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Undergraduate Counseling Trainees' Perceptions and Experiences Related to Structured Peer Group Supervision: A Mixed Method Study*

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ARTICLE INFO	ABSTRACT
	Purpose: The aim of this study was to investigate the perceptions of undergraduate counseling trainees in regards to the use of the structured peer group supervision format and its effect on their counseling self-efficacy beliefs. **Method:** This study utilized a mixed method research design incorporating both qualitative and quantitative methodologies. To obtain the opinions of counseling trainees in regards to the use of the structured peer group supervision format, qualitative data was collected via a demographic information form and survey developed specifically for this research. While, the quantitative data for the study was collected via a

Counselor Activity Self-Efficacy Scale (CASES) utilized to measure the counseling self-efficacy levels of the participating counseling trainees. The research participant group was comprised of senior-level university students studying in the Counseling and Guidance program at a state university located in Ankara, Turkey. The participant group for the qualitative portion of the study included 16 undergraduate-level counseling trainees, while the participant group for the quantitative portion included 21 undergraduate-level counseling trainees.

Findings: The qualitative findings indicated that the trainees' perceptions were clustered into four main themes: (1) contributions of the model, (2) strengths of the model compared to individual supervision, (3) aspects of the model that need improvement, and (4) applicability of the model for undergraduate-level counseling students. The quantitative findings revealed that the structured peer group supervision process positively affected the growth of the trainees' counseling self-efficacy beliefs.

Implications for Research and Practice: The results suggested that the structured peer group supervision format could be a useful and practical means of providing appropriate and effective supervision for undergraduate-level counseling trainees in Turkey.

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Introduction

Historically, the development of the counseling and guidance field within Turkish schools began in the 1950s (Tan, 1986). During this time, in order to develop disciplines such as psychology, counseling, and education within the Turkish educational system, scholars in the field of education visited Turkey from the United States and Europe in order to exchange their ideas with Turkish educators and scholars. In addition, Turkish educators and scholars reciprocated in the exchange of ideas and knowledge by visiting their counterparts in the United States and Europe. The exchange of ideas with the international academic counseling and guidance community was the impetus for the development of counseling and guidance programs within Turkey, leading to the first counseling and guidance undergraduate-level university program established in Turkey at Ankara University in 1965, and the first graduate-level university counseling and guidance program in Turkey established at Hacettepe University in 1967. Over the past 69 years, the number of counseling and guidance programs in Turkey has grown exponentially, and as a result, according to data published in 2018 posted on the Turkish Council of Higher Education official website, 66 state and 18 private foundation universities had students registered in undergraduate-level counseling and guidance education programs (Council of Higher Education, 2018). At the same time, 24 doctoral and 39 master degree programs in counseling and guidance had been established throughout Turkey (Z. Atik, 2017). The increase in the number of counseling and guidance programs throughout Turkey is an indication of the need of counselors to serve individuals, families, and groups connected with schools as well as those needed within the community. Although the increase in counseling and guidance opportunities within schools is a positive for all involved, there continue to be on-going challenges in Turkey regarding the standardization and accreditation of these programs as well as further issues connected to professional identity and specialization within the counseling field (Aladağ & Kemer, 2016a; Stockton & Yerin Güneri, 2011). As a result, to improve the quality of counselors and counseling programs throughout Turkey, it is critical that counselor education programs be standardized as well as there be an effective supervision system put in place as part of the counseling program curriculum. Importantly, the lack of standardization within counselor education programs reflects negatively on supervision practices. In particular, it is necessary to adjust and/or restructure the supervision of individual counseling sessions within the scope of individual counseling practicum in order for the individual development of counseling students to be closely followed throughout the educational practicum process (Bernard & Goodyear, 2009; Borders & Brown, 2005). During the supervision process, counseling trainees are provided guidance and support in regards to determining the appropriate counseling approaches for client-specific needs as well as developing their own counseling process skills as a way of becoming competent counseling practitioners (Borders, 2009). Also, creating a realistic perception of competence in counselor education is as important as developing the actual counseling skills (Larson & Daniels, 1998; Loganbill, Hardy, & Delworth, 1982), and the supervision process can serve in fostering and developing these perceptions within trainees. For example, counseling trainees being evaluated and receiving constructive feedback during the supervision process in regards to their performance

and use of techniques within the learning and developmental process can ultimately lead to positive effects towards the improvement of trainees' self-efficacy beliefs (Daniels & Larson, 2001; Fernando & Hulse-Killacky, 2005; Ladany, Ellis, & Friedlander, 1999; Meydan, 2015; Pamukçu, 2011; Satıcı & Türküm, 2015).

Over the past 15 years, supervision has emerged as a pressing issue within counselor education throughout Turkey (Aladağ & Kemer, 2016b; G. Atik, Çelik, Güç, & Tutal, 2016; Z. Atik, 2017; Erkan Atik & Yıldırım, 2017; Erkan Atik, Arıcı, & Ergene, 2014; Kemer & Aladağ, 2013; Koçyiğit Özyiğit & İşleyen, 2016; Meydan, 2015; Siviş Çetinkaya & Karaırmak, 2012), however, for a very long time this issue has not been systematically addressed within counselor education programs (Ersever, 1993). In order to become an effective and professional counselor, supervision plays an important role in the personal and professional development of counseling trainees (Borders, 2009). In the United States, where the practice of supervision in counselor education is highly developed, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (2016) requires supervision in a variety of modalities as a mandatory requirement of counselor education.

