert in the counseling profession and a counselor candidate, while triadic supervision is an instructive and guiding relationship consisting of a counseling professional and two counselor candidates. Group supervision, on the other hand, is an instructive and guiding relationship established by one professional in the counseling major and more than two counselor candidates. During the counseling practice, counselors/ counselor candidates meet with the supervisor at least once a week. In individual and triadic supervision, a professional can support up to 6 counselor candidates at the same time, while a professional in group supervision can meet with 12 counselors at the same time. There are different reasons behind the supervision preference. Individual supervision enables more privacy and provides more time per counselor/candidate while the group supervision provides the opportunity to train more counselors/candidates for the cases with limited number of supervisors (Barletta, 2007). It is also possible for a supervisor to conduct a group supervision up to 12 supervisees (Borders & Brown, 2006). Triadic supervision, on the other hand, provides the opportunity to both gain the experience of individual supervision and monitor the supervision process of another peer, while providing the opportunity to benefit from a different experience and observe the supervisor's way of giving feedback to a supervisee and supervision skills (Stinchfield et al., 2007). These formats are used for both individual counseling and group counseling trainings.

A widely used format in recent years is the peer supervision method. In peer supervision method, counselors with similar levels of experience and knowledge come together and supervise each other (Campbell, 2000). In peer supervision, counselors are able to observe themselves from the outside and to assess their pros and cons and the different points of view. They may also notice what they could not perceive previously, and they might even become aware of the issues which are unnoticed by the supervisors (Aladağ et al., 2011). Peer supervision sometimes may not be useful. The group goal may not be accomplished if peers display an over-supportive behavior and give excessive advice (Borders, 2012). However, receiving peer support in a group environment decreases performance anxiety and facilitates interaction (Siviş-Çetinkaya, & Karaırmak, 2012). Granello et al. (2008) proposed a kind of peer supervision model for supervision training. In this model, psychological counseling students at the doctoral level provide supervision to master level students under the supervision of the lecturers and supervisors.

In the triadic supervision model, the role of peers is commenting about the session and giving feedback under the supervision of a professional and experienced supervisor. In recent years, a considerable amount of research was conducted on the superiorities and limitations of the triadic

563

supervision over the individual, group, and peer supervision models. Lawson et al. (2010) suggested that peer feedback provides indirect learning opportunities as well as various perspectives, and it is sometimes more accessible and understandable than the supervisor`s feedback. On the other hand, the study conducted by Borders et al. (2012) indicated that the feedback from peers who have different counseling skills, personality traits, and developmental level had a negative impact on the peer feedback and remained ineffective. Besides, the peer feedback could turn out to be destructive criticism when it is inadequately given or when the peers have a sense of jealousy (Lawson et al., 2009; Stinchfield et al., 2010). As a type of peer feedback, the triadic supervision might prevent the disadvantages of peer feedback using an external evaluation by an experienced supervisor. The researchers, who embrace the more structured supervision approaches, emphasize the importance of a supervisor who is able to perform significant roles such as facilitating the participation of all members, introducing multiple perspectives into the group, instructing the constructive feedback as a model, avoiding judgmental feedback, and reducing resistance to the feedback (Borders, 2012).

Studies on the triadic supervision model contributed to the development of triadic model by discussing its advantages and disadvantages, while also proposing new suggestions and opinions. For instance; Lawson et al. (2010) used the triadic supervision model and tested this model, where doctoral students give feedback to master students under the supervision of a faculty member, and come together as a group every week. In the study, students and supervisors suggested that getting feedback from a second peer facilitates their situation in many ways and is a very effective method in terms of including elements of both group and individual supervision. According to Lawson et al. (2010) the supervisors should support the peers in giving more honest and constructive feedback and also train students about methods of conducting an effective supervision. Students should be encouraged to assess and guide their peers based on the counseling skills of peers, case formulation and self-awareness during the supervision (Borders, & Brown, 2006). Furthermore, the peers should also be encouraged to open themselves in order to receive group support effectively during the feedback process, and it should be ensured that the peers leverage from the group feedback for being aware of processes that are related to peer such as transference and countertransference (Avent et al., 2015).

While talking about supervision formats in the literature, it is seen that supervision for individual counseling is focused on, supervision methods are rarely mentioned in studies related to group counseling. DeLucia-Waack and Fauth (2004) listed different supervision models for group leadership as: individual supervision, dyadic supervision, triadic supervision, and group supervision for group leaders and co-leaders. For group leaders, the individual supervision model focuses on the leader's personal responses in the group leader's case conceptualization, counseling skill development, and interventions within the group. In the dual supervision model, based on the master-apprentice relationship, a more experienced group leader co-leads the less experienced group leader in the group experience and supervises the inexperienced leader. Thus, she directly witnesses intra-group dynamics, the leader's counseling and leadership skills, and the transfer of dynamics for the group. In the triadic supervision model, a supervisor supports the group leader and co-leader who lead the same group. In this process, two leaders in the same group have the opportunity to notice the blind spots that cannot be seen by each other and to evaluate the group dynamics both from the eyes of each other and from the eyes of the supervisor. Since the relationship between the leader and the co-leader will also have an effect on the group, the transfer of a supervisor working with two leaders at the

564

same time reveals transference, group dynamics and challenging relationships. Finally, in the group supervision model, while a supervisor supervises a large number of group leaders at the same time, each leader also has the opportunity to experience and understand the dynamics of his or her group within a group experience. Each leader's experience is instructive for other leaders.

It is observed that the competencies and qualifications of supervisors are important, considering the critical tasks of professionals performing as supervisors in the training of counselor candidates. Counseling experience is vital in the training of counselors. Vidlak (2002) emphasized the importance of the supervision experience before graduation for the supervisors in order to acquire a comprehensive knowledge of skills and methods. From this point of view, it is crucial to focus on the training of supervisors. Granello et al. (2008) proposed a peer supervision model for supervision training. In this model, PhD students in counseling supervise the master students under the supervision of a lecturer and equivalent supervisors. Lawson et al. (2010) used and tested a similar model. Under the supervision of a professor, PhD students gave feedback to master students in weekly meetings. In this study, students and supervisors suggested that receiving feedback from another peer facilitated their own processes in many aspects and it was an extremely effective method as it contains both elements of the group and individual supervisions. Werstlein and Borders (1997) emphasized the importance of using group influence in supervision. In this study, a PhD-level psychological counselor met once a week with 4 master-level psychological counselors and conducted group supervision. The psychological counselor at the doctoral level with experience in the field is also supervised by the faculty member during the process of supervision. In another study, each of 6 psychological counseling doctoral students formed a group of students who received a master's degree in the same field and took part in these groups as co-leaders every week. At the same time, all doctoral students receive group supervision support from the faculty members (Christensen & Kline, 2000). In these studies, it is seen that different supervision formats are tested in accordance with supervisor training standards. In the present study, a similar model is embraced for group counseling.

In Turkey, various empirical studies conducted on supervision in the training of counselors (Aladdin, 2014, Aladag, et al., 2011; Aladag, & Kemer, 2016; Amanvermez et al., 2020; Atik, & Yıldırım, 2017; Bakalım et al., 2018; Kemer, & Aladağ, 2013; Meydan, 2019; Özyürek, 2009, 2010; Pamukçu, & Kağnıcı, 2017; Zeren, & Yılmaz, 2011; Tanhan, 2018; Waste, 2017; Waste et al., 2016) and review studies (Atik et al., 2014; Daşçı, & Yalçın, 2018; Esen-Çoban, 2005; Koçyiğit-Özyiğit & İşleyen, 2016, Meydan, & Kağnıcı, 2018; Meydan, & Koçyiğit-Özyiğit, 2016; Siviş-Çetinkaya, & Karaırmak, 2012; Yılmaz, 2015). On the other hand, the number of studies on supervision specifically for group counseling is sparse. Reviewing some of these studies, it was underlined the importance of supervision in group counseling training, supervisor-counselor relationship, supervision methods, supervisor training, and ethical issues, the effectiveness of the supervisor`s attitudes, the need to new solutions and models to provide effective supervision (due to the increasing number of students per professors in psychological counseling) and developing group leadership models provide counseling candidates the competence to conduct group counseling.

