



## Challenges and Ethical Issues in Counseling Supervision from Faculty Supervisors' Perspective

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### Article history

**Received:**  
25.02.2022

**Received in revised form:**  
16.03.2022

**Accepted:**  
22.06.2022

### Key words:

effective supervision,  
supervisor, supervisor training,  
ethical issues in supervision

Supervision is an essential aspect of counselor development. Supervisors should have the necessary qualifications to provide effective supervision. The difficulties encountered and ethical problems can make the supervision they provide ineffective or harmful. As emphasized in the supervision literature, supervisors may unwittingly offer ineffective supervision. Therefore, it is thought that there is a need to examine the experiences of the supervisors. This study aimed to present empirical evidence on the challenges and ethical problems faced by supervisors in counseling supervision and ways of coping. For this purpose, the explanatory sequential mixed methods research design was used. The most common challenging factors, ethical issues, and coping methods were obtained from faculty supervisors via a web-based questionnaire. Also, online interviews were conducted with nine volunteer faculty supervisors to delve into their experiences. The most challenging factors were about conducting supervision, supervision methods, and techniques, evaluation, and focus of supervision. The supervisor encounters ethical problems such as confidentiality and privacy, emergency, evaluation process, unprofessional behavior of the supervisee, and multiple relationships. Consultation, getting literature support and having a strong supervision relationship with the supervisee are the most frequently used coping methods. The results of this study provide a framework for supervisors' needs to provide effective supervision. Based on these findings, it is thought that supervisor training will provide a critical contribution to supervisors as to gaining the knowledge and skills they need to cope with these challenges.

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### Introduction

Supervision is an essential aspect of the counselors' development and competence (Gazzola, De Stefano, Thériault, & Audet, 2013) and is directly related to client outcomes (Ellis & Ladany, 1997; Ladany & Inman, 2008). With this aspect, clinical supervision is considered the cornerstone of counselor education (Falender & Shafranske, 2004). So, effective supervision is essential for assessing and evaluating supervisees' competencies and professional identity (Gazzola et al., 2013; Kemer & Borders, 2017) as well as fostering

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professional development and yielding a gatekeeping role for client welfare (Bernard & Goodyear, 2014).

Research aimed to examine all aspects of effective supervision (Barnett, Erickson Cornish, Goodyear, & Lichtenberg, 2007; Cohen-Filipic & Flores, 2014; Eley & Jennings, 2005; Falender, Shafranske, & Ofek, 2014; Kemer, Sunal, Li, & Burgess, 2018; Ladany, Mori, & Mehr, 2013; Worthington & Roehlke, 1979). Collaborative and safe supervisory relationship and unthreatening and supportive environment (Bernard & Goodyear, 2014; Ellis, 1991; Henderson, Cawyer, & Watkins, 1999; Ladany, Ellis, & Friedlander, 1999; Wulf & Nelson, 2000), considering supervisees' need (Ladany, 2014) is found as a critical component of effective supervision. These dimensions reveal the importance of the supervisor's behavior for effective supervision. In another respect, Ladany (2014) addressed several supervisor behaviors that may cause ineffective supervision listed as follows: Creating weak supervisory relationships, performing multicultural incompetence and being an unethical model, etc. Ineffective supervisory behaviors, according to Watkins (1997), include a lack of empathy and support, a failure to consistently track supervisees' concerns, a lack of teaching or instruction, indirectness and intolerance, closed-mindedness, a lack of respect for differences, a lack of encouragement, sexism, and a focus on evaluation, weaknesses, and inadequacies. Similarly, Ellis (2001) defined both harmful and ineffective supervision in terms of the effect on the supervisee. Harmful supervision includes supervisory practices that cause psychological, emotional, and/or physical harm or trauma to the supervisee (for example, the supervisor's sexual intimacy, sexual harassment, or boundary violation). On the other hand, bad or ineffective supervision does not traumatize or harm the supervisee (for example, the supervisor's failure to provide timely feedback). Ineffective supervision can affect not only the overall supervisory relationship and the supervisees, but it can also harm the supervisees' clients. Ineffective supervisors overemphasized evaluation and focused on the weaknesses and deficiencies of their supervisees, displaying a limited ability to address power-related issues (Rhinehart, 2015). However, Ellis et al. (2014) argue that these definitions need more tests empirically, they present a framework. In sum, supervisor behaviors may elicit bad or harmful clinical supervision which has crucial potential harm to clients and supervisees (Ellis et al., 2014).

As known, supervision is a specialty and a distinct competency that require specific knowledge, skills, and professional practice (Falender et al., 2004; Falender & Shafranske, 2004; Gazzola et al., 2013). All these competencies point to the need for supervisor training. Unfortunately, few supervisors were formally trained for this specialty (Peake et al., 2002). The majority of supervisor conduct supervision based on their own experiences. This practice may result in ineffective interactions and potentially harmful supervisory outcomes (Gazzola et al., 2013). Also, deliberate or unintentional supervision behavior may lead to ineffective or harmful supervision.

It is seen as crucial that supervisors have the necessary qualifications to provide effective supervision and have separate training (Association for Counselor Education and Supervision, ACES, 2011; Baker, Exum & Tyler, 2002; Dye & Borders, 1990; Haynes, Corey & Moulton, 2003). Effective supervisors are credentialed, experienced counselors who have had additional training specific to supervision (Borders, Cashwell, & Rotter, 1995). As a result, counselor education has increasingly come to require competent supervisors to ensure accountability and adequate counseling service standards. Thus, undergoing supervision competency training has become a generally accepted requirement across countries (O'Donovan, Clough, & Petch, 2017). Formal supervisor training is seen as a critical and



more important factor than an experience for supervisor behavior change (Stevens et al., 1998). So, the literature is clear on the overall benefits of formal training for supervisors (McMahon & Simons, 2004; Milne & James, 2002). Having formal supervisor training will strengthen the supervisors' knowledge and skills and support them to provide more effective supervision. Thus, supervisors are expected to experience fewer difficulties and ethical problems in supervision.

### ***Challenges for Supervisors to Provide Effective Supervision***

There are numerous factors in supervision that can cause difficulty for the supervisor and reduce the effectiveness of the supervision. These factors include meeting the needs of the supervisees, agreeing with the supervisee about supervision goals, providing effective feedback, determining the appropriate supervision methods and techniques, establishing an effective supervision relationship, to address multicultural issues ethically, etc. Each of these factors can be challenging for the supervisor in supervision. When supervisors have difficulty in effectively executing these dimensions highlighted in best practice (ACES, 2011), they may also move away from effective supervision.