In Turkey, since there are a high number of students enrolled in undergraduate counseling programs, there is a growing need for the use of models that focus on group work within the supervision process. As evidence of an increase in the use of group-oriented supervision models, the findings of two national surveys in Turkey conducted with supervisors and counseling trainees, Aladağ and Kemer (2016b) and Z. Atik (2017) found that group supervision is in effect the most commonly used approach for dealing with the high number of counseling trainees. Examples of some of the commonly utilized group supervision methodologies presented in past studies were (Aladağ & Kemer, 2016b; Z. Atik, 2017) authoritative group supervision, supervisory interactive group supervision (Proctor & Inskipp, 2001), and although limited, peer group supervision (Borders, 1991). The group supervision model that counseling trainees in past studies stated benefitting the most from was the use of peer group supervision (Z. Atik, 2017). As a result, peer group supervision models are considered appropriate models of counseling supervision for use with undergraduate counseling trainees in Turkey. There are a variety of peer group supervision models presented in the counseling supervision literature, even though, many of them differ in terms of their types, degree of structuring, and focus (Borders, 2012). For example, some of the supervision models are designed for use with students, while others are primarily utilized for use with practitioners. One peer group supervision model, in particular, the structured peer group supervision format, was introduced by Borders (1991) and is considered to be an appropriate model for use in Turkey because it is a supervision format that supports the professional development of counselors at all levels. In the structured peer group supervision format, a small three to six participant group is supervised by one qualified trainer for $1^{1/2}$ to 3 hour-long weekly or biweekly meetings. At the initial structured peer group supervision meeting, group members identify their learning goals and then during subsequent meetings, the group members take turns presenting recordings of their counseling sessions for review and critique by their peers. Importantly, during these sessions, the peer group members choose or

are assigned specific roles, take on certain perspectives, and/or carry out tasks as part of the recording segment review process. The tasks carried out by the group members may include (a) observing counselor or client nonverbal behavior or a particular counseling skill, (b) assuming the role of the counselor, client, or parent, spouse, friend, teacher, or other significant person in the client's life, (c) viewing the session from a particular theoretical perspective, and (d) creating metaphor for the client, counselor, and counseling process (Borders, 1991).

The structured peer group supervision format not only focuses on developing counseling skills but also provides support for counseling trainees to evaluate their clients from different perspectives as well as to become competent counselors by increasing their mastery of the requisite abilities, knowledge, and interpersonal skills needed in this career pursuit (Borders, 1991). The structured group supervision format has specific strengths that make it an effective and useful system of providing feedback and direction to counseling trainees, for example, with the group-meeting format all group members are provided an opportunity to participate within the sessions and provide their perspective through instructive feedback for their peers. Importantly, the peer feedback provided should be objective, improve cognitive counseling skills, applicable for both experienced and novice counselors, teach self-monitoring, and provide a systematic procedure and framework for supervision (Borders, 1991). Another strength of the peer group supervision format is that its effectiveness is backed up by empirical evidence (Benshoff & Paisley, 1996; Crutchfield & Borders, 1997; Starling & Baker, 2000).

Considering the strengths of the structured peer group supervision format, the aim of this study was to examine the appropriateness and usefulness of the structured peer group supervision format, frequently utilized in university graduate-level counseling programs in the United States, for the instruction and development of undergraduate counseling students within Turkey. In addition, another intention of this study was to determine the usefulness of this supervision approach for increasing the self-efficacy beliefs of counseling trainees within the scope of the courses carried out under the supervision process. More specifically the research questions explored in this study are as follows:

1. What are the perceptions of undergraduate counseling trainees in regards to the structured peer group supervision format?

2. What is the level of improvement of counseling self-efficacy among undergraduate counseling trainees who received structured peer group supervision?

Method

Research Design

This study utilized a sequential exploratory mixed method research design. In this design, first, the qualitative data was collected and analyzed, and then in the subsequent step, the quantitative data was collected and analyzed. The integration of

the qualitative and quantitative data occurred later during the interpretation and discussion stage (Hanson, Creswell, Plano Clark, Petska, & Creswell, 2005). The qualitative aspect of this study was to examine the undergraduate-level counseling trainees' perceptions as they related to the structured peer group supervision format. The quantitative aspect of the study, which utilized a pre-experimental design, focused on investigating the effect of the structured peer group supervision format on the level of improvement in the counseling self-efficacy of the participating undergraduate counseling trainees.

Participants

The participant group for this study was comprised of senior-level university students from a Counseling and Guidance program at a state university located in Ankara, Turkey. In the qualitative portion of this study, the participant group included 16 undergraduate counseling trainees (13 female and 3 male) with ages ranging between 21 to 23 years old (*M* = 22.31, *SD* = .70). The quantitative portion of the study included a participant group of 21 undergraduate counseling trainees (14 female and 7 male) with ages ranging between 21 and 23 years old (*M* = 22.05, *SD* = .67). In addition, a convenient sampling strategy was employed in both portions of the study.

