

Social Cognitive Supervision Model: A Review

Sosyal Bilişsel Süpervizyon Modeli: Bir Gözden Geçirme

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ABSTRACT

This article aims to examine the supervision process, which plays a significant role in counselor education, through the Social Cognitive Supervision Model and to explain the model in detail. Supervision is considered a critical process for counseling candidates to develop their professional identity and skills. The social cognitive supervision model is based on Bandura's Social Cognitive Learning Theory and emphasizes the central role of self-efficacy beliefs in this process. Self-efficacy refers to candidates' belief in their ability to effectively provide counseling services in the future and is a key factor for successful learning. The article explains the key elements of the social cognitive supervision model through the triadic reciprocal causation model: individual factors, behaviors, and the environment. Individual factors include candidates' self-efficacy beliefs, cognitive, and affective processes during supervision. Environmental factors involve interactions with supervisors and clients. Supervisors' roles in providing feedback, modeling, and social persuasion are crucial to candidates' professional development. In conclusion, this article presents the social cognitive supervision model as a model that contributes to the development of counseling candidates' skills and self-efficacy while supporting future empirical studies.

Keywords: Social cognitive learning, supervision, psychological counselor education

ÖZ

Bu makalede psikolojik danışman eğitiminde önemli bir yer tutan süpervizyon sürecini, Sosyal Bilişsel Süpervizyon Modeli üzerinden incelemek ve modeli detaylı bir şekilde açıklamak amaçlanmıştır. Süpervizyon, psikolojik danışman adaylarının mesleki kimlik kazanmaları ve mesleki becerilerini geliştirmeleri için kritik bir süreç olarak kabul edilmektedir. Sosyal bilişsel süpervizyon modeli, Bandura'nın Sosyal Bilişsel Öğrenme Kuramına dayanmakta ve psikolojik danışman adaylarının öz-yetkinlik inançlarının bu süreçteki merkezi rolünü vurgulamaktadır. Öz-yetkinlik, adayların gelecekte danışma hizmetlerini etkin bir şekilde yürütebileceklerine dair inançlarını ifade eder ve başarılı bir öğrenme süreci için kilit bir unsurdur. Bu makale kapsamında sosyal bilişsel süpervizyon modelinin temel unsurları üçlü karşılıklı nedensellik modeli çerçevesinde açıklanmıştır: bireysel etmenler, davranışlar ve çevre. Bireysel etmenler, adayların süpervizyon süreçlerindeki öz-yetkinlik inançlarını, bilişsel ve duyuşsal süreçlerini etkileyen unsurları kapsar. Çevresel faktörler ise süpervizör ve danışan etkileşimlerini içerir. Süpervizörün geri bildirim sağlama, model olma ve sosyal ikna işlevleri adayların mesleki gelişiminde güçlü bir role sahiptir. Sonuç olarak, bu makalede, psikolojik danışman adaylarının mesleki becerilerini ve öz-yetkinliklerini geliştirme sürecine katkı sağlayan bir süpervizyon modeli olarak sosyal bilişsel süpervizyon modelini açıklanarak sonraki ampirik çalışmaları desteklenmesi hedeflenmiştir.

Anahtar sözcükler: Sosyal bilişsel öğrenme, süpervizyon, psikolojik danışman eğitimi

Introduction

Supervision is of vital importance in counselor education. In the field of counseling as a helping profession, it is seen as a critical practice for counselor candidates to acquire professional identity and professional skills before entering the profession (Bernard and Goodyear 2004, Siviş-Çetinkaya and Kararımak 2012, Erkan-Etik et al. 2014, Yılmaz and Voltan-Acar 2015, Meydan 2015, Eryılmaz and Mutlu 2018). The main purposes of supervision in counselor education are addressed under two main headings: supporting the professional development of the counselor candidate and protecting or ensuring the well-being of the client (Bernard and Goodyear 2004). In line with these aims, supervision corresponds to a process in which the counselor trainee is observed and evaluated throughout the supervision training. Supervision processes of counselor candidates are mostly based on receiving feedback from a more experienced field/profession expert regarding the counseling sessions they are actively conducting. In this context, it can also be considered as an evaluation process based on counseling skills used in counseling sessions, case conceptualization, session management, relationship building with clients, and ethical issues. This process, in which new or candidate counselors gain their first experience, is very important in terms of gaining competence and conducting their basic experiences under a

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kind of supervision. How the supervisors will shape the supervision process and which methods and ways of evaluation they will use are significantly related to the chosen supervision model.