In the international literature, there are researches on group leadership training and group counseling supervision (Bernard, 1999; Bernard, & Goodyear, 2014; Christensen, & Kline, 2000;

DeLucia-Waack, 1999; DeLucia-Waack, 2001; Granello, & Underfer-Babalis, 2004; Granello et al., 2008; Newman, & Lovell, 1993; Ohrt et al., 2014; Rønnestad, et al., 2019; Stockton, & Toth, 1996; Werstlein, & Borders, 1997; Yalom, 1995). In these researches, there are some different models which emphasized the importance of using group, peer influence and real group experience and practice as co-leadership. In recent years, studies related to group counseling in abroad, group, triadic and peer supervision formats or the integrated form of these formats are preferred rather than classical individual supervision for group leadership training. On the other hand, in some studies, especially for the graduate level counseling programs, doctorate level students learn to give supervision by experience and getting part in the triadic and peer group supervision models. Thus, they are preparing to become supervisors. Also, while getting supervision counselor candidates get the chance to receive supervision from different people.

Counselors trained at master's level are expected to practice in the group counseling course via experiencing an interaction-oriented group process within the course. According to the previous studies, group counseling process and supervision generally examined in terms of opinions of counseling students experiencing group influence or peer support formats for supervision. However, studies generally focused on efficacy of the supervision formats separately and many of them evaluate these formats in the concept of individual counseling course. Unlike previous studies aiming to evaluate group counseling supervision, in this study, supervision model of group counseling, a combination of individual, peer group and triadic supervision formats, were used. It is aimed to examine the views of counselors who are graduate level students conduct group counseling about individual, peer group and triadic supervision experience in the group counseling practice course. Accordingly, this study investigates the question: "What are the views of the experiences of counselors who conduct group counseling, and take the supervision of combination of individual, peer group and triadic supervision?".

566

On the other hand, the research is important in that it is aimed at providing master level counselors with the skills of conducting group counseling by getting supervision not only individually, but also, in peer groups and triadic models. Experiencing these models, counselor candidates had the chance to get different feedbacks from different perspectives. This study is important in that psychological counselor candidates experience various supervision formats together and reveal their views on this subject. For the indirect effect of the study, doctorate level counselors had the chance to have first experiences of being a supervisor. Because, a study showed that the students in Turkish universities could not receive individual or group supervision for a sufficient amount of time and on a regular basis, and most of the academicians conducting group supervision were inexperienced, students were supervised in large groups consisting of minimum 10-15 person per academician (Özyürek, 2009). For this purpose, in this study, a supervision model for group counseling training was developed by the integration of individual, peer group and triadic supervision formats and doctorate level students and master's level students came together for the experience of these formats in group counseling course. While studies do show that the most beneficial methods for learning group skills include activities like participating in groups, leading groups, watching videos of group sessions, and receiving supervision and feedback on group leadership (Ohrt et al.,2014; Walsh et al., 2017).

METHOD

Research Model

In this study, one group pre-test post-test model, one of the experimental research designs, was used (Karasar, 2012). In addition, in the research, the views of postgraduate students before and after supervision in the group counseling process were examined with the phenomenological approach, one of the qualitative research methods (Büyüköztürk et al., 2013).

The phenomenological approach emphasizes the common experiences of a group of individuals, and the theory-building work goes beyond description to reveal a theoretical explanation of a process or action (Creswell, 2020). In this study, the phenomenological approach was preferred because of its applicability, trying to understand and conveying human experiences, focusing on the perceptions and perspectives of the participants about a phenomenon, how they made sense of this phenomenon, how they experienced the phenomenon (Brown et al., 2006). The main point intended to be explored in depth was the opinions of master students on the peer, group and triadic supervision.

In the research process, phenomenological approach steps were taken into consideration. These stages are; identifying the research problem, writing the problem and the purpose statement, designing the research, establishing the conceptual framework, identifying the participants, data creation process and data analysis (Tekindal, & Uğuz, 2020)

Participants of the Study

In phenomenology research design, participants are expected to have experiences on the research topic (Heppner et al., 2013). The study was carried out with Psychological Counseling and Guidance graduate students at a state university in Istanbul and 3 doctoral students who will be their peer supervisors. All of the five participants who received postgraduate education were women enrolled in the Group Counseling Practice course. Psychological counselors who will act as peer supervisors were doctoral students of the relevant university and all three were women. Peer supervisors are also the conductors of this research. However, there is a faculty member who supervises both peer supervisors and counselors.

Data Collection Instruments

The data of the study were collected by two separate questionnaires consisting of open-ended questions developed by researchers. The items of the questionnaires were prepared from the items in the question pool prepared by three counselors and an academician in this field. The questionnaires created to collect data, were sent to three experts in the field of supervision, independent of the research, for their suggestions. Then, the questionnaires were finalized with corrections in line with expert opinions. The first prepared form was sent to the counselors before starting the supervision and the peer supervision; the second form was sent after the processes were completed. The first questionnaire was comprised of questions, such as "How did you feel when you selected this course and learned your responsibilities?", "What do you think about the idea of getting support from different people (supervisors and peer supervisors)?". The second questionnaire was also comprised of questions, such as "What kind of experience was participating in the supervision by lecturer and the peer supervision by doctorate students in group counseling?", "What would you like to change if you were to participate in the supervision with lecturer and the peer supervision in group counseling again?

What would you suggest?", "How was your motivation to participate in the supervision and peer supervision processes in group counseling? What influenced your motivation?", "What were the problems you handled without the need for a supervisor/supervision during the group counseling process?", "What do you think are the advantages that separate peer supervision from supervision in group counseling?", "In your opinion, what are the disadvantages that distinguish peer supervision from supervision by lecturer in group counseling practice?". In order to determine the effectiveness of supervision in the research, different questions were asked before and after supervision. While pre-supervision questions generally focus on information and expectations about the process; The questions asked after the supervision focused on the effectiveness of the process.

Study Procedure

Informing participants

Before starting the study, counselors were informed about the study and the objectives were explained in detail. Rules and rights, such as they may participate in the study on a voluntary basis or they can quit or withdraw their data at any stage if they wish, were stated in the written and verbal form.

Group counseling course

During the supervision process, a peer supervisor was assigned to each counselor. Due to the small number of peer supervisors, two peer supervisors supervised two people at the same time. Each psychological counselor is expected to carry out the entire counseling process with a group. Counselors were asked to write a transcription for group counseling practices during the supervision process and send this transcription to peer supervisors. After peer supervisors give feedback to the counselors on document, they send the edited form of transcription to both the counselors and their supervisor who is the lecturer of the course. The supervisor, who is the lecturer of the course, gave feedback to both the counselor and the peer supervisor through this transcription. Thus, it is ensured that counselors receive feedback on the supervision process, while peer supervisors receive feedback on their supervisory experience.

568

Group counseling sessions

Prior to the start of group counseling, counselors selected the members of their groups. Counselors considered a number of criteria during the decision process. Some of these criteria were listed as the high motivation to join the group, not having the people with close relation or relatives in the same group, the members of the group should be selected from a similar socio-economic level or a similar age group, ensuring the diversity in the group, not having any psychiatric diagnosis, and not using any medication for any mental health disorder (Carroll & Wiggins, 2008; Corey et al., 2016; DeLucia-Waack, 2006; VoltanAcar, 2012; Yalom, 2002). Each participant provided group counseling at least 10 sessions under supervision and peer supervision.