Measures

The qualitative data was collected via a *demographic information form* to acquire age and gender information, and a *survey form* developed for obtaining the counseling trainees' opinions in regards to their experiences with the structured peer group supervision format. The *survey form* developed for this study included the following six open-ended questions: (a) How did receiving supervision from your peers contribute to your development? (b) What kind of awareness did you gain through your peer group supervision session? (c) How did taking on the roles (i.e., counselor, clients, etc.) or perspectives (i.e., assessment of the client, evaluation of the process, etc.) for providing feedback to your peers contribute to your own development? (d) What are the strengths of structured peer group supervision as compared to individual supervision? (e) What aspects of the structured peer group supervision format do you think should be improved? (f) What do you think about the use of the structured peer group supervision format for the training of undergraduate-level counseling students? It is also important to point out that both the purpose of the study and the related supervision literature were carefully considered when preparing the study's survey questions.

In the quantitative portion of this study, the counseling self-efficacy levels of the trainees were measured through the *Counselor Activity Self-Efficacy Scales (CASES)* (Lent, Hill, & Hoffman, 2003), which was adapted for Turkish by Pamukçu and Demir (2013). The original version of the CASES consists of three sub-domains of counselor self-efficacy including; helping skills self-efficacy, session management self-efficacy, and counseling challenges self-efficacy. Each domain of the CASES consists of a unique number of items, for example, the helping skills self-efficacy domain includes 15 items that assess the helping-counseling skills, the session management self-efficacy domain

consists of 10 items to evaluate the management of specific counseling session tasks, and finally the counseling challenges self-efficacy domain consists of 16 items to assess any relationship conflicts and/or client distress. The CASES is a 41-item measurement tool that includes a description of competencies that counselors perceive for various counseling session tasks and utilizes a 10-point rating scale (0 = no confidence, 9 = complete confidence) (Lent, Hill, & Hoffman, 2003). Besides, for the original form of CASES, the overall Cronbach alpha coefficient was .97. While, the Cronbach alpha coefficients for the sub-domains ranged from .79 to .94 (Lent, Hill, & Hoffman, 2003), and the Cronbach alpha coefficients obtained from the Turkish adaptation study were .98 for the overall scale, which ranged between .92 and .95 for the sub-scales (Pamukçu & Demir, 2013).

Procedure

In the qualitative portion of the study, data were collected over three successive academic years including 2011-12 (*n* = 8), 2012-13 (*n* = 2), and 2013-14 (*n* = 6). The counseling trainees completed the survey forms during the final session of their structured peer group supervision sessions. The survey forms were completed over a period of approximately 30 minutes at a designated university-counseling center. Before collecting any data, the researchers explained the purpose of the study to the participants as well as the importance of their participation in the study. It was ensured that participation was voluntary and that they could discontinue participation in the study at any time without experiencing consequences. Furthermore, the privacy of the counseling trainees was ensured by not inquiring about any personal information on the measures.

The quantitative data for the study were collected during the spring semester of the 2014-15 academic years. A total of three measures relating to the counseling self-efficacy were queried from the counseling trainees. The first measure was conducted at the out-set of the first counselor trainee supervision session, the second measure took place at the out-set of the fourth supervision session, and finally, the last measure occurred at the close of the final supervision session. All of the counselor trainee supervision sessions, as well as the administration of all information and survey forms for this study, took place at a university-counseling center.

The structured peer group supervision sessions, which were performed during the four educational years of the counseling trainees, were carried out under the leadership of the primary author. In each educational year, the trainees were expected to complete at least six counseling sessions with an individual client. The supervision sessions were conducted in line with the steps explained regarding the structured peer group supervision model developed by Borders (1991). For example, during each course period, supervision groups with an average of six members were formed to carry out the structured peer group supervision process. During the first session the students were introduced to the structured peer group supervision format, the responsibilities of the trainees were explained, and the supervision objectives of each trainee were identified. Next, the structured peer group supervision sessions were organized in order to gain feedback from each individual trainee. Finally, a

termination session was held in which the supervision objectives of the trainees as well as the process as a whole were evaluated. Throughout this entire peer group supervision process a qualified supervisor took on the role of the moderator (Borders, 1991). In effect, the role of the moderator was to facilitate the session discussions, share in the roles of others, summarize session feedback, and provide other essential feedback when necessary. Importantly, in order to evaluate the effectiveness and usefulness of this model, only one supervision methodology was utilized throughout the entirety of the process. During the qualitative data collection period of this study, the counseling trainees received both structured peer group supervision as well as individual supervision in order for comparisons to be made across supervision modalities. However, during the period of quantitative data collection, the counseling trainees received only structured peer group supervision as a means of preventing any form of confounding effect that might occur from other supervision modalities.