A supervision model is defined as “a theoretical explanation of what supervision is and how the supervisee's learning and professional development occur” (Corey et al. 2010). The first scientific studies on reviewing the supervision process in terms of models and presenting models started to increase in the 1970s and as a result of this escalation, supervision models started to find a place in the literature (Leddick and Bernard 1980). Supervision models have been classified in different ways by different researchers according to their evaluation of and approach to the process (Leddick and Bernard 1980, Campbell 2000, Bernard and Goodyear 2004, Corey 2010). The most widely used of these classifications is the one presented by Bernard and Goodyear (2004), which classifies supervision models under three main headings: psychotherapy-based models, developmental models, and process models. Psychotherapy-based models can be interpreted as the projection of psychotherapy theories' perspectives on therapy onto the supervision process. Developmental models, on the other hand, are models that address the supervision process from a developmental perspective and focus on the developmental stages of both the supervisor and the supervisee in the process and the needs that arise in this direction. Finally, process models primarily aim to focus on the process itself to observe the supervision process and address it from a broader perspective (Bernard and Goodyear 2014). In addition to these, there are also supervision models that aim to explain and illuminate the supervision process outside the existing classifications.

In Türkiye, supervision training is provided within the scope of courses at undergraduate and graduate education levels of universities or within the scope of accredited training of psychotherapy approaches. Considering that supervision has a very important place in the training of psychotherapists, psychologists, and psychological counselors, it is thought that studies on supervision, especially in Turkey, will contribute to the process. This study aims to present a theoretical review study on the Social Cognitive Supervision Model (i.e. Social Cognitive Model of Counselor Training (SCMCT)), which has not been included in the Turkish literature, to contribute to supervision processes and to be a road map for supervisors.

Social Cognitive Model of Counselor Training

SCMCT put forward by Larson (1998) has its roots in Bandura's (1977) Social Cognitive Learning Theory. Social Cognitive Learning Theory aims to explain how learning, which is a very complex process, takes place. Bandura's (1989) triadic reciprocal causation model suggests that individuals themselves, their environment, and their behaviors are in mutual interaction and that people adapt to ever-changing and complex environments. Therefore, the individual, who is a factor in this learning and adaptation process, has a partial say in their thinking processes, motivations, and behaviors. According to this proposition, individuals have the power to influence the changes that occur in themselves. Self-efficacy, which is one of the most prominent concepts of the theory in the literature, is defined as the belief that an individual is capable of performing a certain task or behavior as one of the important dimensions of this influence (Bandura 1986).

One's self-efficacy serves as a bridge between knowing what to do about a certain issue and taking action. When a complex learning process such as counselor education is considered, the self-efficacy of the counselor candidate is an important determinant of the process in this learning environment (Larson 1998). Counselor self-efficacy is defined as a counselor candidate's belief or judgment that they can effectively provide counseling services in the near future (Larson and Daniels 1998). Counselor candidates with high self-efficacy levels have a belief that they can effectively carry out the counseling process, while counselor candidates with low self-efficacy levels have low beliefs that they can effectively carry out this process (Larson 1998, Barnes 2004, Lohani and Sharma 2023).

Based on this, in the SCMCT, counselor self-efficacy is considered an individual factor in the counselor supervision process, just as it is positioned in the Social Cognitive Learning Theory (Bandura 1989). The SCMCT's triple reciprocal causality model consists of three basic dimensions: individual factors, behaviors, and environment. These three dimensions are the determinants of the supervision process of the counselor candidates.