All developmental supervision models assert the necessity of considering supervisees' developmental needs and characteristics. If the supervisor does not have the knowledge and skills required, the differing developmental level of the supervisees can cause additional challenges in the supervision process (Trepal & Hammer, 2009). For instance, beginner supervisees preferred structured supervision (directive teaching and prescription), while experienced preferred less structure (Tracey, Ellickson & Sherry, 1989). According to Blocher (1983), while providing supervision to the supervisee at the first practicum, the focus is on such as basic skills, establishing a therapeutic relationship, understanding the client's personality structure, and creating naturalness and comfort in the counseling session. Over time, these goals are replaced by implementing process goals and conceptualizing the case. So, supervisors can take roles such as teaching, supporting, modeling, challenging, consulting, assessing, and mentoring in supervision considering the supervisee's developmental level (Campbell, 2000). Also, supervisors should choose the supervision methods such as group, triadic or individual considering the supervisee's developmental level and supervision goals. Similarly, it may also vary how the supervisor gives feedback (Borders & Brown, 2005). Consequently, the supervisors are needed to provide different behavior and supervision plans according to the supervisees' developmental levels. Supervisors must adapt their style to each supervisee's individual needs and personal characteristics to provide the most beneficial and effective learning experience possible (Jacobsen & Tanggaard, 2009; Rhinehart, 2015).

Grant, Schofield, and Crawford (2012) found four major difficulties for supervisors: Ethical issues, attributes of supervisors, countertransference of supervisors, and supervisory relationship issues. Also, the evaluation process that differentiates supervision from counseling can be a source of difficulties for the supervisor (Pearson, 2000). Hence, Borders et al (1991) argue that supervisors must deal with the evaluation issues because of involving anxiety, power dynamics, and conflict with supervisors' other roles. Besides, characteristics of supervisees such as low emotional awareness, autonomy problems, personal issues, professional identity, respect for client differences, and low motivation (Ellis, 2006), supervisee's resistance, defensiveness, and negative transferences may arise difficulties as well (Nelson et al., 2008). All these difficulties have the potential to impact negatively on the supervisory relationship (Ladany, 2004) and supervision effectiveness. Managing difficulties

in supervision is a complex process that necessitates a thoughtful, attuned relational stance that considers the supervisee's needs, developmental stage, and personal characteristics (Grant, et al., 2012).

### ***Ethical Issues in Supervision***

The supervisor has many ethical responsibilities to ensure effective supervision. One of the primary goals of supervision is to model the supervisee how to conduct ethical practices. Ethical issues in supervision include considering the rights and responsibilities of supervisors, supervisees, and clients. It is emphasized that the supervisor has two basic ethical responsibilities, regardless of the supervisees' developmental level, to support the professional development of the supervisees and to protect the well-being of the client served (Bernard & Goodyear, 2004; Falender & Shafrenske, 2004). To fulfill these responsibilities, it is recommended that the supervisors know the ethical rules (Aasheim, 2012) and they are responsible for helping their supervisees to address ethical dilemmas (Lee & Cashwell, 2002). Also, the supervisor's self-assessment of whether he or she is acting ethically is critical.

Ethical issues in the supervision process include the supervisor's competence, informed consent, confidentiality and privacy, supervision relationship, multiple relationships, consideration of the client's well-being, assessment, multicultural supervision, and use of technology in supervision (Bernard & Goodyear, 2004; Borders & Brown, 2005; Campbell, 2000; Corey, Haynes, Moulton, & Muratori, 2010; Glossoff, Renfro-Michel & Nagarajan, 2016). These issues are reported in both American Counseling Association (ACA) (2014) Ethic codes and the Ethics Guide for Psychological Counseling Supervisors prepared by Hart, Borders, Nance, and Paradise (1995). American Psychological Association (APA) (2015) also addressed the same issues in Clinical Supervision Guide. All guides and standards emphasized the importance of being a competent supervisor is crucial and it is recommended that supervisors attend formal supervisor training. Ladany (2002) revealed that half of the supervisees encounter an ethical problem at least once in supervision. Therefore, the supervisor should have comprehensive knowledge of legal, ethical, and professional regulations (Campbell, 2000).

Lee and Cashwell (2002) stated that empirical research on ethical practices in counseling supervision is so limited. Erickson Cornish (2014) emphasized the need for research ethics in professional training and supervision. There is no empirical study on ethical issues in supervision directly yet in Turkey, too. Several national studies on supervision addressed the ethical issues (Aladağ & Kemer, 2016; Atik, 2017; Koçyiğit Özyiğit, 2019). In a study (Koçyiğit Özyiğit, 2019), it was found that referral of the client, the client's demand for meeting with the supervisor, and taking the counseling session record are the ethical issues that occurred in the supervision process. In another study (Atik, 2017), it was seen that confidentiality, privacy, and multidimensional relationship problems emerged in supervision. However, research has not focused on the ethical issues faced by supervisors and how they deal with them. Handling ethical issues professionally, on the other hand, is an essential component of effective supervision.

### ***Current Study***

In Turkey, supervision is conducted at both undergraduate and graduate levels as a part of counselor education. Especially the supervisees at the graduate level have different educational and practitioner backgrounds. So, it can require a particular plan for all aspects of effective supervision. The study on the effectiveness of supervision and the supervisor



characteristics affecting is very limited (Atik, 2017, Koçyiğit-Özyiğit, 2019). Findings regarding the supervision relationship, which is critical in effective supervision, indicated the role of the supervisors' characteristics, style, feedback, and intervention (Meydan & Denizli, 2018; Meydan & Koçyiğit, 2019; Meydan, 2019).

The research on supervision in Turkey is often carried out with the undergraduate level supervisee. There are differences in the conduct of supervision because there is no standard in the supervision offered at the undergraduate and graduate levels. therefore, researches are mostly aimed at describing the existing situation (Aladağ & Kemer, 2016; Atik, 2017, Kalkan & Can, 2019; Koçyiğit-Özyiğit, 2019). Unfortunately, there is no empirical study on supervisors' qualities that meet the diverse needs of the supervisee. This may be related to the lack of a specific qualification of the supervisor. Although having a doctoral degree, counseling experience and supervision experience with practicum courses, academic interest in counseling practice are informal criteria for choosing who gives the supervision, compared with CACREP, it is emphasized that development and clarity are needed (Aladağ & Kemer, 2016).

As is known, the faculty supervisor is typically defined as a faculty member in counselor education program who serves as a mentor/tutor during the student's field placement (Lee & Cashwell, 2002). In Turkey, being a faculty member with a doctoral degree in the counselor education program appears to be the minimum criteria to teach/supervise practicum and field experience (Aladağ & Kemer, 2016). The faculty members are commonly responsible to provide supervision under practicum courses at the undergraduate and graduate levels. However, formal supervisor training resources are still very limited in Turkey (Koçyiğit-Özyiğit & İşleyen, 2016). The resources available to supervisors to provide effective supervision and support to overcome difficulties are also limited. Therefore, it remains unclear how supervisors cope with these challenges. This study specifically aims to examine and understand faculty supervisors' challenges and ethical issues that occurred within the supervision. This study will provide empirical evidence on the supervisors' experience with ethical problems. Identifying the difficulties faced by supervisors who provide supervision under similar conditions will aid in understanding supervisor needs and shaping the supervisor training that will be provided to them. In this respect, this research aims to present a preliminary examination. This study was guided by three research questions:

- (1) What are the challenges experienced in the supervision process by the faculty supervisor?
- (2) What ethical issues occur in supervision according to the faculty supervisor?
- (3) How do the faculty supervisors deal with these challenges and ethical issues?