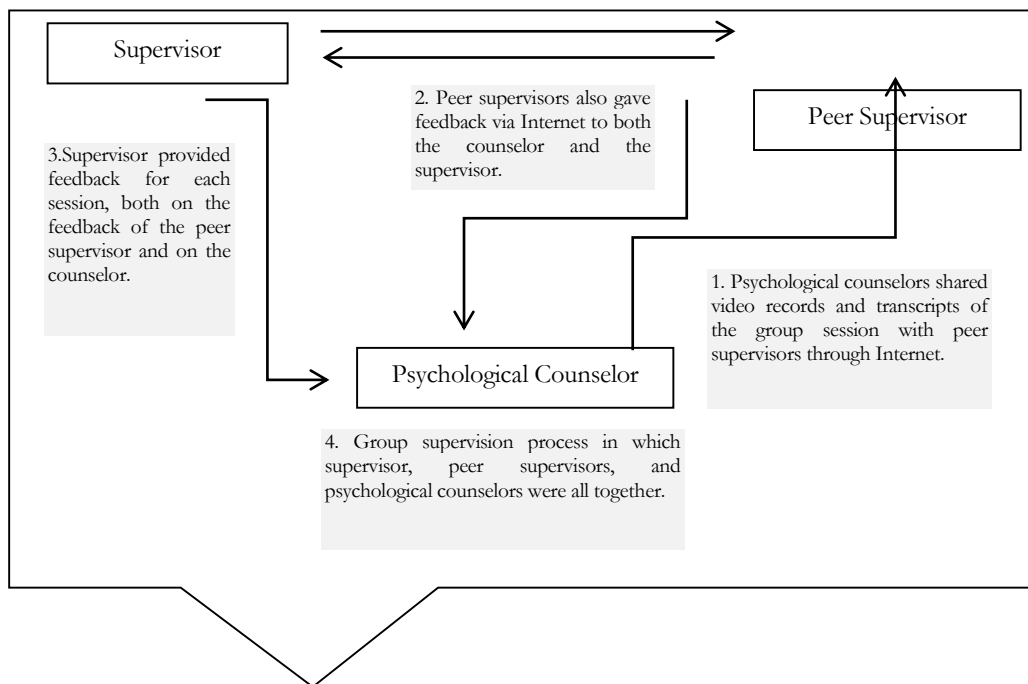*Supervisor and peer supervisors*

In this study, MSc students are referred to as counselors while PhD students are referred to as peer supervisors and supervisor is referred to as the lecturer of the course. Three peer supervisors were PhD students in Psychological Counseling and Guidance and all of them were female. Moreover, peer supervisors completed theoretical and applied courses on group

counseling, and they had the experience of being a group leader and also group member under the supervision. Each counselor provided group counseling for at least 10 sessions under supervision of the peer supervisor and the supervisor.

Supervision by the lecturer and peer supervisor

Before starting the group counseling, counselors and the peer supervisors met. The counselors were informed about the training and experiences of the peer supervisors. Supervision and peer supervision were processed in three forms: peer supervision, triadic supervision, and group supervision. These three nested processes are described in Figure 1.

Figure 1. *Supervision and Peer Supervision*

In this study, face-to-face or online peer supervision was conducted between the counselor and the peer supervisor. In the peer supervision, first, counselors shared video records and transcripts of the group session with peer supervisors through Internet. Peer supervisors also gave feedback via Internet. Counselors also could reach to peer supervisors by e-mail or telephone, if necessary. At this stage, the peer supervisors also sent the feedback on the weekly supervision process to the lecturer of the course. The aim here is to give feedback to both the supervision process of the counselor and the supervisory role of the peer supervisor by the supervisor. Supervisor provided feedback for each session, both on the feedback of the peer supervisor and on the counselor. Peer supervisor and counselor had both access to feedback. Figure 1 shows the group supervision process in which supervisor, peer supervisors, and counselors were all together. They met once a week during class hours evaluated the counseling videos of group counseling applications and provided feedback to each other.

Data Collection Procedure

Forms for data collection were sent to counselors via e-mail. The first form was shared after counselors met the peer supervisors. The last form was sent immediately after the last session of group supervision ended. The filled forms were requested to be collected by a counselor in the

569

group. This counselor delivered the data which were collected using the nicknames to the researchers at the end of the process.

Data Analysis

In this study, data collected as written documents were analyzed by using thematic analysis method. Sentences and phrases were selected as the unit of analysis.

Expert evaluation, defining the role of the researchers in detail, and participant confirmation (Hunt, 2011; Johnson, 1997; Merriam, 1995; Yıldırım, & Şimşek, 2008) were used in order to ensure the validity and reliability of the study. The questionnaire developed for data collection, was shared with three independent field experts who had studies on supervision. The questionnaire was revised based on the feedback provided by the experts. Moreover, two authors of this study independently carried out the analysis, and then the third researcher reviewed the codes and categories. After the completion of review process, the categories were clarified. One researcher of this study was both lecturer and the supervisor. This could be considered as an important limitation, although it also facilitated the planning and implementation of the research.

In order to eliminate this limitation, this research was conducted only in collaboration with voluntary participants and the information of the participants remained anonymous, and the information of the participants was not shared by the researchers until the end of the period. Data were collected by one of the participants and delivered to the researchers. The researchers involved in the study took part in the role of peer supervisor throughout the supervision process. Although being graded between peer supervisors and counselors was not an obstacle, researchers were blinded during the data collection process like supervisors. In order to ensure objectivity, data were collected by a counselor. Another method to increase the validity and reliability of this study was obtaining the confirmation of the participant. At the end of the research, the findings were shared with all participants and they were asked to confirm their responses by following their nicknames.

FINDINGS

In this part of the research, the findings related to the five themes will be presented in order. These themes are; thoughts and emotions of counselors before the supervision experiences, supervision experience of counselors, the effects of demographic characteristics of the supervisor and peer supervisor on supervision process, needs and suggestions of the counselors related to the process. These themes of the research were determined using thematic analysis. After the themes were determined, the categories and codes were placed in these themes.

Thoughts and Emotions of Counselors before the Supervision Experiences

In order to understand the thoughts and emotions of counselors about their opinions towards this process, these questions were asked: "How did you feel and what you thought when you first selected this course, learned your responsibilities, and met your peer supervisor?" and "What do you think about carrying out supervision with two different supervisors?" Results were evaluated together since the answers to these questions are closely related. Results of the analysis are given in Table 1.

Table 1. *The Findings of the Themes in Relation to Thoughts and Emotions of Counselors before the Supervision Experiences*

Categories and Codes	Counselor
Emotions on process	
Positive emotions such as excitement, happiness, and trust	PC1, PC2, PC4
Having a nice experience and hope of professionalization	PC1, PC2, PC3
Fear to carry the responsibilities	PC3, PC5
Thoughts on process	
Expectations for comprehensive evaluation	PC3, PC4, PC5
Emotions on peer supervisor	
Being sincere and close	PC2, PC3, PC4, PC5
Thoughts on peer supervisor	
Advantage of working with a similar group	PC2, PC3, PC4, PC5
Possibility of establishing easy communication	PC3, PC4, PC5
A peer eager to help	PD1, PC5
Possibility of the effectiveness of progressive approach	PC2
Peer supervisor also benefit	PC2

571

As can be seen in Table 1, all thoughts and emotions of counselors prior to the experience of supervision and peer supervision were positive. A couple of examples of statements on this issue are as follows: *"I was happy to conduct the group counseling and I was very excited. (PC4)". "I have too many responsibilities but my emotions about being inexperience can be better understood by my peer supervisor, and that makes me quite happy. (PC1)".* A comprehensive assessment of the counselors is vital in this process: *"I think that it will be more objective to see different perspectives and I can get a more comprehensive evaluation. (PC4)".* Apart from these positive emotions, PC3 and PC5 also stated that they have had negative emotions like worry: *"I will get nice experiences in the end. I am going to be more professional in practice, I hope this. But I feel a little bit frightened as I will have too many responsibilities. (PC3)."*

Some statements of the counselors about the peer supervisors are as follows: *"I felt very close to my peer supervisor. It was good to know that I would get feedback from her/him first. The progressive structure of the process made me think that the feedback would be more effective. I also thought that my peer supervisor could benefit from this experience. That sounds very good to me. (PC2)". "It made me feel relieved that he/she had a similar experience before and tended to help. I realized that I could ask any questions about the process without hesitation (PC5)".*

Supervision Experience of Counselors

In order to understand the thoughts and emotions of counselors about their experiences of the process, these questions were asked: *"What kind of experience was it for you to participate in supervision and peer supervision in group counseling?"* and *"How do you evaluate the process when you consider the process itself, sharing of the tasks, roles?"* Moreover, in order to analyze their satisfaction about the process, this question was asked: *"Would you like to get help from your current supervisor/peers in the future?"* The responses of counselors were examined, and the results are given in Table 2 and Table 3.