The two-way arrows in Figure 1 symbolize the reciprocity of the interaction between dimensions. Larson (1998) argues that inter-dimensional interaction does not take place in a vacuum detached from the context, but rather is influenced by the conditions of the context (context-specific barriers or supports). The triadic reciprocal causality model provides a theoretical framework for conceptualizing and understanding the basic mechanisms of SCMCT (Barnes 2004). These basic mechanisms are described in detail below.

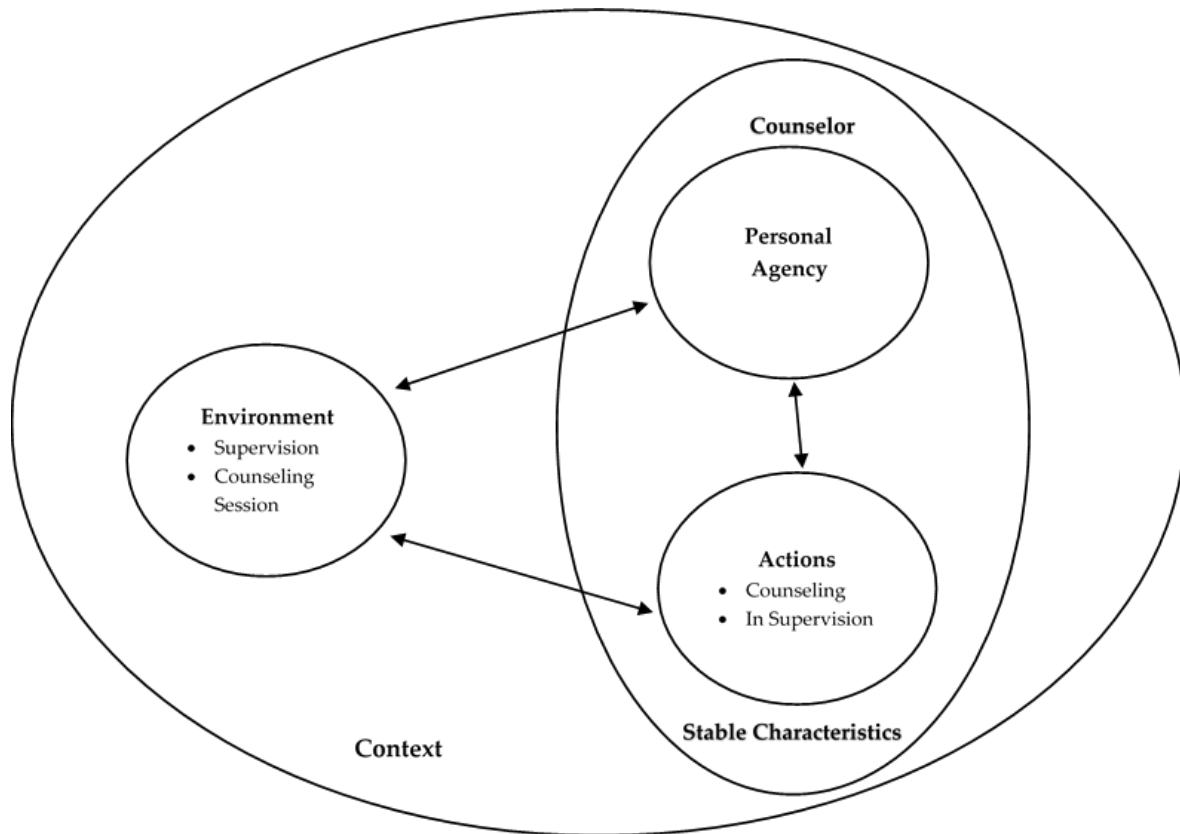


Figure 1. Social Cognitive Model of Counselor Training (Larson 1998)

Individual Factors

In the learning process, an individual experiences a unique learning experience, with the combination of factors such as personality traits, experiences, prior learning, cognitive and affective processes, and expectations. Bandura (1982) emphasizes that every attempt to change complex behaviors should consider individual factors. In counselor education, a progressive change from novice counselor candidate to competent counselor candidate is aimed. Therefore, the individual factors of the counselor candidate should also be taken into consideration in counselor education. Larson (1998) included individual factors in the triple reciprocal causality model of SCMCT and, stated that individual factors can be examined in seven sub-dimensions. These sub-dimensions are presented as previous knowledge about the counseling process, counselor self-efficacy, outcome expectations, goals and plans, cognitive processes, affective processes, and self-evaluation.