## **Method**

Mixed method research was used to provide complementarity with data diversity in this research. Clarification, elaboration, and reinforcement of quantitative data obtained with qualitative data are based on (Greene, Caracelli, & Graham, 1989). The explanatory sequential mixed methods research design was used. So, the data collection process starts with quantitative data collection and analysis. A mixed-methods design was used to provide data triangulation and complementarity. So that the collected quantitative and qualitative findings can be compared and it will be possible to clarify and elaborate the results (Creswell & Plano Clark, 2018; Greene et al, 1989).

## Participants

88 faculty supervisors completed an online questionnaire about their supervision experiences given by them. Participants who consented to participate in the research completed (10 min) the questionnaire anonymously online. 88 fully completed questionnaires were obtained from 219 e-mailed participants, resulting in a response rate of 40%.

Table 1 Educational background of participants

	n	%
<b>Bachelor's Degree</b>		
Guidance and Counseling	73	83
Psychological services in education	1	1.1
Psychology	5	5.7
Preschool teacher education	9	10.2
<b>Master's Degree</b>		
Guidance and Counseling	82	93.2
Psychological services in education	5	5.7
Other	1	1.1
<b>Doctoral Degree</b>		
Guidance and Counseling	79	89.8
Psychological services in education	1	1.1
Psychology	7	8
Other	1	1.1

Participants' mean age was 39 years (standard deviation [SD] = 7.3) and 67% were women. Half of the participants are assistant professors, 22.7% of them are associate professors and 9.1% of them are professors. 15% of the supervisor are research and teaching assistants with a doctoral degree. 2.3% of the supervisor whose titles were teaching assistants didn't have a doctoral degree. The educational background of the supervisors was presented in Table 1. Information on the supervision of the supervisors themselves, the level of supervision they offer, the level of experience as a supervisor, and whether they received supervisor training are as follows (Table 2). The participants' experiences as faculty supervisors and information about the supervision process conducted by them were presented as results.

Table 2 Participants' experiences as a faculty supervisor

	n	%
<i>Receiving Supervision</i>		
Undergraduate level	65	73.9
Master Training	78	88.6
Doctoral Training	76	86.4
Psychotherapy training	51	58
Personal need/volunteer	52	59.1
<i>Experience as a faculty supervisor</i>		
1-5 years	41	46.6
6-10 years	25	28.4
11-15 years	12	13.6
16-20 years	4	4.5
21+ years	6	6.8
Once	11	12.5
<i>Supervisor education</i>		
Having formal training at the doctoral level	34	38.6
Attending a workshop or training about supervision	28	31.8
Following current studies about supervision	56	63.6
Researching supervision	23	26.1
Received formal education abroad	14	15.9



Attended a workshop about supervision abroad	10	11.4
Not get a supervisor training	22	25
<i>Supervisees' educational level that the supervisor gives supervision</i>		
Undergraduate	88	100
Master's degree with thesis	38	43.2
Non-thesis master's degree	7	8
Doctoral	18	20.5

*Notes: Number and percentage totals are more than 100% because participants were able to choose more than one choice*

Determined by purposeful sampling nine faculty supervisors (two men, seven women) constituted the study group for the semi-structured interview. They were among the limited volunteer supervisors who wanted to attend the interview. In determining the supervisors to be interviewed, it was aimed that they give supervision at different educational levels, and diversity was provided. Only three of them had supervisor training as a doctoral-level course. All of the supervisors provide supervision to undergraduate students. Three of them provide supervision to graduate students, and two of them also to doctorate-level students. Five of the supervisors mostly provide supervision to the undergraduate level supervisee and they have 1-5 years of supervisory experience.

## ***Instrumentation***

### ***Questionnaire***

After a review of the counseling supervision literature, the questionnaire was created and piloted by the researchers. Expert opinion was received from five supervisors and counselor educators in the creation of the questionnaire. The questionnaire included 16 questions, covering three-dimension. The first one is *demographic and work outline* (e.g. age, gender, professional, and educational background details). Eight questions about *supervision practice* (e.g. supervision techniques and methods used by the supervisor, supervisees' educational level that they give supervision). The last dimension is *challenges and ethical issues* consisting of four multiple-choice questions. The options have been created in the literature considering the characteristics of effective and ineffective supervision and the role and responsibilities of supervisors. The participants were able to mark more than one option in the questions stated in the findings.

### ***Semi-Structured Interview Form***

The semi-structured interview form prepared by the author contains five questions about their experiences as a supervisor and six questions about the difficulties and ethical issues they encounter while giving supervision and how to cope. Although it is possible to reach a general framework about the difficulties experienced by the supervisors with the questionnaire, it is aimed to obtain more in-depth information through the interviews.

## ***Procedures***

The researcher sent the questionnaire by e-mail to the faculty supervisors who were stated to have carried out the practicum course on the university website. E-mails were sent to a total of 219 supervisors. Reminders were sent to supervisors who did not return after 2-3 months. The quantitative data collection process took approximately four months. While collecting quantitative data, supervisors who volunteered for the interview were asked to

contact the author. Then, the interview schedule with the volunteer supervisor has been determined. The interviews were conducted online by the author and lasted 30-40 minutes on average. All online interviews were recorded with the permission of supervisors.

### ***Data Analysis***

Data analysis of data obtained from the questionnaire included both descriptive and inferential statistics. All the data were entered into SPSS 21 and analyzed with descriptive statistics. The descriptive statistics (e.g., frequency, percentage) were calculated as appropriate for the response format.

Also, qualitative content analysis which allows for the subjective interpretation of text data content through a systematic classification process of coding and identifying themes and categories (Hsieh & Shannon, 2005) was used. For this purpose, the researcher transcribed the interview records and read them several times. An inductive technique was used to code the meaningful units. The identification of codes, themes, and categories that emerge from the data is possible using inductive coding (Ezzy, 2002). An expert who had obtained supervision training looked over the codes and the author and the expert agreed on the resulting code and theme structure. The quantitative and qualitative results were integrated while reporting the findings. The integration approach is based on a data collection approach. So, firstly, quantitative findings are presented. Also, regarding mixed-method analysis, joint displays were used as a merging integration technique. Common questionnaire results and the qualitative themes are integrated into joint displays (Fetters, Curry, Creswell, 2013). Examples from the statements of the participants are presented as quotations. Supervisors are abbreviated as 'SR' in reporting the findings.

### ***Validity Strategies***

In this mixed-method study, the author took certain precautions to ensure validity. Firstly, it was aimed to be compatible with the research questions and the pattern used, and "design suitability" was achieved. Consistency of both quantitative and qualitative findings was taken into consideration, and the discussion was formed by integrating all findings which provided inference consistent (Tashakkori & Teddlie, 2008). Based on the quantitative data, the working group in which qualitative data will be collected was determined to aim for sample integration (Onwuegbuzie & Johnson, 2006). Also, the pilot interview was conducted and participant confirmation was obtained for qualitative data.