Table 2. *The Findings of the Themes in Relation to Supervision Experiences of Counselors*

Categories and Codes	Counselor
Supervision and Peer Supervision	
Supporting and reassuring environment	PC1, PC2, PC3, PC4, PC5
Existence of different opinions	PC2, PC3
Evaluation of The Supervisor Role	
The last person who gives feedback	PC2, PC5
Giving experience	PC3, PC5
Evaluation of The Peer Supervisors Role	
Easily accessible	PC1, PC2, PC3, PC5
Establishing a friendly communication	PC2, PC3, PC5
Being supportive	PC1, PC3, PC4
Lack of experience	PC1, PC2, PC4, PC5

572

As can be seen in Table 2, the thoughts of the counselors about supervision and peer supervision in group counseling were classified into three sub-themes. These sub-themes were related to process of supervision and peer supervision, the role of the supervisor, and the role of peer supervisors. The following results were obtained by examining the responses given under the sub-themes: All counselors stated that supervision and peer supervision provided a supportive and reassuring environment. For instance, "*Supervision is a must for inexperienced counselors. This application provided me with a clearer road map, made me feel stronger and more confident (PC2).", "It made me feel safe. Being evaluated professionally helped me to realize and correct my mistakes (PC3)."* Two counselors (PC2, PC3) considered the different opinions in supervision and peer supervision as a significant advantage. PC3 stated that *"Different opinions enabled me to gain different perspectives."* while PC2 stated that: *"My motivation was good because I needed this feedback a lot to be able to conduct the sessions better. The perspective of my peer supervisor also contributed to my sessions. Thanks to this application, a session was accompanied by three different voices."*

The second sub-theme is related to the role of the supervisor in this process. Two counselors (PC2, PC5) emphasized the role of the supervisor as the final feedback source during the supervision process. For instance, PC2 stated this issue as follows: *"The final solution and feedback were provided by supervisor (PC2)."* Two of the counselors (PC3, PC5) mentioned the effect of supervisor on guiding as well as the effect of the experience of supervisor: *"My supervisor played a guiding role in pointing out what is right and, what is wrong as well as presenting alternatives, especially after the sessions. It affected my motivation in a positive manner as my supervisor had a lot of experience in group counseling and his/her explanations were constituted based on the case studies and he/she was also helpful and understanding (PC3)."*

In the third sub-theme, counselors emphasized the role of their peers in group counseling. Four counselors (PC1, PC2, PC3, PC5) considered that the peer supervision was superior to supervision in terms of the supervisor accessibility. For instance, *"Peer supervision had a big advantage since I could easily express my worries and concerns before and after the sessions. He/she provided feedback on the reports that I sent after the sessions, I shared my concerns about the sessions, and we had discussions (PC5)."* Establishing close and friendly communication with peer supervisors was regarded as beneficial by three counselors (PC2, PC3, PC5). For example, a counselor made the following statement: *"This application was a bit more sincere and spontaneous, and evaluation anxiety was low since it was conducted by a person who could understand my feelings, concerns, and thoughts (PC2)".*

Four counselors (PC1, PC2, PC4, PC5) considered the limited experience of peer counselors as a disadvantage of peer supervision. *"Although useful, it would have been a bit shallow if it had only remained as peer supervision. In some cases a very high-level perspective is required. This is related to experience (PD1). ", "In any case, the experience of the peer supervisor was not sufficient, so she did not have any relevant idea (PD5)."*

573

This question was asked to counselors: *"In the future, would you like to get help from your current supervisor/peers?"* The aim of this question was to evaluate the satisfaction level. The sub-themes consisting of the responses of the counselors are given in Table 3.

Table 3. *The Findings of the Themes in Relation to Willingness to Receive Supervision/ Peer Supervision in the Future*

Categories and Codes	Counselor
Willingness to receive supervision	PC1, PC2, PC3, PC5
Willingness to receive peer supervision	PC1, PC2, PC3, PC4, PC5

As can be seen in Table 3, all counselors indicated that they would like to receive help from peer supervisors and all other counselors, except for PC4, would like to receive help from their supervisors.

The Effects of Demographic Characteristics of the Supervisor and Peer Supervisor on Supervision Process

Counselors were asked whether the characteristics of the supervisors such as age, gender, and appearance affected them in the process. The sub-themes consisting of the responses of the counselors to this question are given in Table 4.

Table 4. *The Findings of the Themes in Relation to The Effect of Characteristic of Supervisor and Peer Supervisor, such as Age, Gender on Supervision Process*

Categories and Codes	Counselor
Supervisor	
Positive	PC1, PC2, PC5
No Effect	PC3, PC4
Peer Supervisor	
Positive	PC1, PC2, PC4, PC5
No Effect	PC3

As can be seen in Table 4, counselors PC1, PC2, and PC5 indicated that they were affected positively by the age, gender, and appearance of the supervisor, whereas PC3 and PC4 did not report the effect of any specific characteristics. Furthermore, counselors -PC1, PC2, PC4, PC5- indicated that they were positively affected by the age, gender, and appearance of the peer supervisor, whereas PC3 did not state the aforementioned factors.

Needs and Suggestions of the Counselors Related to the Process

In order to understand the needs and suggestions of the counselors related to the group counseling, following questions were asked: *"What did you need during the group counseling course and supervision process? What would you like to change if you were to participate in the supervision and peer supervision in group counseling again? What would your suggestions be, considering the ideal supervision session?"* The needs and suggestions of counselors related to the supervision and peer supervision were classified into three sub-themes. These were the recommendations regarding the content and allocated time for counselors, and opinions on ideal supervision environment. The results are given in Table 5.

Table 5. *The Findings of the Themes in Relation to Needs and Suggestions of Counselors Related to the Process*

Categories and Codes	Counselor
The needs and suggestions related to the content	
Suggesting different solution methods	PC1
Guidance	PC4
Making the suggestions concrete	PC5
The needs and suggestions related to the process	

Increasing the number of sessions	PC2, PC5
Time allocation for individual supervision/peer supervision	PC2
Viewing the video-recordings of sessions in the lecture	PC2
Observation of the sessions in the counseling room equipped one-way mirror	PC2

The remarks on ideal supervision environment

Supportive behaviors of supervisor	PC1, PC2, PC3, PC4, PC5
Receiving rapid feedback	PC2, PC4

As can be seen in Table 5, three counselors (PC1, PC4, PC5) expressed their needs and suggestions about the content. Some opinions on this issue are as follows: *"I wanted to learn different solution methods. I would expect the same if I participated in the supervision and peer supervision in group counseling application in the future (PC1)"*, *"I need to see my mistakes and what I could accomplish, as well as I need to be guided to points that I have been stuck. (PC4)"*. PC5 stated his/her need for concrete suggestions as follows: *"I think the process of peer supervision was sufficiently efficient. Perhaps I would like to receive more concrete suggestions from my supervisor and peer supervisor (PC5)."*

Regarding the needs and recommendations related to the process, a counselor expressed the followings: *"Examples of the sessions may be viewed more frequently in the lecture, and both supervisor and peer supervisors may comment on it. For each counselor, I would prefer to allocate definite days and time slots (e.g. 15 minutes), and to conduct group supervision on the planned day and time. I would like supervisor to observe the group (sessions) behind the one-way mirror and provide feedback as well. It would be great to have face-to-face meetings with my peer supervisor on certain days and hours like I had with my supervisor. I would like my peer supervisor to give feedback by observing the group behind one-way mirror. (PC2) "*