Data Analysis

This study utilized a mixed research design in order to measure the research aim from a holistic perspective by conducting an in-depth examination of both qualitative and quantitative data (Creswell, 2003; Tashakkori & Creswell, 2007). In the qualitative portion of the study, trainee responses were analyzed through qualitative content analysis as well as an inductive approach was followed in order to reveal new constructs from the data without generating predetermined ideas. Since the phenomena in the scope of this study was being researched for the first in Turkey, the use of the previously mentioned approach was deemed to be the preferred methodology to pursue. Before the content analysis was carried out, the researchers utilizing the Windows Office-Word program transcribed the counselor trainees' written responses verbatim. This transcription process also provided the researchers with an opportunity to become acquainted with the content provided in the written survey forms. In order for the researchers to better organize the counseling trainees' transcribed responses, they were divided into two columns using a Windows Office-Word document, in which the right column was utilized for the categorizing and coding of data. Through researchers' consensus, the themes and categories utilized for the organization of data were identified from the study's raw data as well as from related literature. When the new categories emerged, all of the responses were reviewed and then grouped accordingly. Following the consensus reached by the researchers regarding the themes and categories for data analysis, they were again discussed with one doctoral student as well as one assistant professor from counselor education to reach further agreement consensus. While, in the quantitative portion of the study, any change in the trainees' level of counseling self-efficacy that may have occurred through the structured peer group supervision process was examined by utilizing random effect analysis. The use of the random effect analysis was conducted by performing a linear growth model in HLM7 (Raudenbush, Bryk, & Congdon, 2010). This model is especially useful for short-term measurements (Raudenbush & Bryk, 2002) because it is extremely effective at determining individual differences and developments in terms of self-efficacy levels.

Results

The data analysis results for this study are presented in the following section and separated into two parts, including the qualitative and quantitative analysis. The detailed integration and analysis of both data sets are presented later in the discussion section.

Results of Qualitative Part

The perceptions of the counseling trainees were clustered into four main themes: (1) contributions of the model, (2) strengths of the model compared to individual supervision, (3) aspects of the model that need improvement, and (4) applicability of the model for use with undergraduate-level counseling trainees. The categories and subcategories for the counseling trainees' perceptions as they relate to the use of and participation in the structured peer group supervision format are provided in the following (*see* Table 1).

Table 1
Trainees' Perceptions of Structured Peer Group Supervision

Themes	*Categories/Subcategories*
Contributions of the model	Increase in counseling competencies and self-awareness (n =15) Different perspectives (n = 15) Supportive, constructive, instructive, and self-esteem building environment (n = 13) Working on different cases and gaining experience (n = 12) Seeing similar experiences and normalization (n = 9) Finding the process effective and benefitting from the process (n = 10) Being active in the process (n = 7) Enjoying the process (n = 5)
Strengths of the model compared to individual supervision	Different perspectives and working on different cases (n = 13) Seeing similar experiences and normalization (n = 9) Receiving more feedback and gaining awareness (n = 7) A more comfortable process (n = 5)

Aspects of the model that need improvement	Recommendations for the model (n = 7)
	     Use of the roles in the process (n = 4)
	     Giving feedback (n = 3)
	     The role of supervisor (n = 2)
	     Preparation for the supervision (n = 1)
	 Issues for the implementation of the model (n = 12)
	     Time and duration issues (n = 6)
	     Not being able to receive more group supervision (n = 4)
	     Place/setting problems (n = 2)
	     Nonattendance (n = 1)
	     Unable to collect sufficient data (n = 1)

Table 1 continued

Trainees' Perceptions of Structured Peer Group Supervision

Themes	Categories/Subcategories
Applicability of the model for undergraduate counseling students	Definitely used (*n* = 16)

Contributions of the Model

The counseling trainees highlighted that use of the structured peer group supervision model contributed to increases in their counseling competencies and self-awareness. The trainees also reported that the group supervision process significantly contributed to improvements in their counseling skills (i.e., focusing, empathy, reflection of contents and feelings, asking questions, confrontation, etc.), case conceptualization skills, knowledge regarding counseling theories, techniques, and interventions as well as their self-awareness in relation to identifying their strengths and aspects of the process that they believe need improvement. For example, one trainee stated, *"I checked and was sure through group supervision whether or not I was applying the ABC model in the right way. I noticed that I could find appropriate metaphors for counselors or clients. I noticed how to focus on a client and handle his or her statements while applying a cognitive disputing technique. I also developed my skill of constructive criticism."*

The trainees emphasized that the process of role taking provided them with opportunities to look at the situation from differing perspectives as well as hear differing opinions from group peers. Also, the structured peer group supervision model appeared to make a significant contribution in terms of working with clients who expressed they had unique concerns. Furthermore, trainees stated structured peer group supervision provided an environment that was supportive, constructive, instructive, and self-esteem building. Also, the counseling trainees noted that peer group supervision required, as participants, to play an active part in the process. Finally, several of the trainees pointed out that parts of group supervision format were enjoyable, for example, taking on the metaphor role.

Strengths of the Model Compared to Individual Supervision

When the trainees were queried about the strengths of the model in comparison to individual supervision, they frequently reported that the structured peer group supervision model provided opportunities to gain different perspectives as well as allowing them to work on cases with differing clients. For example, one trainee stated, *"We were six people in the group supervision and this meant six different perspectives, six different solutions to the problem. This also meant six different pair of eyes given to us to see the things we cannot see."* In addition, most of the trainees stated that they felt they were not alone in the peer group supervision process, generally made the same mistakes, and had the same concerns regarding the assisting process. Also, they normalized their experiences and concerns in regards to the supervision. Another strength of the

structured peer group supervision model emphasized by some of the trainees was that they were able to receive a greater level of feedback as well as gain a deeper awareness of the situation. To substantiate this sentiment, one trainee stated, "*If we think about fish as gains and awareness, individual supervision is similar to fishing with a fishing rod; whereas, peer group supervision is similar to fishing with fishing nets.*" Finally, several of the counseling trainees reported that structured peer group supervision, in comparison to individual supervision, was more comfortable in terms of the relationship dynamics that occurred through the counseling process.