### **Results**

To understand how supervisors carried out the supervision, their experiences were presented first.

#### ***Supervision Methods and Techniques Used by the Supervisor***

The results showed that 98.9% of the supervisor give supervision face to face. Only one supervisor conducts online supervision. %17 of them use written documents via e-mail to give supervision. The supervision methods used by the supervisor were respectively individual (83%), group (68.2%), peer supervision (23.9%), triadic (8%), and live supervision (4.5%). The two most used techniques were transcript (87.5%) and self-report (84.1%). Audio (75%) and video recording (68%), case report (70.5%), experiential techniques (52.3%), and live observation (5.7%) were the other supervision techniques preferred by the supervisor.



The findings were also analyzed based on groups formed according to supervisors' experience of giving supervision. The frequencies show that individual and group supervision is preferred more by all supervisors. It is seen that peer supervision is mostly used by supervisors with 1-5 years of experience.

Five of the supervisors in the study group in which qualitative data were collected offer only group supervision, while four of them provide both individual and group supervision. They mostly use self-reports, transcripts, and case reports. Audio and video recording and experiential techniques were also stated as used in supervision.

### ***Challenges, Causes, and Coping Ways in Supervision***

The findings show the challenges supervisors face in supervision, their causes, and ways of coping.

#### *Challenges in Supervision*

The questionnaire findings are grouped under four headings. The most challenging factor in supervision is not having enough time for supervisees to meet their supervision needs (75%). The long duration of supervision (67%) and reviewing transcripts, case reports, and audio or video recordings on time and adequately (61.4%) are among the high rate factors (Table 3).

Qualitative data similarly revealed that the supervisors stated the supervision methods and techniques, the focus of supervision, and planning and conducting supervision as challenging factors (Figure 1). Both qualitative and quantitative findings indicated that supervisors have difficulty in giving feedback in group supervision, providing an environment for peer feedback, monitoring supervisees' audio or video records, arranging use of time, especially in group supervision. Also, they have a role conflict between counselor and supervisor role and they were experiencing burnout.

#### *Factors Causing Challenges*

According to the supervisors, the main reasons for these challenges are their high course hours and workload (94.3%) and the high number of supervisees (86.4%). Also, the need for more experience in giving supervision (12.5%), counseling practice (12.5%), and supervision-specific knowledge (12.5%). The other reasons (3.4%) were stated as lack of legal and ethical regulations and lack of courses focused on the counseling process at the undergraduate level.

Findings obtained from qualitative data also explain the source of the challenges experienced for similar reasons. Supervisors associated these challenges with the following factors: Supervisee characteristics, supervisor competencies, and environmental factors. Definition of each theme and the supervisors' statements are presented below:

**Supervisee Characteristic.** The supervisor stated that some supervisee characteristics such as developmental needs of supervisees, insufficiency of their pre-learning of supervisees, supervisees' motivation level, and previous supervision experiences may be caused challenges. supervisors described these challenges as:

*“Low motivation of supervisee can be a problem. Supervisees cannot focus too much on this lesson because they focus on Public Personnel Selection Exam and they see this course as a burden, so writing transcripts is torture for them.” (SR7)*

*"I realize that there are sometimes deficiencies in the theoretical infrastructure in conceptualizing the client or in interventions. Although supervisees have taken courses on this, there may be difficulties in integrating these courses and using the information analytically. It requires me to get into a teacher role. But, I don't prefer to be very directive as my style as a supervisor." (SR5)*

*"The supervisees do not know what the intervention is. When I say do that, I have to explain it. I also need time to explain." (SR8)*

*"The supervisee says 'tell me what to do'. Sometimes I met this need, considering the well-being of the client. But sometimes, I said that 'you are the counselor, learn and do this, or you haven't researched it, and I don't want to tell you anything'. I think the biggest problem I had was adjusting the level of this directive style." (SR2)*

*"They need a lot of feedback. Developmentally, their devotion to the supervisor is high and they do not take initiative. Outside of the supervision hours, they need to reach me and consult in non-urgent situations. This is a reflection of their anxiety" (SR9)*

**Supervisor Competencies.** A supervisor emphasized the lack of knowledge to carry out the supervision effectively: *"I do not know how to give the best supervision. We always learn by observing our supervisors. So I think academics are also lacking in knowledge here. I want to read a lot, but for years it has been difficult to supervise with basic knowledge." (SR7)*

**Environmental factors.** Similar to quantitative findings, supervisor workload, a large number of supervisees, inability to develop a common understanding in the counseling department were stated as environmental factors. Supervisors reflected these factors as follows:

*"A large number of students is the biggest challenge. Both the dean's and the rector's level, the course cannot be divided into sections. I cannot supervise with 70 people." (SR6)*

*"At the graduate level, they are not divided into groups, they take the course from a supervisor. Therefore, the number of supervisees is quite high. Supervision with them becomes much more challenging in terms of time allocation" (SR4)*

*"Supervision adds a lot of work. It doesn't work like in a theoretical lesson. There is also a client, there is help given to him. It has a great responsibility. Although there is a burden of only reading deciphering or reading a session summary, it is also a pressure that I am having to take the responsibility of the client to the supervisee for the first time. Will he be able to give good help to the client, will he be effective, will he be able to establish the relationship, and how effective will he be able to intervene. I've been worrying about this all week..." (SR1)*

*"Unfortunately, we do not cooperate much while conducting this course in the environments we work in. Every supervisor thinks I can do whatever I want, nobody can interfere with me. We are going in a way that we do not know the road procedure." (SR7)*