Considering the opinions on the ideal supervision environment, it is noteworthy that all of psychological supervisors emphasized the importance of supportive behaviors of the supervisor. Some responses were as follows: *"It should be an environment consisting of supervisors who is able to accept, support, and improve, moreover, who tends to help and have a good sense of communication. (PC1)"*, *"Supervisor should be the one who has an empathy skill, who is an expert in the field, who accepts people as they are, who provides constructive criticism, and who can bring different perspectives (PC2)"*. Another point is related to providing rapid feedback; *"I think of the ideal environment in which the sessions are sent to supervisors rapidly and they provide written feedback as soon as possible, and it would be also ideal that group or individual meetings are held in order to have discussions over the sessions. (PC2)"* , *"The ideal environment is where supervisors evaluate students by providing rapid feedback and at the same time they (supervisors) allow students to share their thoughts and emotions (PC4)."*

575

DISCUSSION

In this study, it is aimed to examine the views of counselors who conduct group counseling about individual, peer group and triadic supervision. As a result of this study, it was found that counselors had positive emotions, such as excitement, happiness, and trust related to individual, peer group and triadic supervision in group counseling at the beginning of the process. Counselors had also positive thoughts and emotions about working with peer supervisor. This positive approach may have enabled counselors to start the process with high motivation.

In our study, counselors considered supervision and peer supervision as a supportive and reassuring environment in group counseling. In addition, counselors consider the opportunity to have constant communication with their peer supervisors as an important factor that positively affects the process. In the light of these findings, it can be said that the positive attitudes, behaviors and feedbacks of the supervisors enable the counselors to have more control over the group counseling process. Similar to these findings, the counselor candidates in aid groups consisting of one supervisor and two counselor candidates they felt more comfortable, they were positively affected by their relationships with peers, in addition, this process provided them with detailed feedback based on different opinions and they focused better (Atik et al., 2016; Lawson et al., 2009). Counselors stated that having an experienced supervisor was an important advantage. Moreover, counselors also indicated that being able to easily access to peer supervisors, establishing a comfortable and friendly relationship with them and feeling supported made the procedure convenient. In similar studies, it was found that counselors found supervisor attitudes and behaviors, i.e. acceptance, guidance, being informative and supportive, effective (Aladağ, 2014; Aladağ et al., 2008; Büyükgöze-Kavas, 2011; Christensen & Kline, 2000; 2001; Linton, 2003; Rubel & Okech, 2006).

576

Counselors in this study reported that peer supervision was advantageous in group counseling. During the group counseling process, the counselors did not feel alone. They were able to ask their questions about the subjects they had difficulty with to the peer supervisor. They evaluated the events from different perspectives and decided together. Because of all these factors, it is possible to say that the counselors consider working with peer supervision as an advantage. Similarly, previous studies emphasized that peer feedback provided different perspectives and indirect learning opportunities, as a result, it could be highly beneficial to counselors (Campbell, 2000; Lawson et al., 2010). Corey and colleagues (2010) also emphasized the importance of peer supervision which provides a supportive environment and normalizes the experiences, while providing new perspectives on conceptualization and ethical issues. In similar studies, counselor candidates stated that they benefited from peer supervision and receiving feedback from their peers improved them. They also underlined that they felt understood by peers when they received sincere and constructive feedback (Aladağ et al., 2011; Aladağ & Kemer, 2016a; Atik et al., 2015; Christensen & Kline, 2001; Linton, 2003; Zeren & Yılmaz, 2011).

Another finding of our study was that counselors regarded the limited experience of peer supervisors (Peer supervisors in this study successfully completed the Advanced Group Psychological Counseling course during their Doctoral Education) as a disadvantage. Psychological counselors may experience performance anxiety during the counseling process. However, psychological counselors have difficulties in determining the boundaries of relationship, relating the client's problems and conceptualizing. There is a need for the

support, supervision and guidance of well-equipped peer supervisors in the field (Erkan-Atik et al., 2014). In the literature, it is emphasized that peers can give more destructive feedback and negatively affect the feedback process when they do not have a certain proficiency or have limited experience (Borders et al., 2012; Lawson et al., 2009; Stinchfield et al., 2010).

According to another finding of this study, there are counselors who think that the characteristics of the supervisor and peer supervisors, such as their age, gender, appearance, have a positive effect on the process, as well as those who think that this has no effect. This result emphasizes the importance of the quality of the relationship between the counselor and the peer supervisor. In other words, counselors emphasize the importance of mastery and effective intervention in the counseling process. In the related literature, studies examining the effects of gender on supervision point to different results. While some studies reveal that gender affects the supervision relationship (Granello, 2003; Long et al., 1996; Worthington & Stern, 1985), some studies provide the opposite direction (Behling et al., 1988; Muse-Burke et al., 2001). Gatmon et al. (2001) emphasized that people of the same sex as their supervisor provide more satisfaction than the supervision process. Atik (2017) found that when only two sides are men, supervision is perceived as sufficient.

The needs and recommendations of counselors about the process were related to content and duration. According to the results, counselors needed to learn different ways of solutions and to receive more concrete explanations of suggestions during the supervision and peer supervision in group counseling. This result is consistent with the results of a study conducted by Aladağ and Kemer (2016b). Some studies also suggested using different methods and techniques in giving feedback in order to maximize the efficiency of psychological counseling. These methods and techniques could be listed as follows: providing concrete examples, giving information, discussion by providing options, asking questions for exploration, increasing awareness, referring counselor to the information sources, approval (Aladağ et al., 2008; Aladağ et al., 2011; Denizli et al., 2009; Heckman-Stone, 2004).

577

According to another result of this study, the counselors indicated that increasing the number of sessions, viewing the video records of the session in the lecture, providing the individual supervision, allocating time for each counselor and observing the sessions behind the one-way mirror would make the process more efficient. Based on this result, it is possible to say that the diversity of supervision methods increases the efficiency of the group counseling process. Aladağ and Kemer (2016b) also stated that the participation of counselors in at least a couple of planned individual supervision sessions during the term would increase the effectiveness of supervision, however it is not possible to provide individual supervision to each counselor candidates every week considering the high number of candidates per supervisor. Moreover, the observation of sessions in the room equipped with one-way mirror is preferred if counselor candidates are not competent to conduct sessions with actual clients and this is not ethically appropriate; or if it is difficult to control counselor candidates when they conduct sessions with actual clients in different places.

According to the results of this study, counselors indicated that receiving rapid feedback in a supportive manner from the supervisor was crucial for the ideal supervision environment. Similar to this result, in the literature, the ideal behaviors of supervisors were listed as empathy, compassionate approach, providing an atmosphere in which counselor candidates can have positive experiences, and the ability to work compatible with the counselor candidate (Bernard

& Goodyear, 2014; Borders & Brown, 2006; Ladany et al., 1999). Sue et al. (1998) emphasized that supervisors should be sensitive to cultural differences, have a high level of self-awareness, and have knowledge and skills related to counseling. Aladağ and Kemer (2016a) stated that each counselor candidate should receive an equal level of supervision in the ideal supervision environment. Aladağ and Kemer (2016a) also underlined that confidentiality of voice and video recordings of the sessions as well as session transcriptions and reports should be provided and protected in the ideal supervision environment.

CONCLUSION, IMPLICATIONS AND LIMITATIONS

In conclusion, this study showed that counselors had positive emotions, such as excitement, happiness, and trust at the beginning of the process regarding supervision and peer supervision in psychological group counseling, and that they had positive thoughts and emotions about working with peer supervisor. Counselors emphasized that the process had a supportive and reassuring environment, the advantages of the experienced supervisor, and receiving the final feedback from supervisor and that the easily accessible peer supervisors who were able to establish a friendly relationship and their supportive function facilitated the process. At this point, it can be said that triadic model of supervision for group counseling is effective for the counselor candidates. Counselors were highly satisfied with supervisors and peer supervisors and counselors stated that they would be willing to work with the same supervisors and peer supervisors in the future; however, they stated that the lack of experience of the peer supervisors was a disadvantage. According to another result, some of the counselors highlighted the importance of the characteristics of the supervisor and peer supervisors. According to some counselors, age, gender, and appearance might have a positive effect on the process, whereas other counselors stated that the characteristics had no effect. The needs and recommendations of counselors about the process were related to content and duration, and psychological supervisors also stated that receiving rapid feedback with a supportive attitude from the supervisors was vital for the ideal supervision environment.