1. Prior Knowledge of the Counseling Process

All counselor candidates have different levels of knowledge about counseling and maintaining a counseling session, at the beginning of the supervision process (Larson 1998). Larson (1998) examined the prior knowledge of the counselor candidate, before starting the supervision process, under three sub-headings. These are; (a) procedural counseling knowledge, (b) declarative counseling knowledge (content-specific knowledge), and (c) autobiographical memory. While declarative knowledge is defined as, knowledge about the definition and meaning of concepts, processes, or rules, procedural knowledge is defined as knowledge about how and where to apply the acquired conceptual and theoretical knowledge (Kraiger et al. 1993). Accordingly, procedural counseling knowledge includes prior learning such as counseling skills on how to conduct counseling (Larson 1998). Declarative counseling knowledge includes profession-specific knowledge such as counseling theories, basic counseling principles and techniques, and ethical and legal principles. Autobiographical memory, on the other hand, is the knowledge about oneself and others that the counselor candidates have acquired in their own life experiences. In another context, experiences as a helper and prior learning constitute the counselor candidates' autobiographical memory about the counseling process (Larson 1998). Prior learning experiences based on these three types of knowledge are the knowledge that the counselor candidates bring with them to the supervision process and they are included in the process as individual factors.

2. Psychological Counselor Self-Efficacy

Counselor self-efficacy is defined as the belief that one will be able to maintain and manage counseling skills and behaviors, and the counseling process in the near future (Larson et al. 1992). It is the subjective evaluation of the counselor candidates' competence regarding the counseling process (Barnes 2004). The knowledge and supervision experiences of counselor candidates during their training are related to their self-efficacy beliefs. Hill et al. (2015) found that undergraduate students' confidence in using helping skills was affected by skills training. However, Hill et al. (2015) stated that as students encountered more difficult skills, their confidence in themselves increased. According to the findings of the study conducted by Barbee et al. (2003), participation in service learning of supervised counselors (N = 113) was positively correlated with counselor self-efficacy.

3. Outcome Expectations

Outcome expectations are the one's beliefs about the possible outcomes of behaviors (Lent et al. 1994). Outcome expectations in counseling are the expectations of the counselor about the counseling process (Larson 1998). These expectations may be related to the client's improvement at the end of the process, or they may be related to the counselor candidate receiving a good evaluation at the end of the supervision process. According to SCMCT, when evaluated together with self-efficacy, it has been suggested that outcome expectations will have little effect on the process (Larson 1998). However, the course and outcome of the counseling process can also be shaped independently of the counselor candidate's performance and expectations. For example, the client leaving the counseling process independently of the course of the counseling process is not a situation that the counselor candidate expects. Therefore, the counselor candidate's outcome expectations regarding the counseling process are not accepted as a factor affecting the progress of the process under all circumstances (Larson 1998). The concepts in the Social Cognitive Theory (SCT) have been transferred to the field of career counseling with the Social Cognitive Career Theory (SCCT) (Lent et al. 1994). According to SCCT, the perceived value or importance of the behavior and its expected outcomes are related to the interest in performing the behavior. An increase in interest in a field leads to an increase in actions and performance related to these areas of interest (Lent et al. 1994). Based on this, it can be said that having positive outcome expectations in the counseling process will support the development of positive counseling behaviors.