Table 3. Challenging factors in supervision

<i>Conducting supervision</i>	<b>n</b>	<b>%</b>	<b>Quotations</b>
The long duration of supervision	59	67	<p>“During the supervision process, it is difficult both to spare enough time for each supervisee and not to extend that period too much because each of supervisees wants to tell at length and get feedback about their client, but also they want the supervision session not to be too long.” (SR1)</p> <p>“...An emotion arises and therefore if I do not address that feeling during the supervision process, I know that feeling will prevent him from conducting efficient counseling in the next session. So I'm trying to take care of it. This time, I have to spare half an hour or fifteen minutes for the student. Fifteen minutes is not enough for supervision.” (SR8)</p>
Not having enough time for supervisees to meet their supervision needs	66	75	
<b><i>Supervision methods and techniques</i></b>			
To review transcripts, case reports, audio or video recordings on time and adequately	54	61.4	<p>“There are points where I feel inadequate, unable to meet, and have difficulty in listening to the supervisees’ session records. I have been supervising by reading a lot of written reports for four years this year I tried to watch a few videos this year I tried to show them in the lesson. There is also a difficulty I am having with this. I also feel like I am having trouble taking the time to review the records, for example.” (SR1)</p>
To ensure the active participation of the supervisee in group supervision	20	22.7	
Structuring the individual supervision	15	17	<p>“Supervisees have difficulty giving feedback in peer group supervision. They are initially concerned about whether the other supervisees will be able to run the session with the feedback I have given. That's why they retreated.” (SR9)</p>
To follow the supervisee’s effective feedback in peer supervision	5	5.7	
Making appropriate supervisee pairing in triadic supervision	2	2.3	
Determining which techniques to use in supervision	3	3.4	
<b><i>Evaluation</i></b>			
Giving feedback on time	31	35.2	<p>“It is difficult in terms of time both to give feedback on the previous session, to suggest how this session will be corrected, and to give suggestions about the next session. I have a lot of difficulties adjusting the time.” (SR8)</p> <p>“I want to help the student a lot, but sometimes I miss the point where I should stop as a supervisor. I question this in myself as I am getting involved in too much time to prevent the client from being harmed or to get effective help.” (SR1)</p> <p>“How can I tell in a way that does not hurt his self-efficacy more, how can I tell without breaking when he fails. We expect them to make mistakes anyway, but sometimes it was very difficult for me to give feedback in critical and unnecessary situations.” (SR2)</p>
Giving balanced feedback to supervisees in the group supervision	18	20.5	
To evaluate supervisees objectively	13	14.8	
Giving feedback to supervisees about their weak/ ineffective aspects	12	13.6	
Deciding how prescriptive the supervisor should be in supervision	11	12.5	
<b><i>Focus of Supervision</i></b>			
Addressing the supervisee’s personal feelings	14	15.9	<p>“...An emotion arises and therefore if I do not address that feeling during the supervision process, I know that feeling will prevent him from conducting efficient counseling in the next session. So I'm trying to take care of it. This time, I have to spare half an hour or fifteen minutes for the student. Fifteen minutes is not enough for supervision.” (SR8)</p>
Addressing the effects of supervisees’ issues on counseling and supervision	10	11.4	
The difference in the theoretical orientation of the supervisor and the supervisee	9	10.2	
Addressing multicultural supervision issues	4	4.5	
Addressing ethical issues	3	3.4	

Notes: Number and percentage totals are more than 100% because participants were able to choose more than one choice



### Coping Strategies

According to quantitative findings, 82% of the supervisors look to consultation and 78% of them try to get support from the literature to deal with these challenges. qualitative findings appear similar as well. The supervisors described five coping strategies as consultation, supervisor self-evaluates, using a supervision model, establishing an effective supervision relationship, and referring to literature (Figure 1). It is revealed that supervisors receive support from their colleagues. Monitoring the effectiveness of supervision, getting feedback from students, and self-assessment lead supervisors to seek a solution for the challenges they face: *“I question myself a lot. Am I doing it right, where am I, where should I stand, whether I am a good example for them or not, I question myself quite a bit. An evaluation of myself, self-evaluation, I feel it almost every time I leave supervision. I saw that there is something I need to study or talk about with the supervisee. I am studying. How can it be a difficult member, I also use group books on this subject. Sometimes I think that the interventions there are also useful, here is what to do with the member who is very quiet in a group environment that is very quiet. If it is an issue I have never worked in supervision before, I need to ask. I take consultation.”* (SR1)

*“Even in students with whom I have difficulty, I think about what their strengths are. I make a conscious effort to give supportive feedback. I sometimes pre-prepared for this. I get feedback from them. I may reflect on the feedback I received a year ago.”* (SR2)

The supervisors stated that if they had an effective supervision relationship, they can easily handle the problems. A supervisor using Bernard’s Discrimination model in supervision also stated the advantage of using a supervision model that provides a clearer process for both supervisees and the supervisor. Finally, supervisors stated that they make use of the literature when they have a difficult situation. Examples from the statements of supervisors are as follows: *“I have been applying the differential supervision model for the last few years. In this context, I am dealing with both therapeutic skills and the conceptualization of seeing the client as a whole, situations related to professional behaviors, and situations related to self-awareness... My essential way is open communication. I always say this to supervisees. ‘Let’s be open to each other. I say this when I feel anything. I am trying to reveal the feelings of the supervisee as well. And I make sure they express their feelings for each other clearly. Once we start doing this to each other honestly, the difficulty turns into something that can be directly overcome.”* (SR3)

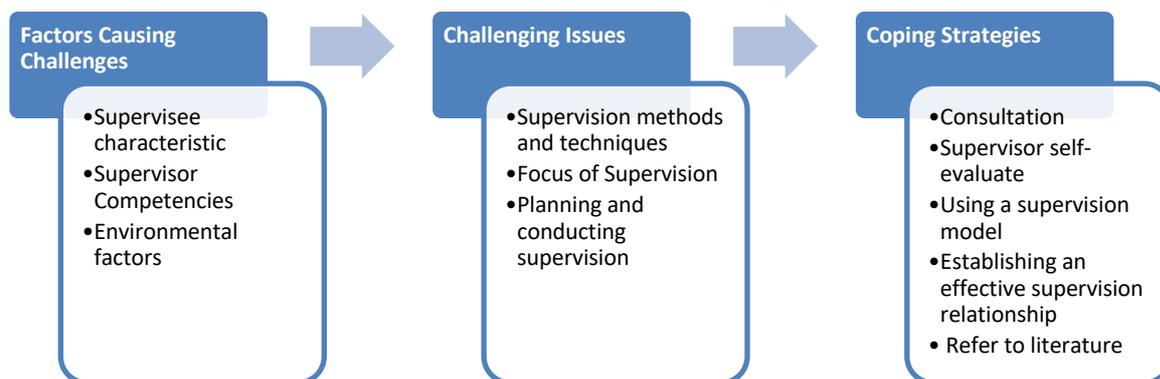


Figure 1. Challenging factors in supervision

### Ethical Issues in Supervision

In the quantitative and qualitative findings, a structure has been reached regarding the ethical problems that supervisors encounter most frequently in supervision and the ways of coping with these problems. In addition, qualitative findings also provided an understanding of the measures taken by supervisors to avoid ethical problems.

### Common Ethical Problems

Despite these precautions, quantitative findings revealed that the most common ethical problems are multiple relationships (48.9%), inability to benefit the client (37.5%), working with clients who need to be referred to another counselor (35.2%). Other ethical issues that they experienced are presented in Table 4.

Unlike quantitative findings, it is seen in qualitative findings that supervisors stated the most common ethical problems are confidentiality and privacy, emergency, evaluation process, unprofessional behavior of supervisee and multiple relationships (Figure 2).