Aspects of the Model that Need Improvement

In terms of the aspects of the model that might need improvement, the trainees provided some recommendations for improving the structured peer group supervision format as well as suggestions for improvements to the implementation process. In regards to improving the use of structured peer group supervision, several trainees recommended adding further roles to the model, and as a result, having counseling trainees focus on multiple roles instead of just one. Although no one experienced this problem, several of the trainees pointed out that providing peer feedback is a critical aspect of the process, and they believe if constructive feedback is not provided, there could be deleterious damage to group dynamics. Surprisingly, in terms of the supervisor's role in the process, one trainee commented that they felt the supervisor should act more as a director instead of providing the more democratic approach that they experienced in their supervision experience. Another counseling trainee reported that they felt it could be beneficial if they received a variety of forms of explanation about how to prepare for the session before attending and receiving counseling supervision.

As far as the implementation process of the group supervision model, the most frequent weaknesses that trainees emphasized were the limited amount of time allotted for peer group supervision, unavailability of the supervisors' time, and not receiving a greater amount of group supervision. The least frequently reported problems for the implementation process were problems with the place and/or setting, nonattendance, and being unable to collect a sufficient amount of data to provide feedback.

Applicability of the Model for Undergraduate Counseling Students

All of the trainees queried in this study provided favorable responses in regards to the use of the structured peer group supervision format as a means of educating undergraduate counseling trainees within Turkey. An example of this was provided by one trainee who expressed, "*Group supervision must be used in the education of counseling trainees because it saves the trainees from crawling into uncertainty and provides an opportunity for the trainees to move in the right direction.*"

Results of Quantitative Part

The results of the qualitative data analysis indicated that the average counseling self-efficacy score from the first round of testing was calculated at $(\hat{\beta}_{00})$ 132.364 logits, and the trainees gained an average $(\hat{\beta}_{10})$ 46.846 logits per measurement over the study

duration (*see* Table 2). The counseling trainees varied significantly in counseling self-efficacy scores at the beginning of the structured peer group supervision process (χ^2 = 82.993, *df* = 20, *p* < .001). Besides, there was a significant variation among the trainees' growth rates after the beginning of structured peer group supervision process (χ^2 = 55.186, *df* = 20, *p* < .001). Initial reliability coefficients indicated that there was a significant variation in the data regarding individual differences in both the initial status and the growth rates. When the correlation between individual change and initial status was examined, the progress of counseling trainees who exhibited low counseling self-efficacy scores at the beginning of structured peer group supervision process was higher than those who had high counseling self-efficacy scores at the beginning of the same process.

Table 2
Linear Model of Growth in the Counseling Self-Efficacy of Undergraduate Trainees

Fixed Effect	Coefficient	SE	t ratio	
Mean initial status, β_{00}	132.364	14.204	9.318	
Mean growth rate, β_{10}	46.846	5.570	8.410	
Random Effect	Variance Component	df	χ^2	p-value
Initial status, r_{0i}	3195.722	20	82.993	<0.001
Growth rate, r_{1i}	405.826	20	55.186	<0.001
Level-1 error, e_{ti}	418.284			
Reliability of OLS Regression Coefficient Estimate				
Initial status, π_{0i}	0.743			
Growth rate, π_{1i}	0.612			

Discussion, Conclusion, and Recommendations

In this study, the experiences of undergraduate counseling trainees related to the use of structured peer group supervision, and the effect of this supervision format on the growth of the counseling self-efficacy beliefs of trainees were examined. The qualitative portion of this study revealed that the structured peer group supervision format contributed significantly to the professional development of the trainees. The aspects of the group supervision format that contributed to the counseling trainees' development were an increase in their competencies and self-awareness; gaining differing perspectives; being in a constructive, instructive, and supportive environment that increased self-esteem; working on a variety of cases and gaining

experience; witnessing similar experiences and normalizing those experiences; taking an active role in the process; and finally, overall enjoyment and satisfaction. Consistent with the findings of this study, Borders et al. (2012) reported that group supervision provided multiple perspectives to trainees, helped them to normalize their experiences, and exposed them to multiple counselor styles. In addition, there were explanations regarding the fact that peer group supervision does have merits for group members in terms of providing a safe environment, encouraging process participation, providing goal-oriented and constructive feedback, developing cognitive counseling skills, and teaching group members to critique themselves (Borders, 1991). Gillam, Hayes, and Paisley (1997), pointed out that trainees benefit from peer group supervision by experiencing a variety of counseling and personal styles, learning from their peers' presentations, adapting what they have learned to their own practices, and learning to provide appropriate feedback.