578

Recommendations

Considering the results of this research study, counselors were satisfied to encounter a supportive and reassuring environment in this process. Similarly, they emphasized the advantages of an experienced supervisor and easily accessible peer supervisors who were able to establish a comfortable and sincere relationship. When the above-mentioned findings are evaluated, it may be suggested to apply the peer supervision model used in this study in lessons or training programs that aim to train group leaders (counselors) who can manage the counseling process with the group

According to the results of this study, counselors needed to learn different solutions as well as to receive more concrete suggestions. As a solution to this need, it could be recommended for counselors that to take more theoretical courses on this topic and that to receive supervision for longer periods in addition to the concrete recommendations from the supervisors. Likewise, counselors stated that they need more knowledge on theoretical and practical issues by suggesting increasing the number of sessions, viewing more video recordings of the sessions in the lectures, to provide individual supervision, to allocate a certain amount of time for each counselor, and to observe the sessions behind a one-way mirror.

In this study, qualitative data were collected from the MSc students in Psychological Counseling and Guidance Department of a state university. Different results by reaching the students from different universities and counselors, or by applying different supervision and peer supervision models should be evaluated. In this study, qualitative data were obtained through written questions and responses. However, data may be collected in individual and group interviews. It could be suggested to conduct research using such data collection methods for future studies.

In the literature, it is observed that studies on supervision and peer supervision in group counseling are limited. As a result, it may be recommended to conduct further research on this topic by using different approaches.

Limitations

There were only 5 female participants in this study. Psychological counselors are MSc students. Group counseling was done only in one university. Qualitative data were filled by counselors online.

REFERENCES

Adler, A., & Brett, C. (2014). *Understanding human nature: The psychology of personality*. Oneworld Publications.

Aladağ, M. (2014). Psikolojik danışman eğitiminin farklı düzeylerinde bireyle psikolojik danışma uygulaması süpervizyonunda kritik olaylar [Critical incidents in individual counseling practicum supervision across different levels of counselor education]. *Ege Eğitim Dergisi, 15*(2), 428-475. https://doi.org/10.12984/eed.82217

Aladağ, M., Bektaş, Y., Denizli, S., Kocabaş, E., & Yaka, B. (2008). *Supervision of group counseling practice course: Evaluations of Turkish undergraduate counseling students.* Paper presented at the Fourth International Interdisciplinary Conference on Clinical Supervision, Buffalo, New York. https://doi.org/10.12684/eed.822176

Aladağ M., Bektaş, D. Y., Cihangir-Çankaya, Z., Özeke-Kocabaş, E. ve Yaka, B. (2011). Psikolojik danışman eğitiminde grupla çalışma yeterliliğinin kazandırılması: Ege Üniversitesi Örneği [Developing group work competence in counselor education: Case of Ege University]. *Ege Eğitim Dergisi, (12), 2*, 22-43.

Aladağ, M., & Kemer, G. (2016a). Clinical supervision: An emerging counseling specialty in Turkey. *The Clinical Supervisor, 35*(2), 175-191. https://doi.org/10.1080/07325223.2010.518511

Aladağ, M., & Kemer, G. (2016b). Aladağ, M., & Kemer, G. (2016). *Psikolojik danışman eğitiminde bireyle psikolojik danışma uygulamasının ve süpervizyonunun incelenmesi.* Ege Üniversitesi, Bilimsel Araştırma Projeleri Müdürlüğü.

Amanvermez, Y., Zeren, S. G., Erus, S. M., & Genc, A. B. (2020). Supervision and peer supervision in online setting: experiences of psychological counselors. *Eurasian Journal of Educational Research, 20*(86), 249-268. https://doi.org/10.14689/ejer.2020.86.12

Atik, Z., Arıcı, F., & Ergene, T. (2014). Süpervizyon modelleri ve modellere ilişkin değerlendirmeler. *Türk Psikolojik Danışma ve Rehberlik Dergisi, 5*(42), 305-317. https://doi.org/10.21764/maeuefd.607215

Atik, G., Çelik, E. G., Tutal, N., & Güç, E. (2015). Psikolojik danışman adaylarının akran grup süpervizyonu sürecindeki metafor kullanımlarına ilişkin görüşleri. *13. Ulusal Psikolojik Danışma ve Rehberlik Kongresi'nde sunulmuş sözlü bildiri,* Mersin Üniversitesi, Mersin.

Atik, G., Çelik, E. G., Güç, E., & Tutal, N. (2016). Psikolojik danışman adaylarının yapılandırılmış akran grup süpervizyonu sürecindeki metafor kullanımına ilişkin görüşleri [Opinions of counseling students about the use of metaphor in the structured peer group supervision process]. *Ege Eğitim Dergisi, 2*(17), 597-619. https://doi.org/10.12984/egeefd.280759

Atik, G., Daşcı, E., Güç, E., Aşçıoğlu Önal, A., & Gülçin Çelik, E. (2016, Aralık). Grup, üçlü ve bireysel süpervizyona ilişkin süpervizyon alan adayların görüşleri. *VI. Ulusal PDR Uygulamaları Kongresi'nde sözlü bildiri, Gaziantep, Türkiye.

Atik, Z. (2017). *Psikolojik danışman adaylarının bireyle psikolojik danışma uygulaması ve süpervizyonuna ilişkin değerlendirmeleri.* Doktora tezi, Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.

Atik, Z. E., & Yıldırım, İ. (2017). Süpervizyonda değerlendirme süreci envanteri Türkçe formu'nun geçerlik ve güvenirlik çalışması [Validity and reliability of Turkish form of the evaluation process within supervision inventory]. *Ege Eğitim Dergisi*, *18*(1), 146-173. https://doi.org/10.12984/egeefd.328380

Avent, J. R., Wahesh, E., Purgason, L. L., Borders, L. D., &Mobley, A. K. (2015). A content analysis of peer feedback in triadic supervision.*Counselor Education and Supervision*, *54*(1), 68-80. t http://dx.doi.org/10.1002/j.1556- 6978.2015.00071.x

Bakalım, O., Şanal-Karahan, F., & Şensoy, G. (2018). Grup süpervizyonunun psikolojik danışman adaylarının psikolojik danışma özyeterlik düzeylerine etkisi [The effect of group supervision on the psychological counseling self-efficacy levels of psychological counseling candidates]. *Turkish Online Journal of Qualitative Inquiry*, *9*(4), 412-428. https://doi.org/10.17569/tojqi.439769

Barletta, J. (2007). Clinical supervision. N. Pelling, R. Bowers ve P. Armstrong (Eds.). *The practice of counselling.* (Ch., 6, pp. 118-135). Thomson.

Bernard, H. S. (1999). Introduction to special issue on group supervision of group psycho-therapy]. *International Journal of Group Psychotherapy, 49*, 153-157. https://doi.org/10.1080/00207284.1999.11491578

Bernard, J. M., & Goodyear, R. K. (2014). *Fundamentals of clinical supervision.* (5th ed.). Upper Saddle River, Merrill.

Borders, L. D., & Brown, L. L. (2006). *The new handbook of counseling supervision*. Lawrence Erlbaum.

Borders, L. D., Welfare, L., Greason, P., Paladino, D., Mobley, K., Villalba, J. A., & Wester, K. L. (2012). Triadic *and* individual *and* group? Supervisors' and supervisees'perceptions of

580

each modality. *Counselor Education and Supervision, 51*(4), 281-295. https://doi.org/10.1002/ceas.12086

Borders, L. D. (2012). Dyadic, triadic, and group models of peer supervision/consultation: What are their components, and is the reevidence of their effectiveness? *Clinical Psychologist, 16*(2), 59-71. https://doi.org/10.1111/j.1742-9552.2012.00046.x

Borders, L. D., Wester, K. L., Granello, D. H., Chang, C. Y., Hays, D. G., Pepperell, J., & Spurgeon, S. L. (2012). Association for Counselor Education and Supervision guidelines for research mentorship: *Development and implementation. Counselor Education and Supervision, 51*(3), 162-175. https://doi.org/10.1002/j.1556-6978.2012.00012.x

Bordin, E. S. (1994). Theory and research on the therapeutic working alliance: New directions. The working alliance: *Theory, research, and practice, 173*, 13-37.