Table 4 Ethical Issues	n	%
Multiple relationships (The client's desire to be friends with the counselor, counseling with a familiar person, planning social activities with the client, etc.)	43	48.9
Inability to benefit the client	33	37.5
Working with clients who need to be referred to another counselor (such as the desire of the counselor to work with the client, who has psychopathology, etc., referring him to appropriate resources)	31	35.2
Ethical issues related to the use of technology (recording, keeping records and this negatively affects supervision)	30	34.1
Managing the process in emergencies and crises (when the client is likely to harm herself/himself or someone else, when traumatic experiences occur, etc.)	28	31.8
Conducting a new counseling session without supervision	23	26.1
Confidentiality and privacy	20	22.7
Client-counselor communication via social media	14	15.9
To cope with situations that give rise to legal reporting obligations	13	14.8
Possibility of harm to the client	11	12.5
Creating a fictional counseling session instead of working with the real client	9	10.2
Failure to meet the requirements of multicultural supervision	9	10.2
Problems with informed consent	7	8
Client's request to meet and speak to the supervisor	7	8
Not sharing all or some information about a counseling session with the supervisor	4	4.5
Other	4	4.5

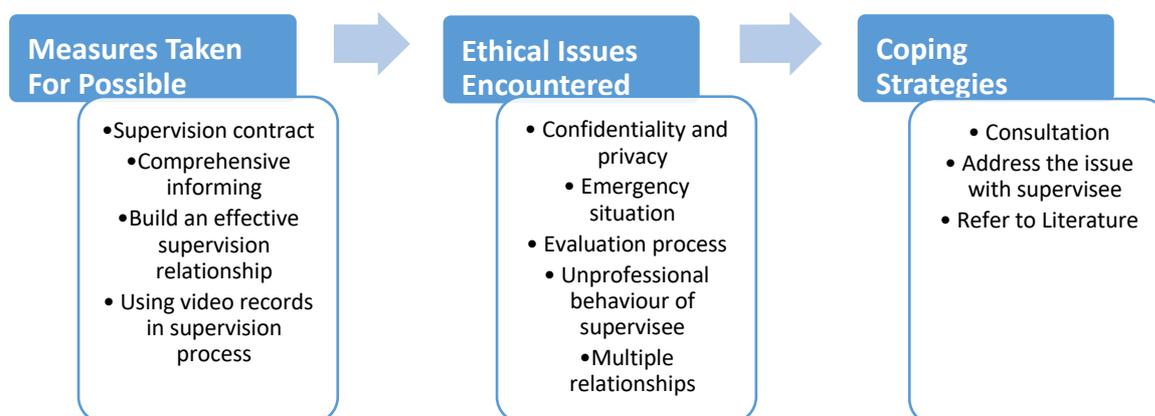
Notes: Number and percentage totals are more than 100% because participants were able to choose more than one choice

Two supervisors stated that the city they live in is very small and the physical conditions of the psychological counseling rooms create privacy problems: *"We live in a small town. The client and the counselor stay in the same dormitory or work in the same cafes because there are not many options. The clients may come to things like drinking a tea, drinking coffee, sitting, chatting, and so on."* (SR5). *"Our counseling rooms are supposedly soundproof, but as the process progressed, I noticed that while listening to someone's audio recording, it was as if a sound was coming from somewhere else. I learned that they were doing psychological counseling in adjacent rooms simultaneously. Voices were heard from the room."* (SR3)

SR4 reflected that the supervisee who regrets working with real clients may attempt fictional counseling with someone they know. SR1 stated that the supervisee may use non-professional environments for counseling: *"The supervisees conducted counseling in their pajamas in the bedroom or on the terrace. They say you did not say it should be in a closed area."* (SR7)

The other two ethical problems that stand out in the findings are the difficulty of evaluating the supervisee and the failure of the supervisee to fulfill their supervisory responsibilities on time: *"Evaluation is a compelling thing. It may not be an ethical problem, but I sometimes have difficulties in evaluating the student and giving the final grade. Because they all make an effort. But when it comes to grading,*

it's something that makes me compare to giving something to each of them one by one. Rewarding grades in the evaluation can be compelling ethically.”(SR1). “I think it is an ethical problem for the supervisee not to deliver the transcript on time.” (SR8)



**Figure 2.** Ethical Issues in Counseling Supervision

### Coping with Ethical Issues

According to quantitative findings, 80.7% of the supervisors look to consultation and 76.1% of them try to get support from the literature to deal with ethical issues. Other ways to cope (8%) are stated as cooperating with the student, evaluating their own performance, and making a good structuring at the beginning of the process. As the qualitative findings similarly reveal, working with the supervisee on ethical behavior, consultation, use of self-disclosure, and referring to literature were indicated as coping ways:

“The consultation helps me. Again, in consultation with my collagenous giving supervision, I ask, what you think we can do if there is such a situation... Sometimes I say I would have had a hard time with this client, too. I've tried quite a few to use self-disclosure. It is not like I will solve the difficulty he experienced, I tell the student that sometimes I cannot do it myself.” (SR1)

“Not only as an ethical issue, but something important that the client said might indicate suicide, but the student did not understand him at all, and did not write it in the report. There were some things that I caught when I watched it, but this is something I call suicide. That's why it's important to watch the records.” (SR2)

“My ways of coping are using the supervision contract, structuring the lesson very well, creating an open communication environment, and involving peers in the process. At the same time, to be accessible in times of crisis.” (SR3)

### Measures for Ethical Issues

Qualitative findings show that supervisors take some precautions to avoid ethical problems. These measures are using supervision contracts, informing supervisees comprehensively, building an effective supervision relationship, and using video records in supervision. Providing comprehensive information at the beginning of the supervision process seems important for students to demonstrate ethical behavior. A supervisor also touched on this function of the supervision contract. In addition, they mentioned that examining the sound or video recordings provides the opportunity to notice the unprofessional behavior of the supervisee. A strong relationship with the supervisee has also been found critical to articulate when it makes a mistake and to seek solutions together. Examples of supervisors' comments are presented below:

*"I'm watching your videos. I see if they made a wrong move. For example, the student went with sweatpants. he came to the session after having a coffee with his friend."* (SR8)

*"We gather all groups together for a week or two and inform all faculty members in a coordinated manner. We provide detailed information about how the process will start and how it will be carried out. This is probably a little preventive for those ethical problems. In addition, we must find it suitable for the client they will work with."* (SR5)

*"We already have a supervision contract, and I explain each of these things to the student in those three weeks, share the last supervision contract from the first week, and also share the informed consent that the student will make with the client. It is very easy to do the contract itself. Perhaps it is one of the most important measures I have taken."* (SR3)

## Discussion

This study aims to reveal the challenges and ethical problems the faculty supervisor experienced in supervision. These difficulties and ethical issues are interpreted as barriers to providing effective supervision. These findings, derived from supervisors' perspectives, also may serve as a framework for supervisors' needs.

The main common experience between supervisors is that they provide supervision to novice/beginning supervisees at the undergraduate level. Findings suggest that supervisee characteristics suggested by developmental supervision models are related to the challenges noted by supervisors. In qualitative findings, developmental needs were also prominent among supervisee characteristics. Supervisors are expected to know the interventions to meet the supervisees' developmental needs such as rigid thinking, being dependent on the supervisor, having a lack of confidence and high anxiety, and asking for, positive and concrete feedback (Rønnestad & Skovholt, 2003; Stoltenberg, 1981) from the supervisor. The novice supervisee expected their supervisors to be more instructive and directive, according to developmental models (Rønnestad & Skovholt, 2003; Stoltenberg, 1981; Worthington, 2006). But novice supervisors have difficulty in both ensuring client welfare and supporting supervisee growth (Borders, 1989). So they need to balance the responsibilities of the counselor and the client's needs (Ellis & Douce, 1994). More importantly, they need to try thinking as a supervisor (Borders, 1993). In the findings of this study, it was seen that the supervisor has not yet succeeded in thinking as a supervisor. Maybe they need to know that they can alternately use the different roles as a supervisor such as a teacher, counselor, or consultant role (Bernard, 1997) and different interventions such as facilitative, confrontive, prescriptive, etc. (Loganbill, Hardy & Delworth, 1982). Knowing that it can differ in terms of developmental level and need can eliminate their perception of this as a challenge.