Supporting the qualitative findings relating to the contributions of the structured group supervision model, the quantitative findings of this study indicated that structured peer group supervision positively affected the counseling self-efficacy beliefs of trainees, and the counseling self-efficacy levels of the trainees showed increases with each measurement. Counseling self-efficacy refers to a counselor's judgments about his or her ability to conduct effective counseling with his or her clients. These judgments are generally related to aspects of counseling such as having effective helping skills, conducting sessions in line with the purpose of each session, and dealing with challenging clients (Larson & Daniels, 1998). According to Bandura (1997), self-efficacy beliefs about performing tasks are fed by four sources: performance accomplishments, vicarious experiences, verbal persuasion, and physiological states or emotional arousal. To have positive counseling self-efficacy beliefs there is a need have these experiences, and the structured peer group supervision environment can provide an opportunity for trainees to experience performance accomplishments as well as provide possibilities for vicarious experiences provided through feedback from others. However, group member feedback following the watching and/or listening of peers' recorded counseling sessions can have a critical impact on trainee development (Borders, 1991; Borders & Brown, 2005), and as a result, the activation of verbal persuasion can reach a high level. The support of the physiological states or emotional arousal which makes up the final source of self-efficacy, through the supervision process the emotional state of trainees as well as how to cope with trainees' concerns are covered in the supervision process. When all the self-efficacy sources are evaluated, it is clear that the structured peer group supervision process does provide multidimensional support for the development of trainees. In agreement with this assertion, many studies describing the contributions of the structured peer group supervision format also posited that this supervision approach does lead to increases in the counseling self-efficacy of counseling trainees (Cashwell & Dooley, 2001; Crutchfield & Borders, 1997).

One of the remarkable findings of this study was that the trainees starting with lower counseling self-efficacy beliefs had greater increases in their end of study counseling self-efficacy beliefs than those trainees starting with higher counseling self-

efficacy beliefs. From previous studies it is known that novice-counseling trainees usually experience higher anxiety and lower perceived self-efficacy (Daniels & Larson, 2001; Larson & Daniels, 1998). In particular, it can be postulated that structured peer group supervision can be an important normalization and recovery process for trainees who do not have a realistic perception of self-efficacy due to environmental features. As a result, trainees with low counseling self-efficacy at the beginning of the supervision process may experience this normalization more actively in comparison to their peers with high counseling self-efficacy.

The trainees emphasized what they believed were the strengths of the structured peer group supervision format in comparison to the individual supervision approach, for example, the multiple perspectives gained and ability to work on different cases, witnessing similar experiences and the normalization of these experiences, receiving a higher level of feedback and gaining greater awareness, and overall feeling of being more comfortable throughout the supervision process. According to these findings, the structured peer group supervision model, in comparison to individual supervision, provided additional contributions to the development of the trainees' knowledge and skills related to counseling. In Borders et al. (2012), the strengths of structured peer group supervision compared to the individual supervision were in line with the findings of this study. This consistency indicates that the model has the same influence on both undergraduate and graduate counseling trainees. As a result, since individual supervision allows for one-on-one focus with each trainee and considering the trainee's dependence on the supervisor (Bernard & Goodyear, 2009; Stoltenberg & McNeill, 1997), the use of both supervision modalities, individual and structured peer group supervision, should be deemed both complementary and beneficial for the education of counseling trainees.

The trainees' opinions regarding the improvements that could be made to the group supervision model were limited in number. A few trainees who did recommend adding more roles, providing feedback in a more constructive way, recognizing the importance of the supervisor's role, and provided opportunities for trainee preparation prior to the supervision process. The trainees did report problems they believed were associated with the implementation process of the model. For example, in addition to the roles already offered in the group supervision model, the use of narrative approaches for increasing cognitive skills as well as found poetry (Waalkes, DeCino, & Borders, 2017) and metaphor can also provide important contributions to this supervision modality. Furthermore, during the supervision process, the supervisor adopted the role of moderator and provided feedback that the trainees believed was beneficial. It is believed that this scenario can contribute to the transfer of positive experiences related to the group supervision process, especially for those undergraduate counseling trainees who gain an opportunity to act more independently.

Overall, the results from this study suggested that the structured peer group supervision format is a very practical and useful approach for the education of undergraduate-level counseling students. All trainees queried in this study recommended that the use of the group supervision model for counselor education

programs in Turkey is an appropriate decision. Providing supervision to students enrolled in Turkish university undergraduate-level counseling programs faces a big challenge due to the overwhelming number of students enrolled in these programs. Therefore, the structured peer group supervision approach could be an effective means of providing supervision for all of the counseling trainees in an efficient and productive manner. In addition, results of this study reveal that it can be useful to carry out supervisor training for the dissemination of the structured peer group supervision method as well as to teach this counseling supervision approach as part of doctoral-level counseling supervision course.

Within the scope of this study, the limitations of using a pre-experimental research design were recognized. As a result, in order to control any deleterious factors that might affect the development of the counseling trainees' self-efficacy levels during the supervision process, it is recommended that future studies utilize a control group as well as randomly select and assign participants into experimental and control groups. Also, it can be useful to include variables related to the supervision process that can ultimately aid in the counseling self-efficacy development of trainees (i.e., supervisory working alliance, trainee developmental levels, and trainee perceptions regarding supervision styles). Finally, it is also believed that it is important to utilize larger sample sizes in future studies as a means of better generalizing research findings.