4. Supervision and Counseling Goals and Plans

Although it is generally accepted that the main goal of supervision is to train psychological counselors who are competent in their field, the goals in the supervision process are determined according to the needs of the counselor candidate and the client (Bernard and Goodyear 2014). The personal goals of each counselor candidate in the supervision process may differ. These goals, which differ from supervision goals, can be considered as points that the counselor candidates set for themselves and aim to reach at the end of the supervision process. The goals and plans of counselor candidates regarding supervision and the counseling process are defined as specific, clear, and partially challenging goals that they hope to achieve in these processes (Larson 1998). At the end of the supervision process, counselor candidates expect that they will reach the goals they have set for their professional development. According to the SCT, goals are considered as a force that motivates a person to take action on the subject they want to make progress (Bandura 1988). It is thought that the goals draw a road map for the counselor candidate to take the necessary steps to become a competent counselor and will motivate the counselor candidate to perform supervision-related behaviors.

5. Cognitive Processes

Cognitive processes operating in the supervision process are defined as the counselor's selective evaluation of the feedback received from peers, supervisors, and clients in their supervision processes (Larson 1998). The counselor candidates receive positive or negative feedback about the process they are conducting, both in counseling sessions and supervision sessions. All these feedbacks are accepted or eliminated through the cognitive filter of the counselor candidate. Bandura (1982) suggested that individuals' cognitive processes affect their behaviors. In this context, according to SCMCT, it is emphasized that the feedback accepted in counseling and supervision processes will play a role in shaping the next counseling behaviors (Larson 1998).

6. Affective Processing

An individual's physiological and affective states are one of the four basic sources of self-efficacy (Bandura 1982). It is suggested that the physiological and affective states of the counselor trainee are also a source of counseling

self-efficacy by occurring in different forms such as anxiety, frustration, anger, and happiness experienced during the supervision process (Larson 1998). In the related literature, it is suggested that the anxiety experienced by the counselor candidate prevents the counselor candidate from learning in supervision (Dodge 1982, Holloway 1995, Bernard and Goodyear 2014, Mitchell et al. 2022), interferes with their cognitive processing skills and counseling performance as a counselor (Bowman and Giesen 1982, Schauer et al. 1985, Falke et al. 2015), and hinders the benefit to be gained from the feedback received in supervision (Frantz 1993, Bernard and Goodyear 2019, Rogers et al. 2019). Therefore, it can be said that the affective states experienced by the counselor candidate during the supervision process are a factor that should be taken into consideration in counselor education.

7. Self-evaluation

Self-evaluation can be seen as a tool that helps counselor candidates increase their responsibility and set more focused goals to support their learning and recognition of their strengths and weaknesses. At the same time, it is defined as counselors' judgments about themselves regarding counseling sessions (Larson 1998). SCT has suggested that individuals' self-evaluations can improve their performances and contribute to the learning process when they focus on positive aspects (Bandura 1982). Therefore, counselor trainees may benefit more from supervision when they focus on their successful experiences and how they can improve their positive aspects rather than what is wrong or lacking in their self-evaluations. In addition, counselor trainees' self-evaluations are considered an important factor for positive counseling outcomes (Borders et al. 1991, Bernard and Goodyear 2014).

In SCMCT, individual factors are one of the main factors that shape counselor candidates' behaviors in the supervision process (Larson 1998). These factors are thought to directly determine the behaviors of the candidates both in the supervision process and in their interactions with clients by affecting their self-efficacy beliefs, cognitive processes, and outcome expectations. The supervision process plays a critical role in terms of the skills that the counselor/psychotherapist candidate will acquire in the supervision sessions and the interventions they will apply in the counseling process. In this context, the behaviors of the candidate in the supervision processes with both supervisors and clients are important in terms of the permanence of supervision gains.

Actions

Counseling skills, intervention skills, self-awareness, self-efficacy, and competence in establishing a therapeutic relationship are all expected to be achieved as a result of supervision (Goodyear and Guzzardo 2000). In this context, there are some behaviors that counselor candidates exhibit both with their clients and with their supervisors. According to SCMCT, certain behaviors that counselor candidates are expected to exhibit in both processes, contribute to the increase in counselor self-efficacy levels at the end of the learning process (Larson 1998). During the supervision process, in supervision sessions and counseling sessions, the counselor candidate's regular participation in supervision sessions, goal setting, and modeling will increase the gains that can be obtained at the end of the process. Larson (1998) examined these behaviors under two headings effective supervision behaviors and counseling behaviors within the scope of SCMCT.