Developmental characteristics are also determinant in choosing and using supervision methods and techniques (Rønnestad & Skovholt, 2003; Stoltenberg, 1981). The supervisor should decide purposefully which supervision needs will be met through which technique. At this point, although the diversity of techniques seems pleasing for effective supervision, it is striking that supervisors should act purposefully to be used effectively. Supervisors stated that they had difficulties in monitoring the records and transcripts and that they could not complete the time. In studies conducted in Turkey, it is observed that the number of supervisors who use the records in supervision and examine the records regularly is low (Aladağ & Kemer, 2017; Atik, 2017; Koçyiğit-Özyiğit, 2019). Likewise, other research results indicated that the supervisors primarily use self-report rather than video observation of therapy sessions to monitor supervisee performance (Gonsalvez, Oades, & Freestone, 2002; Scott, Pachana & Sofronoff, 2011; Townend, Iannetta, & Freeston, 2002). Though

observation-based supervision, in particular, is considered essential in clinical training (Falender & Shafranske, 2004) and the use of observational techniques in supervision increased trainee and supervisor agreement concerning assessments (Hitzeman, Gonsalvez, Britt, & Moses, 2019). The use of feedback based on video monitoring methods is commonly thought to help supervisors provide accurate feedback on weaknesses and strengths, which may improve trainee self-reflection and their ability to self-assess their competence (Falender & Shafranske, 2017). This is also related to the high workload of supervisors. On the other hand, reviewing the records is among the ethical responsibilities of supervisors (ACES, 2011; Borders et al, 2014). The use of observational methods is also essential for providing effective supervisor feedback (Bernard & Goodyear, 2014; Gonsalvez & McLeod, 2008; Gonsalvez, Wahnnon, & Deane, 2017). Therefore, a purposeful review of the records is necessary both to increase the effectiveness of the supervision and to fulfill this responsibility.

Supervisors stated that they could not use peer feedback adequately and effectively in group supervision and they had difficulty in allocating equal time to students and the duration was too long. Similar findings are also found in other studies conducted with supervisors and supervisees in Turkey. According to the supervisees, the long duration of the supervision session, the ineffective use of time, and the lack of peer feedback in the group are ineffective elements in supervision (Koçyiğit- Özyiğit, 2019). Meydan and Denizli (2018) similarly found that the novice supervisee needs equal time with peers in supervision. This is also found as a hindering factor in the supervision relationship (Meydan, 2019). Wichmann-Hansen, Thomsen, and Nordentoft (2015) also stated a similar result that among the major challenges identified by supervisors were facilitating equal participation within diverse student groups and balancing between offering solutions and student involvement. At this point, it is important for the supervisor to inform supervisees about their roles and responsibilities at the beginning of the process and to be a model in giving feedback throughout the process (Wichmann-Hansen, et al, 2015). As mentioned by a supervisor, it is recommended that a supervision contract be used to provide information. The supervision contract is the most systematic and secure way to inform supervisees about how they will receive feedback and their roles in the group (Bernard & Goodyear, 2004; Corey et al, 2010; Falender & Shafranske, 2014; Osborn & Davis, 1996; Smith, Erickson Cornish & Riva, 2014; Sutter, McPherson & Geeseman, 2002). The contract can help to reduce confusion, clarify goals, define roles (Osborn & Davis, 1996; Smith et al, 2014), and empower the supervisory relationship (Beinart, 2014). Hence, it should be stated in the contract that participating group supervision will be carried out and explain the responsibilities of the supervisees. Otherwise, it can turn into individual supervision within the group, such as authoritarian group supervision (Proctor, 2000).

Another challenging issue for supervisors is evaluation in supervision. It is the main responsibility of the supervisor to provide feedback on the supervisees' performance and development throughout the process and to present the summative evaluation at the end of the process (Bernard & Goodyear, 2014; Borders & Brown, 2005). Findings show that supervisors have difficulty providing effective feedback. Achieving the supportive-challenging balance is a difficult situation in evaluation. Magnuson, Wilcoxon, and Norem (2000) revealed that the supervisors who give unbalanced feedback are seen as ineffective. At this point, the developmental needs of the supervisee should be considered. It is emphasized that supportive interventions are effective at the beginning of the supervision relationship and when working with supervisors who practice for the first time (Borders et al.1991; Jacobsen & Tanggaard, 2009; Meydan & Denizli, 2018).



Besides, one of the important points in evaluation is that formative and summative evaluation should be parallel (Bernard & Goodyear, 2004; Borders & Brown, 2005; Falender & Shafranske, 2004). Supervisors stated that they had difficulties addressing the supervisee's personal feelings and their effects on counseling and supervision, multicultural supervision, and ethical issues. This has led to their inability to use their time effectively in supervision. In Hoffman, Hill, Holmes, and Freitas's (2005) research, the supervisor finds it difficult to work on the supervisee's issues typically. However, Bang and Park (2009) discovered that the supervisees benefit from exploring personal issues under supervision. Supervision is a learning process that aims to develop supervisees' counseling, case conceptualization, and intervention skills, self-awareness and professional behaviors, multicultural counseling skills, etc. (Bernard, 1994; Borders & Brown, 2005; Corey et al, 2010). The model the supervisor is based on, the needs of the supervisees or the goals of the program may differentiate these foci. If increasing self-awareness is a supervision goal or the developmental need of the supervisee, it should be addressed during supervision. The difficulties of the supervisors in this regard also suggest their needs in the purposeful and systematic execution of the supervision. It is understood that supervisors have a deficiency in the execution of the process by their goal setting and supervision needs.

It was found that the supervisors also considered dealing with supervisees' feelings and personal issues reflected in the supervision as a challenging factor. If the supervisors do not carry out the supervision based on a supervision model, it will not be meaningful to dedicate time to these focuses, and it will be challenging. According to developmental models, it is among the responsibilities of the supervisor to increase the self-awareness of especially novice supervisees (Holloway, 1995; Loganbill et al. 1982; Stoltenberg, 1981). Therefore, self-awareness should be a focus in supervision. Although it does not occur in qualitative findings, other compelling factors that emerge in quantitative findings are the difference in the theoretical orientation of the supervisor and the supervisee, addressing multicultural supervision issues, addressing ethical issues. If supervisors conduct the supervision according to their theoretical orientation can leave the supervisee feeling stuck and undermine their potential for learning and development. Especially more experienced supervisees may want to be supported while using their theoretical orientation. This again requires the supervisor to know the student's developmental characteristics. Lastly, very few supervisors mentioned that it is difficult to handle multicultural issues in supervision. Supervisors are expected to develop their knowledge and awareness of multicultural issues and to deal effectively with them in supervision (Chopra, 2013; Falender & Shafranske, 2014). Studies also reveal that issues related to multiculturalism are rarely raised (Gatmon et al., 2001; McLeod, 2008) and cannot be addressed in supervision, especially if they are not spoken by the supervisor (Duan & Roehlke, 2001). Therefore, the fact that it is mentioned by a few supervisors in this study may not mean that there is no difficulty in this matter.