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Psikolojik Danışman Adaylarının Yapılandırılmış Akran Grup Süpervizyonuna İlişkin Algıları ve Deneyimleri: Karma Desenli Bir Çalışma

Atıf:

Özet

Problem Durumu: Türkiye'deki psikolojik danışman eğitiminin niteliğinin artırılması için lisans düzeyindeki psikolojik danışma ve rehberlik eğitim programlarının içerisine etkili süpervizyon uygulamalarının dâhil edilmesinin gerekliliği yaklaşık 15 yıllık bir süredir tartışılagelmektedir. Öte yandan eğitim programlarının standart bir uygulama deneyimi sunamaması, psikolojik danışman adaylarının farklı niteliklerde ve yeterlilikte yetişmesine yol açmaktadır. Bu durum aynı zamanda eğitim programları arasında, üzerinde uzlaşılan standart bir uygulama ve süpervizyon alt yapısının kurulmasını güçleştirmektedir. Psikolojik danışman adaylarının, danışanlarına özgü ihtiyaçları ve uygun yaklaşımları belirleyebilmelerine ve süreç becerilerini geliştirmelerine destek olmak, uygulamaya dayalı derslerin süpervizyon eşliğinde yürütülmesi ile mümkündür. Özellikle psikolojik danışman adaylarının süreç boyunca bireysel gelişimlerini yakından takip edebilme imkânı sağlayan, bireyle psikolojik danışma uygulamaları dersleri kapsamında yapılacak psikolojik danışma oturumlarına dönük süpervizyonun yapılandırılması gerekmektedir. Söz konusu yapılandırma, kullanılacak süpervizyon yöntemlerini, psikolojik danışman adaylarının ihtiyaçlarına ve programın özelliklerine göre biçimlendirmeyi kapsamaktadır. Amaçlı şekilde seçilecek olan yöntemler psikolojik danışman adaylarının gelişimsel ihtiyaçlarına uygun olarak kullanıldığında özyeterlik algısını güçlendirme üzerinde olumlu bir etkiye sahiptir.

Süpervizyon yöntemleri bireysel, üçlü ve grup olmak üzere farklı formatlarda kullanılabilmektedir. Özellikle Türkiye'de lisans eğitimi ile psikolojik danışman yetiştiren bir eğitim sistemine sahip olunduğu göz önünde bulundurulduğunda, hem öğrenci mevcutlarının fazlalığı ile baş etmek hem de nitelikli süpervizyon vermek

adına grup süpervizyonu formatları arasında yer alan yapılandırılmış akran grup süpervizyonu oldukça etkili bir yöntem olarak ön plana çıkmaktadır. Yapılandırılmış akran grup süpervizyonu süreci, psikolojik danışman adaylarının temel becerilerini ve kavramsallaştırma yeteneklerini geliştirmeye yönelik bir yöntem olmakla birlikte adayların sürece katılımlarını artıran, yapıcı geri bildirim vermelerine ve kendilerini gözlemlemelerine olanak tanıyan bir süreçtir. Yöntemin söz konusu güçlü yanları dikkate alındığında, Türkiye'deki uygulanabilirliği ve psikolojik danışman adaylarının gelişimlerine etkisi ile ilgili çalışmalara ihtiyaç duyulmaktadır.

Araştırmanın Amacı: Bu çalışmada, lisans düzeyindeki psikolojik danışman adaylarının yapılandırılmış akran grup süpervizyonu formatına ilişkin görüşlerinin ve bu süpervizyon formatının, adayların psikolojik danışma özyeterlik düzeyleri üzerindeki etkisinin incelenmesi amaçlanmıştır.

Araştırmanın Yöntemi: Karma araştırma modellerinden keşfedici ardışık desenin kullanıldığı bu çalışmada önce nitel veriler, ardından nicel veriler elde edilmiştir. Araştırmanın nitel bölümünde katılımcıların söz konusu süpervizyon formatına ilişkin görüşleri alınmış; nicel bölümünde ise, yarı deneysel araştırma deseni kullanılarak psikolojik danışman adaylarının özyeterlik düzeylerinin süpervizyon süreci boyunca gelişimi incelenmiştir. Araştırmaya Ankara'daki bir devlet üniversitesinde öğrenim gören psikolojik danışman adayları katılmıştır. Araştırmanın nitel bölümüne 2011-2012, 2012-2013, 2013-2014 Eğitim ve Öğretim yıllarında bireysel psikolojik danışma uygulaması dersini alan 16 öğrenci; nicel bölümüne ise 2014-2015 Eğitim ve Öğretim yılında aynı dersi alan toplam 21 öğrenci katılmıştır. Araştırmanın nitel bölümünde demografik bilgi formu ile birlikte altı açık uçlu sorunun yer aldığı soru formu kullanılmıştır. Soru formunda; akranlardan süpervizyon almanın katkıları, yapılandırılmış akran grup süpervizyonunda edinilen farkındalıklar ve kazanımlar, yapılandırılmış akran grup süpervizyonunda rollere girerek dönüt verme ve alma, yapılandırılmış akran grup süpervizyonunun bireysel süpervizyona göre güçlü yönleri, yöntemin yetersiz ve geliştirilmesi gereken yönleri ile bu yöntemin psikolojik danışman eğitiminde kullanılmasına yönelik katılımcı görüşlerini değerlendirmeye yönelik sorulara yer verilmiştir.