1. Effective Actions in Supervision

Effective supervision behaviors directly or indirectly affect the supervision learning that counselor candidates exhibit during the supervision process, which can be observed and will enable them to be more competent in working with clients. In SCMCT, these behaviors are identified as the six basic behaviors (Larson 1998). The first two of these six basic behaviors are considered behaviors that enable learning in Bandura's (1982) SCT and were adapted to counselor education by Larson (1998). The other four behaviors are compiled from the behaviors mentioned in the supervision literature, which are useful in the process of a counselor candidate gaining competence. These behaviors were named a) choosing an appropriate model, b) observation, c) experiencing new ways of feeling, thinking, and behaving, d) preparing for supervision, e) creating supervision agendas and f) being open to feedback. It is emphasized that the supervisee's learning will be better when the counselor candidate exhibits these six basic behaviors during the supervision process (Larson 1998).

2. Effective Actions in Counseling

There are counseling behaviors that counselor candidates are expected to exhibit according to their

developmental level. As the developmental level of the counselor candidate increases, these behaviors become more complex and holistic at the same time. For example, while it is considered sufficient for a beginning counselor candidate to use micro skills in counseling sessions, a more competent counselor candidate is expected to use higher-level skills in addition to micro skills. Larson (1998) defined counseling behaviors in SCMCT as counselor candidates taking certain actions to increase their level of development. Therefore, it is aimed to increase counselor candidates' procedural self-efficacy levels by increasing their counseling behaviors and skills in the supervision process. Operative self-efficacy was defined by Bandura (1986) as "continuously improvising multiple subskills to manage ever-changing circumstances most of which contain ambiguous, unpredictable, and often stressful elements" (p. 391). Counselor candidates are also expected to improvise skills appropriate to these conditions in counseling sessions in situations that are unexpected, not previously experienced, or where the information needed to move forward is missing. Counselor candidates can gain the capacity to exhibit these improvisational skills by exhibiting counseling behaviors appropriate to their developmental level in the developmental period they are in.

Environment

In addition to individual factors and behaviors in the supervision experience of the counselor candidate, environmental factors are also seen as determinants of the process of becoming a competent counselor. In the SCMCT, environmental factors are considered as supervisor and client and they are described as supporting actors in the journey of the counselor candidate to gain competence in the supervision process (Larson 1998). In line with the model presented, the environmental interactions of the counselor candidates are in a reciprocal relationship with their characteristics and behaviors. For example, it can be argued that when there is a strong supervision relationship, there will be positive changes in the counselor candidates' behavior of receiving feedback or they will attend supervision sessions regularly.

1. Supervisor

Three prominent supervisor tasks/functions are mentioned in the SCMCT. Depending on the degree to which the supervisor fulfills these tasks/functions, the supervisor is considered a factor in the counselor candidate's process of gaining competence. The relevant factors are a) modeling, b) social persuasion/social influence, and c) supervisor feedback (Larson 1998).