Findings on ethical issues showed that supervisors try to take precautions to avoid ethical problems. This is an important professional responsibility. Similar to the findings of this study, Atik (2017) found that ethical issues related to confidentiality, privacy, and avoidance of multiple relationships appeared in supervision. In a study, the rate of supervisees who were reported at least one ethical violation was found 51% and the two most reported ethical violation was evaluation and monitoring supervisees' performance and confidentiality issues (Ladany, Lehrman-Waterman, Molinaro, & Wolgast, 1999).

To deal with these ethical issues, it is recommended that the supervisor consult with others, use written informed consent forms, and keep records throughout the supervision process

(Campbell, 2000). Colleagues, peer support groups, and state and national professional ethics committees can all be useful resources for consultation (Kelly, Diamond, Davis, & Whalen, 2019). Grant, Schofield, and Crawford's (2012) findings provide a structure about the strategies the supervisors use to cope with difficulties by addressing their effects on the supervision relationship. They suggested strategies that supervisors can use, taking into account the needs of the supervisor and their characteristics. They found that the supervisors use confrontative interventions (confronting directly or taking formal action) when they manage the difficulties about unprofessional supervisee behaviors toward client or supervisor. Also, especially for supervisees giving counseling for the first time, it is important that the supervisor should be ready and accessible, and have a clear plan about how to intervene and the way to be followed (Neufeldt, 2007). Supervisors should serve as role models for supervisees in evaluating the rights and responsibilities of both parties and ensuring the welfare of both their clients and themselves (Kelly et al, 2019). So, in this study, supervisors try to use effective ways of dealing with ethical problems. But no research offers empirical evidence to make comparisons in Turkey. Still, a guide for supervisors to determine specific sanctions or procedures for unethical supervisees by the counseling departments is deemed necessary, especially when the need to protect the client arises. This requires administrative supervision which includes coordination and necessary procedures of clinical practices (Bradley & Kottler, 2001).

In the meantime, findings showed that to cope with these challenges and ethical problems, supervisors are open to seeking support from colleagues and seeking appropriate resources to obtain information. Being open to professional development and continuing to participate in training in this direction, being able to do self-assessment, and being open to receiving feedback from supervisees, clients and colleagues are also defined as the professional characteristics of an effective supervisor (Borders, 1994). This is a strength of the faculty supervisors. If consultation processes become more systematic and they have a supervisor sharing network formally, it can make them feel even more supported. Moreover, supervisors did not mention any difficulties associated with establishing a supervising relationship. It appears that they use the supervision relationship purposefully to address difficulties together. Effective supervision relationship enables supervisees to disclose easily the difficulties they have experienced and the mistakes they have made. This allows the supervisor to perform the gatekeeping role (Gaete & Ness, 2015).

As it is expected, the supervisors associated their difficulties with a large number of supervisees and the course /workload, and the inadequacies in the counseling units at the university. Similar to previous research results supervisors have difficulty in effectively conducting supervision with other workloads (Aladağ & Kemer, 2017; Koçyiğit- Özyiğit, 2019). Undoubtedly, this may also prevent supervisors from meeting their knowledge and skill needs to offer effective supervision. These findings also emphasized the need for administrative supervision. It is difficult for supervisors to improve the practicum conditions alone and to create a supportive environment for the development of supervisees. Feeling lonely in this regard will create burnout for supervisors. This is due to Turkey's lack of institutions, and organizations that oversee these practice compliance and supervision conditions. As Aladağ and Kemer (2017) suggested Practicum Handbook should be prepared for the qualified execution of application processes.

## **Conclusion**

The results of this study provide a framework for supervisors' needs to provide effective supervision. The majority of the supervisors participating in the study have between one and five years of experience as supervisors. Novice supervisors may feel overwhelmed (Watkins, 1993) or need to create a more structured process in supervision and be more directive. It is also very possible for them to experience role conflict between the counselor and the supervisor (Borders, 2010; Campbell, 2000). The importance of supervisor training is emphasized so that they can think like a supervisor (Borders, 1993). But, the number of supervisors who receive formal supervisor training in this study is quite limited. Tezer (2004) pointed out that many supervisors give supervision basing their own previous supervision experiences in their undergraduate, master's, and/or doctoral programs in Turkey. So, most challenges can be eliminated by increasing the competence of supervisors. Formal supervision training is the most important requirement of being an effective supervisor (ACES, 2011; Baker et al, 2002; Bernard & Goodyear, 2004; Campbell, 2000; Dye & Borders, 1990; Gazzola et al, 2013; Haynes et al., 2003). Supervisor training improves client welfare, gatekeeping responsibilities, and the quality of supervision required for effectiveness (Falender & Shafranske, 2014).

The needs of supervisors revealed in this research match the core competency areas recommended for supervisor training to include. Supervisor training aims to gain "theoretical and conceptual knowledge", "skills and techniques", and "self-awareness" for these core areas (Borders, 2009). It includes suggestions for continuing educational experiences and professional activities, in addition to didactic education (Borders et al., 1991/2014; Dye & Borders, 1990). Supervisor training resources are still very limited in Turkey. Courses as formal training in doctoral programs should be opened and other supervisor training opportunities should be widespread. But, as Ladany (2014) emphasized, supervisor training in theoretical and practical approaches to supervision is essential and should not be viewed as an extracurricular activity for doctoral programs. Therefore, it is necessary to expand professional activities related to supervision, especially formal education, to conduct research, and accelerate the efforts to prepare supervision standards.

## **Limitations and Future Research**

There are several limitations to this study that must be addressed. First, the use of the self-report technique for quantitative data collection could be viewed as a limitation. Also, the low response rate was the main reason for the lack of the knowledge of what the other faculty supervisor who has not responded has experienced. The results obtained from volunteer supervisors, maybe they are already interested in being effective supervisors. So, positive bias may have arisen. Even though the surveys were anonymous, it is possible that respondents were hesitant to express their true feelings. The presence and impact of social desirability influences are unknown. Since there is no standard in postgraduate counselor education in Turkey, the level of knowledge and skills of supervisors with or without supervisor education is not known. However, information such as whether there is a supervision model on which they are based supervision was not obtained. Indeed, only one supervisor mentioned the supervision model she used. Despite the above limitations, the research findings present the compelling experiences of supervisors and empirical findings regarding ethical issues in supervision. So, there is no study to compare.

Further research would be required to understand deeply what the supervisor and supervisee experience and how these difficulties affect the supervisee's satisfaction with supervision,

supervisory relationship, and supervision outcome. Researchers can also focus on both supervisees from different developmental levels and the supervisor supervising them. This study also indicates a need to investigate the need for supervisors to provide more effective supervision.

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