Büyükgöze-Kavas, A. (2011). Bireysel ve grupla psikolojik danışma uygulamalarına yönelik bir değerlendirme. *Türk Eğitim Bilimleri Dergisi, 9*, 433-441. https://doi.org/10.14689/issn.2148-2624.8c.4s.3m

CACREP (2016). *The Council for Accreditation of Counseling and Related Programs.* http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf

Campbell, J. M. (2000). *Becoming an effective supervisor: a workbook for counselor and psychotherapist.* Routledge.

Carroll, M. R., & Wiggins, J. D. (2008). *Grupla psikolojik danışmanın öğeleri kavramlar, ilkeler ve uygulamalar.* (Çev. Ed. S. Doğan). Pegem Akademi.

Corey, M. S. & Corey, G. (2006). *Groups: Process and practice.* Monterey.

Corey, M. S., Corey, G., & Corey, C. (2016). *Psikolojik danışmada gruplar: Süreç ve uygulamalar* (F. Aysan, S. Balcı Çelik ve A. Uz Baş, Çev.). Nobel Yayıncılık.

Corey, G., Haynes, R., Moulton, P., & Muratori, M. (2010). *Clinical supervision in the helping professions (2 nd Ed.).* American Counseling Association.

Christensen, T. M., & Kline, W. B. (2000). A qualitative investigation of the process of group supervision with group counselors. *The Journal for Specialists in Group Work, 25*(4), 376 – 393. https://doi.org/10.1080/01933920008411681

Christensen, T. M., & Kline, W. B. (2001). The qualitative exploration of process-sensitive peer group supervision. *The Journal for Specialists in Group Work, 26*(1), 81–99. https://doi.org/10.1080/01933920108413779

Daşcı, E., & Yalçın, İ. (2018). Grupla psikolojik danışma ve grup liderlerine yönelik süpervizyon modelleri üzerine bir inceleme [A review on supervision models for group counseling and group leaders]. *Türk Psikolojik Danışma ve Rehberlik Dergisi, 8*(49), 19-43. http://dx.doi.org/10.17719/jisr.2018.2822

DeLucia-Waack, J. L. (1999). What makes an effective group leader? *Journal for Specialists in Group Work, 24*, 131–132. https://doi.org/10.17860/.512495

DeLucia-Waack, J. L. (2001). Mentoring future group workers. *Journal for Specialists in Group Work, 26*, 107–110. https://dx.doi.org/10.2158/9781452204291

581

DeLucia-Waack, J. L. (2006). *Leading psychoeducational groups for children and adolescents.* Sage Publications. https://dx.doi.org/10.4135/9781452204291

DeLucia-Waack, J. L., & Fauth, J. (2004). Effective supervision of group leaders. *Handbook of group counseling and psychotherapy*, 136-150. https://doi.org/10.4135/9781544308555.n12

Denizli, S., Aladağ, M., Bektaş, D. Y., Cihangir-Çankaya, Z., & Özeke-Kocabaş, E. (2009). Psikolojik danışman eğitiminde bireyle psikolojik danışma uygulaması ve süpervizyonu: Ege Üniversitesi Örneği. *Annual National Conference of Guidance and Counseling,* Adana, Turkey. https://doi.org/10.12738/estp.2014.3.1958

Erkan-Atik, Z., Arıcı, F. & Ergene, T. (2014). Süpervizyon modelleri ve modellere ilişkin değerlendirmeler. *Türk Psikolojik Danışma ve Rehberlik Dergisi, 5*(42), 305-317. https://doi.org/10.21764/maeuefd.607215

Esen-Çoban, A. (2005). Psikolojik danışmanlar için meslektaş dayanışması. *Mersin Üniversitesi Eğitim Fakültesi Dergisi, 1*(1), 167-175. https://dergipark.org.tr/tr/pub/mersinefd/issue/17392/181780

Gladding, S. T. (2013). *Psikolojik danışma. Kapsamlı bir meslek.* (N. Voltan-Acar, Çev.). Nobel Yayın Dağıtım

Granello, D. H. (2003). Influence strategies in the supervisory dyad: An investigation into the effects of gender and age. *Counselor Education & Supervision, 42*, 189-202. https://doi.org/10.1002/j.1556-6978.2003.tb01811.x

Granello, D. H., & Underfer-Babalis, J. (2004). Supervision of group work: A model to increase supervisee cognitive complexity. *The Journal for Specialists in Group Work, 29*(2), 159-173. https://doi.org/10.1080/01933920490439310

Granello, D. H., Kindsvatter, A., Granello, P. F., Underfe-Babalis, J., & Moorhead, H. J. H. (2008). Multiple perspectives in supervision: Using a peer consultation model to enhance supervisor development. *Counselor Education and Supervision, 48*(1), 32-47. https://doi.org/10.1002/J.1556-6978.2008.TB00060.X

Heckman-Stone, C. (2004). Trainee preferences for feedback and evaluation in clinical supervision.*The Clinical Supervisor, 22*(1), 21-33. https://doi.org/10.1300/J001v22n01_03

Heppner, P. P., Wampold, B. E. & Kivlighan, D. M. (2008). *Research design in counseling.*(3 ed.). Belmont, ThomsonBrooks/Cole.

Hunt, B. (2011). Publishing qualitative research in counseling journals. *Journal of Counseling & Development, 89*(3), 296-300. https://doi.org/10.1002/j.1556-6678.2011.tb00092.x

Jhonson, R.B. (1997). Examining the validity structure of qualitative research. *Education, 118*(2), 282-292. https://www.researchgate.net/publication/246126534

Kemer, G. & Aladağ, M. (2013). *Türkiye'de psikolojik danışman eğitiminde bireyle psikolojik danışma uygulaması ve süpervizyonu: Ulusal bir tarama çalışması.* 2013 Dünya Psikolojik Danışma ve Rehberlik Kongresi, İstanbul.

Koçyiğit-Özyiğit, M., & İşleyen, F. (2016). Psikolojik danışmada süpervizör eğitimi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, 16*(4), 1813-1831. https://dergipark.org.tr/tr/pub/aibuefd/issue/28550/304598

582

Ladany, N., Ellis, M. V. & Friedlander, M. L. (1999).The supervisory working alliance, trainee self-efficacy, and satisfaction. *Journal of Counseling and Development, 77*, 447-455. https://doi.org/10.1002/j.1556-6676.1999.tb02472.x

Lawson, G., Hein, S. F., &Getz, H. (2009).A model for using triadic supervision in counsellor preparation programs.*Counselor Education and Supervision*, *48*(4), 257-270. https://doi.org/10.1080/07325223.2012.670077

Lawson, G.,Hein, S. F., & Stuart, C. L. (2009).A qualitative investigation of supervisees' experiences of triadic supervision. *Journal of Counseling& Development, 87*(4), 449-457. https://doi.org/10.1002/j.1556-6678.2009.tb00129.x

Lawson, G., Hein, S. F., & Stuart, C. L. (2010). Supervisors' experiences of the contributions of thesecond supervisee in triadic supervision: A qualitative investigation. *The Journal for Specialists in Group Work*, *35*(1), 69-91. https://doi.org/10.1002/j.1556-6978.2015.00071.x

Linton, J. (2003). A preliminary qualitative investigation of group processes in group supervision: Perspectives of master's level practicum students. *Journal for Specialists in Group Work, 28*(3), 215-226. https://doi.org/10.1037/1931-3918.2.1.18

Lüleci, B. (2015). *Beceriye dayalı grupla psikolojik danışma eğitiminin grupla psikolojik danışma becerilerine etkisi: Ege Üniversitesi örneği*. Doktora tezi, Ege Üniversitesi, Sosyal Bilimler Enstitüsü, İzmir.