a. Modeling

The modeling function of the supervisor is defined as providing counselor candidates with the opportunity to observe someone who successfully exhibits the counseling behavior that they aim to exhibit (Larson 1998). In the Discriminative Model of Supervision (Lemons and Lanning 1979), the modeling function of the supervisor is associated with the role of the supervisor as a teacher, and in Holloway's Systems Approach (Holloway 1987), it is accepted as one of the five tasks of the supervisor. In addition, Bernard and Goodyear (2014) suggested that the supervisor's modeling function is effective in reducing the supervision anxiety of counselor candidates. In the SCMCT, it is argued that the modeling function of the supervisor will support the vicarious learning of the counselor candidate (Larson 1998). Vicarious learning is one of the four main sources that support individuals' self-efficacy (Bandura 1982). Larson (1998) adapted the concept of vicarious learning, which first emerged with SCT, to the supervision process. In this context, she proposed ten criteria for the supervisor's modeling function to be realized effectively and for vicarious learning to occur in the counselor candidate; (a) the modeled counseling behavior should be slightly above the counselor's skill level; (b) the modeled counseling behavior should be clear and understandable; (c) the supervisor should demonstrate a successful counseling behavior; (d) the supervisor makes an effort while performing the modeling behavior and does not give the message that the relevant behavior can be done very easily; (e) the counselor candidates should be able to find similarities with themselves in order to take the supervisor as a model; (f) counseling behaviors that the counselor trainee is not already competent in should be modeled; (g) the counseling behavior modeled by the supervisor should be accessible and realistic for the counselor trainee; (h) the supervisor should model a variety of counselor behaviors or skills; (i) the counseling behavior modeled by the supervisor should be related to the goals and process of the counselor trainee; and (i) the counselor trainee should think that the model behavior observed will contribute to positive process outcomes (Larson 1998). When the supervisor's function of being a model is fulfilled by meeting the criteria presented, it is also observed that the counseling behavior targeted by the counselor candidate is feasible. The experience based on this observation will also contribute to the counseling self-efficacy of the counselor candidate.

b. Social Persuasion / Social Influence

Social persuasion refers to the amount of support received from a reliable source (Motley et al. 2014). In the SCMCT, Larson (1998) defined social persuasion as a realistic, encouraging, and enabling element that supports the counseling success of the supervisor for the counselor candidate. Social persuasion, which is accepted as one of the four main sources of self-efficacy by Bandura (1982), is conceptualized as social influence in this model. Social influence was integrated into the counseling process through Strong's (1968) adaptation of French and Raven's (1959) classification of interpersonal power. In the context of psychological counseling, the social influence of the counselor on the client is considered in three dimensions: expertise, attractiveness, and credibility. Bernard and Goodyear (2014) argued that this can also be adapted to the supervision process. In line with the first of the two stages proposed by Strong, the supervisors' task is to establish themselves as a reliable source (i.e., a person perceived as having the necessary expertise, attractiveness, and reliability) to the counselor candidate. In the second stage, after the first stage, the supervisor starts to influence the counselor candidate to make behavioral or attitudinal changes by using these power resources (Bernard and Goodyear 2014). The social influence of the supervisor on the counselor candidate can be positive or negative.

c. Supervisor Feedback

Feedback on the skills or techniques that counseling candidates need to develop is crucial for their personal and professional development (Borders and Brown 2005). Given the complexity and ambiguity of the counseling process, the supervisor's feedback is instructive for the counselor to pay attention to certain aspects and ignore others that should not be given much weight (Larson 1998). The feedback that the counselor trainees receive from their supervisor during supervision sessions also provides an opportunity to evaluate their performances. In this way, the counselor candidate gains an awareness of what he/she does well in counseling sessions or what needs to be improved. Daniels and Larson (2001) investigated the effect of supervisor feedback on counselor candidates' self-efficacy and anxiety levels. The findings revealed that realistic and constructive feedback increased self-efficacy levels and decreased anxiety. However, Bernard and Goodyear (2014) argued that counselor practice experience alone is an insufficient tool for achieving competence; unless this experience is accompanied by the systematic feedback provided by supervision, counselor candidates will be under the illusion that they are developing professional expertise. Therefore, the feedback provided by the supervisor after each counseling session is important for counselor candidates to analyze their development and progress realistically during the supervision process to gain competence in the profession.