Araştırmanın nicel bölümünde ise psikolojik danışman adaylarının yapılandırılmış akran grup süpervizyonu süresince özyeterlik düzeylerindeki değişimi ölçmek üzere Psikolojik Danışma Özyeterlik Ölçeği kullanılmıştır. Ölçme aracı yardım becerileri özyeterliği, oturum yönetmeye ilişkin özyeterlik ve psikolojik danışma sürecindeki zorluklara ilişkin özyeterlik olarak adlandırılan üç faktörlü bir yapıya sahiptir. Toplam 41 maddeden oluşan ölçme aracı 10'lu derecelendirme üzerinden yanıtlanmaktadır. Ölçme aracından alınan yüksek puanlar yüksek özyeterlik algısına işaret etmektedir. Nitel verilerin analizi, içerik analizi yöntemi kullanılarak gerçekleştirilmiştir. Elde edilen bulgular tema ve kategoriler altında sunulmuştur. Psikolojik danışman adaylarının özyeterlik düzeylerinin yapılandırılmış akran grup süpervizyonu süresince değişimini ölçmek amacıyla, yapılandırılmış akran grup süpervizyonu süresince üç aşamalı ölçüm elde edilmiştir. Elde edilen veriler, HLM7 paket programı kullanılarak doğrusal gelişimsel model ile analiz edilmiştir.

Araştırmanın Bulguları: Araştırmanın nitel bulgularına göre, psikolojik danışman adaylarının yapılandırılmış akran süpervizyonuna ilişkin görüşleri dört tema altında toplanmıştır. Bu temalar; 1) modelin katkıları, 2) bireysel süpervizyona göre modelin güçlü yanları, 3) modelin geliştirilmesi gereken yanları ve 4) modelin lisans düzeyindeki psikolojik danışman adayları ile kullanımıdır. Modelin katkıları temasındaki öne çıkan kategoriler arasında psikolojik danışmaya ilişkin becerileri ve öz farkındalığı artırma, farklı bakış açılarından bakabilme, destekleyici, yapıcı, yönlendirici ve benlik algısını geliştirici bir ortam sağlama, farklı vakalar üzerinde çalışabilme ve deneyim elde edebilme yer almaktadır. Bireysel süpervizyona göre modelin güçlü yanları temasında, farklı perspektiflerden bakabilme ve farklı vakalar üzerinde çalışabilme ile akranlar arası benzer deneyimlerden geçme ve normalleştirme kategorileri öne çıkmaktadır. Modelin geliştirilmesi gereken yanları teması, modele ilişkin öneriler ve modelin uygulama koşullarına ilişkin konular kategorilerini içermekte ve bu kategoriler içerisinde süpervizyondaki roller, geri bildirim verme, süre ve mekâna ilişkin çeşitli alt kategoriler yer almaktadır. Son olarak, modelin lisans düzeyindeki psikolojik danışman adayları ile kullanımında, tüm katılımcıların ortak olarak ifade ettiği kesinlikle kullanılması gerektiğini kapsayan tek bir kategori yer almaktadır. Nicel bölüme ilişkin bulgular ise yapılandırılmış akran grup süpervizyonunun psikolojik danışman adaylarının psikolojik danışmaya ilişkin özyeterliklerini olumlu yönde etkilediğine işaret etmektedir. Doğrusal gelişimsel model çerçevesinde elde edilen bulgulara göre, katılımcılara ait özyeterlik başlangıç güvenirlik katsayıları, hem başlangıç aşaması hem de gelişim oranlarındaki bireysel farklılıklar açısından veri setinde anlamlı bir farklılığın olduğuna işaret etmektedir. Değişimin başlangıç aşaması ile olan ilişkisi (-.878) incelendiğinde, yapılandırılmış akran grup süpervizyonu süreci başlamadan önce psikolojik danışma özyeterlik düzeyleri düşük olan öğrencilerin ilerlemeleri, psikolojik danışma özyeterlik düzeyleri başlangıçta daha yüksek düzeyde olanlardan daha fazladır.

Araştırmanın Sonuçları ve Önerileri: Araştırmanın sonuçları yapılandırılmış akran grup süpervizyonunun uygulamada pratik ve lisans düzeyindeki psikolojik danışman eğitimi için faydalı olduğunu ortaya koymakta ve tüm katılımcılar, yöntemin lisans düzeyinde uygulanabilir olduğunu ifade etmişlerdir. Aynı zamanda yapılandırılmış akran grup süpervizyonu süreci psikolojik danışman adaylarının psikolojik danışma özyeterlik algılarını olumlu bir şekilde etkilemiş ve her bir ölçümde öğrencilerin psikolojik danışma özyeterlik düzeyleri artış göstermiştir. Türkiye'deki psikolojik danışman eğitimi programlarındaki öğrenci sayılarının yüksekliğine rağmen etkili, kullanışlı ve öğrencilerin özyeterliklerini geliştirmeye dönük katkı sağlayan bu yöntemin kullanımının yaygınlaştırılması için süpervizör eğitimlerinin gerçekleştirilmesi önemli bir adım olacaktır.

Anahtar Kelimeler: Psikolojik danışmada süpervizyon, psikolojik danışman eğitimi, yapılandırılmış akran grup süpervizyonu, karma araştırma deseni, doğrusal gelişimsel model