Merriam, S. (1995). What Can You Tell From An N ofl?: Issues of validity and reliability in qualitative research. *PAACE Journal of Lifelong Learning, 4*, 50-60. https://ethnographyworkshop.files.wordpress.com/2014/11

Meydan, B. (2015). Bireyle psikolojik danışma uygulamasında mikro beceri süpervizyon modelinin etkiliğinin incelenmesi [Examining the effectiveness of microcounseling supervision model in ındividual counseling practice]. *Türk Psikolojik Danışma ve Rehberlik Dergisi, 5*(43). https://doi.org/10.12984/eed.16849

Meydan, B. (2019). Facilitative and hindering factors regarding the supervisory relationship based on supervisors' and undergraduate supervisees' opinions. *Pegem Egitim ve Ögretim Dergisi*, (1), 171. https://doi.org/10.14527/pegegog.2019.007

Meydan, B., & Kağnıcı, D. Y. (2018). Çokkültürlü Süpervizyon İlişkisinin Kurulması [Establishing multicultural supervisory relationship]. *Türk Psikolojik Danışma ve Rehberlik Dergisi, 8*(51), 2-28. https://doi.org/10.1002/j.1556-6978.1999.tb00567

Meydan, B., & Koçyiğit-Özyiğit, M. (2016). Süpervizyon ilişkisi: Psikolojik danışma süpervizyonunda kritik bir öğe [Supervision relationship: A critical element of counseling supervision]. *Ege Eğitim Dergisi, 17*(1), 225-257. https://doi.org/10.1007/s10447-018-9337-z

Muse-Burke, J. L., Ladany, N., & Deck, M. D. (2001). The supervisor relationship. In L. J. Bradley & N. Ladany (Eds.), *Counselor supervision: Principles, process, and practice* .(3rd ed., pp. 28-62). Brunner-Routledge.

583

Newman, J. A., & Lovell, M. (1993). A description of a supervisory group for group counselors. *Counselor Education and Supervision.* *33*(1), 22–31. https://doi.org/10.1002/j.1556-6978.1993.tb00265.x

Ohrt, J. H., Ener, E., Porter, J., & Young, T. L. (2014). Group leader reflections on their training and experience: Implications for group counselor educators and supervisors. *The Journal for Specialists in Group Work, 39*(2), 95-124. https://doi.org/10.1080/01933922.2014.883004

Özyürek, R. (2009). Okullarda psikolojik danışma ve rehberlik uygulamaları ve öğrencilere sağlanan süpervizyon olanakları: Ulusal bir tarama çalışması. *Türk Psikolojik Danışma ve Rehberlik Dergisi, 32(4), 54-63.* https://doi.org/10.17066/pdrd.44114

Özyürek, R. (2010). Psikolojik danışma ve rehberlik lisans programı öğrencilerinin yaptıkları okul psikolojik danışmanlığıyla ilgili uygulamaların saptaması [Identification of the application of school counseling practices carried out by students in counseling and guidance undergraduate program]. *Eğitim ve Bilim, 35*(156). https://doi.org/10.16986/HUJE.201905611

Pamukçu, B., & Kağnıcı, D. Y. (2017). Beceriye Dayalı Grupla Psikolojik Danışma Eğitimi'nin grupla psikolojik danışma becerilerine etkisinin incelenmesi [The examination of the skilled group counselor training model's effect on group counselıng skills]. *Elektronik Sosyal Bilimler Dergisi, 16*(61), 448-465. https://doi.org/10.17755/esosder.304685

Rønnestad, M. H., Orlinsky, D. E., Schröder, T. A., Skovholt, T. M., & Willutzki, U. (2019). The professional development of counsellors and psychotherapists: Implications of empirical studies for supervision, training and practice. *Counselling and Psychotherapy Research, 19*(3), 214-230. https://doi.org/10.1002/capr.12198

Rubel, D., & Okech, J. E. A. (2006). The supervision of group work model: Adapting the discrimination model for supervision of group workers. *The Journal for Specialists in Group Work, 31*(2), 113- 134. https://doi.org/10.1080/01933920500493597

Siviş-Çetinkaya, R.S. & Karaırmak, Ö. (2012). Psikolojik danışman eğitiminde süpervizyon [Supervision in counselor education]. *Türk Psikolojik Danışma ve Rehberlik Dergisi 4*(37), *107-121.* http://dx.doi.org/10.17984/adyuebd. 592894

Stinchfield, T. A., Hill, N. R., & Kleist, D. M. (2007). The reflective model of triadic supervision: Defining an emerging modality. *Counselor Education & Supervision, 46*, 172–183 https://doi.org/10.1002/j.1556-6978.2007.tb00023.x

Stinchfield, T. A., Hill, N. R., & Kleist, D. M. (2010).Counselor trainees' experiences in triadic supervision: A qualitative exploration of transcendent themes. *International Journal for the Advancement of Counselling, 32*(4), 225-239. https://doi.org/10.1007/s10447-010-9099-8

Stockton, R., & Toth, P. L. (1996). Teaching group counselors: Recommendations for maximizing pre-service instruction. *Journal for Specialists in Group Work, 21*, 274–282. https://doi.org/10.1080/01933929608412259

Sue, D. W., Carter, R. T., Casas, J. M., Fouad, N. A., Ivey, A. E., Jensen, M., LaFromboise, T., Manese, J. E., Ponterotto, J. G., & Vazquez Nuttall, E. (1998). *Multiculturalcounseling competencies: Individual and organizational development.* Sage.

584

Tanhan, A. (2018). Beginning counselors' supervision in counseling and challenges and supports they experience: Based on developmental models. *Adıyaman University Journal of Educational Sciences, 8*(1), 49-71. https://doi.org/10.17984/adyuebd.336222

Vidlak, N. W. (2002). *Identifying important factors in supervisor development: An examination of supervisor experience, training, and attributes*. Doctoral thesis, The Graduate College at the University of Nebraska, Lincoln, Nebsarka.

Voltan-Acar, N. (2012). *Grupla psikolojik danışma: ilke ve teknikleri*. Nobel Yayın.

Watkins Jr, C. E., & Milne, D. L. (Eds.). (2014). *The Wiley international handbook of clinical supervision*. John Wiley & Sons.

Werstlein, P. O., & Borders, L. D. (1997). Group process variables ingroup supervision. *Journal for Specialists in Group Work, 22*, 120-136. https://doi.org/10.1080/01933929708414374

Yalom, I. D. (1995). *The theory and practice of group psychotherapy* (4th Ed.). New York: Basic Books.

Yalom, I. D. (2002). *Grup psikoterapisinin teori ve pratiği*. (A. Tangör & Ö. Karaçam, Çev.). Kabalcı.

Yıldırım, A., & Şimşek, H. (2008). *Sosyal bilimlerde nitel araştırma Yöntemleri*. Seçkin Yayınları.

Yılmaz, Y. (2015). *Etkili süpervizyon uygulamaları ve süpervizyon etiği*. Paper presented at the XIII. Ulusal Psikolojik Danışma ve Rehberlik Kongresi, Mersin, Türkiye.

Yılmaz, O., & Voltan-Acar, N. (2015). Psikolojik danışman eğitiminde süpervizyonun önemi ve grupla psikolojik danışmadaki rolü [The importance of supervision ın psychological counselor training and its role in group counseling]. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi. 15*(1), 342-356. https://doi.org/10.17240/aibuefd.2015.15.1-5000128610

Zeren, Ş.G., & Yılmaz, S. (2011, Ekim). *Bireyle psikolojik danışma uygulaması dersini alan öğrencilerin süpervizyona bakış açıları: Yeditepe Üniversitesi örneği*. XI. Ulusal Psikolojik Danışma ve Rehberlik Kongresi, Ege Üniversitesi, Selçuk, İzmir.

585