2. Counseling Sessions and the Client

Corey et al. (2010) stated that supervision has four purposes. These purposes are (a) to encourage the growth and development of the counselor trainee, (b) to protect the client's well-being, (c) to monitor the counselor trainee's performance, and to ensure that the counselor trainee has the necessary qualifications when stepping into the profession, and (d) to empower the counselor trainees to do their supervision. Considering these purposes of supervision, supervision aims to enable the counselor trainee to conduct quality counseling sessions by considering the well-being of the client. Therefore, it can be said that the counseling sessions conducted by the counselor candidate during supervision and the client are important factors in the process. In supervision sessions, the supervisor and the counselor candidate carry out their evaluations and feedback through the counseling sessions. Lambert and Hawkins (2001) emphasized that the process evaluations that can be obtained from the client are nutritious and that these data can provide counselor trainees with feedback on their performance, provide both the supervisor and the counselor trainee with more information that can facilitate counseling training, provide new therapists with information about where to start with clients, and also help to ensure that clients are not harmed by therapy. Successful experiences, the first of the four main sources of self-efficacy, can also be obtained through counseling sessions and the relationship with the client. However, some characteristics of the client (readiness, the content of the topic brought to the session, personality traits, etc.) are also important for the experience of the counselor candidate (Larson 1998). While counselor candidates who work with clients who are not ready to receive psychological support may have negative evaluations of their performance, counselor candidates who work with clients who are ready to make progress in the process will have more positive evaluations.

Conclusion

Supervision has an important place in counselor education and is considered an indispensable process for candidates to gain their professional identity and acquire professional skills. SCMCT addresses this process in a

framework in which individual factors, environment, and actions are in constant interaction. The model, which is based on Bandura's (1989) SCT, emphasizes that especially counselor candidates' self-efficacy beliefs play a decisive role in supervision processes. Self-efficacy is defined as the candidate's belief that he/she can perform counseling skills effectively and is a critical element in the success of the learning process.

The triadic causality model, one of the basic building blocks of SCMCT, explains the interaction between individual factors, actions, and the environment. Past learning experiences, cognitive processes, and self-evaluation of the counselor candidate are important components of this process. The supervisor's modeling function, social persuasion, and feedback have a strong influence on the candidate's development. While the supervisor provides counselor candidates, with the opportunity to improve their professional skills through observation and feedback, supervision sessions provide candidates with the opportunity to practice these skills.

In conclusion, the SCMCT contributes to the professional development of counselor candidates by optimizing their interactions with both supervisors and clients. Factors such as effective feedback, modeling, and self-efficacy development in the supervision process support the candidate's professional identity and development as a competent counselor. This model provides a comprehensive guide to enhance candidates' professional skills and help them cope with the challenges they will face in their professional processes.

The SCMCT offers a powerful supervision alternative that supports professional development by integrating into the training processes of psychiatrists, psychologists, and psychological counselors. The model's focus on the concept of self-efficacy helps professionals in these fields to increase their self-confidence while improving their professional skills. In particular, when individuals feel competent, it makes it easier for them to cope with the difficulties they face in professional processes and enables them to provide more effective counseling, psychotherapy, or treatment services. In this respect, integrating the model into supervision processes can accelerate candidates' skill acquisition processes and make supervision sessions more structured and goal-oriented. One of the first studies pointing to the relationship between psychotherapists' self-efficacy levels and their psychotherapy performance was conducted by Johnson et al. (1989) and it was revealed that the group with higher self-efficacy levels performed better. It is thought that the effective use of this model, which was developed by focusing on counseling self-efficacy of SCMCT, in supervision processes will positively affect the performance of counselor candidates.

The recommendations offered by the model in the field of practice focus on supervisors providing more feedback to the candidates, using the modeling function effectively, and encouraging candidates' self-evaluation processes. In addition, in the related literature, studies on the effect of self-efficacy on supervision processes can contribute to the development of new strategies to increase the effectiveness of supervision. The model also emphasizes that supervision should be a holistic process in which individual factors, actions, and environmental factors are also taken into account, not just knowledge transfer. In this context, the applicability of the model at different levels of education, in-depth examination of supervision experiences, and research on the relationship between self-efficacy and professional performance may help the model to be accepted in a wider area. In addition, studies examining supervision sessions conducted with a focus on SCMCT and using experimental research designs will make important contributions to both practice and literature.

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