

## Supervisees' Views on Live Observation-Based Supervision Modality

### Psikolojik Danışmanların Canlı Gözleme Dayalı Süpervizyon Yöntemine İlişkin Görüşleri

Yusuf Sarıkaya<sup>1</sup>  Burak Köksal<sup>2</sup>  Tahsin İlhan<sup>3</sup>  Murat Korkmaz<sup>4</sup> 

<sup>1</sup> Dr. Öğr. Üyesi, Tokat Gaziosmanpaşa University, Faculty of Education, Tokat, Türkiye

<sup>2</sup> Dr. Öğr. Üyesi, Tokat Gaziosmanpaşa University, Faculty of Education, Tokat, Türkiye

<sup>3</sup> Prof. Dr., Tokat Gaziosmanpaşa University, Faculty of Education, Tokat, Türkiye

<sup>4</sup> Öğr. Gör., Tokat Gaziosmanpaşa University, Artova Vocational College, Tokat, Türkiye

#### Makale Bilgileri

##### *Geliş Tarihi (Received Date)*

24.02.2024

##### *Kabul Tarihi (Accepted Date)*

26.03.2024

##### *\*Sorumlu Yazar*

Yusuf Sarıkaya

Tokat Gaziosmanpaşa  
Üniversitesi, Faculty of  
Education, Department of  
Educational Sciences.

yusufsarikaya@gmail.com

**Abstract:** Live observation is a technique that allows the supervisor to offer immediate feedback to the supervisee by directly witnessing counseling sessions. Despite its numerous advantages over traditional supervision methods, this approach is seldom put into practice due to its time-consuming nature. Furthermore, there is insufficient research on its suitability in supervision practices, particularly in the context of Türkiye. In this study, the views of the participants on a practice in which live observation and consultation break methods used together were examined. The research involved seven students enrolled in a master's program in Guidance and Psychological Counseling at a university in the Central Black Sea region of Türkiye. Live observation and consultation break methods were incorporated into students' certain sessions as part of their individual psychological counseling practices course. After the supervision process ended, semi-structured individual interviews were conducted to evaluate the students' experiences. The data from the interviews were analyzed using content analysis. The students' opinions were grouped under four themes: development, relationship, live observation practice, and the overall supervision process. The participants stated that the live observation-based supervision practice improved their professional competence and increased their self-awareness. They also stated that they experienced anxiety at the beginning of the practice, but that this anxiety disappeared over time. The views of the participants suggest that the practice of live observation-based supervision strengthens the relationship between client, supervisee, and the supervisor. In general, the results indicate that this practice is a method that can be used in supervision processes.

**Keywords:** Live Observation, supervision, counselor education

**Öz:** Canlı gözlem, süpervizörün psikolojik danışma oturumlarını doğrudan gözlemleyerek psikolojik danışmana anında geri bildirim vermesini sağlayan bir yöntemdir. Geleneksel süpervizyon yöntemlerine göre çeşitli güçlü yanları bulunan bu yöntem zaman alıcı olması nedeniyle nadiren uygulanmaktadır. Ayrıca özellikle Türkiye'deki süpervizyon uygulamalarında kullanılabilirliğine ilişkin yeterli araştırma bulunmamaktadır. Bu çalışmada canlı gözlem ve konsültasyon arası yöntemlerinin birlikte kullanıldığı bir uygulamaya yönelik katılımcıların görüşleri incelenmiştir. Araştırma Orta Karadeniz bölgesindeki bir üniversitenin rehberlik ve psikolojik danışmanlık yüksek lisans programında okuyan yedi öğrenci ile yürütülmüştür. Öğrencilerin bireyle psikolojik danışma uygulamaları dersi kapsamında gerçekleştirdiği oturumlarından bir kısmında canlı gözlem ve konsültasyon arası yöntemleri kullanılmıştır. Süpervizyon süreci sona erdikten sonra öğrencilerin deneyimlerini değerlendirebilmek için yarı yapılandırılmış bireysel görüşmeler yapılmıştır. Görüşmelerden elde edilen veriler içerik analizi ile incelenmiştir. Öğrencilerin görüşleri gelişim, ilişki, canlı gözlem uygulaması ve genel süpervizyon süreci olarak adlandırılan dört tema altında toplanmıştır. Katılımcılar canlı gözleme dayalı süpervizyon uygulamasının mesleki yeterliklerini geliştirdiğini, öz farkındalıklarını artırdığını belirtmektedirler. Ayrıca uygulamanın ilk zamanları kaygı yaşadıklarını ancak zamanla bu kaygının ortadan kalktığını ifade etmektedirler. Katılımcı görüşleri canlı gözleme dayalı süpervizyon uygulamasının danışan, danışman ve süpervizör arasındaki ilişkiyi güçlendirdiğini işaret etmektedir. Bulgular genel olarak bu uygulamanın süpervizyon süreçlerinde kullanılabilecek bir yöntem olduğunu göstermektedir.

**Anahtar Kelimeler:** Canlı gözlem, süpervizyon, psikolojik danışman eğitimi

Sarıkaya, Y., Köksal, B., İlhan, T. & Korkmaz, M. (2024). Supervisees' views on live observation-based supervision modality. *Erzincan University Journal of Education Faculty*. <https://doi.org/10.17556/erziefd.1442490>

## Introduction

Supervision is one of the most important components of counselor training. Through the process of supervision, counselor candidates apply theoretical knowledge for the first time in actual counseling sessions. Supervision, defined as a service provided by an experienced supervisor to an inexperienced counselor, involves a hierarchical, evaluative relationship that ensures the professional development of the supervisee and the quality of assistance provided to clients (Bernard & Goodyear, 2019). In parallel with advances in counselor training, supervision has become a distinct discipline within counseling. As a result, various supervision models and methods have been developed to meet the needs of the supervision process, creating a rich area of research that is distinct from the theory and practice of counseling and therapy.

Factors considered in determining the methods and techniques used during the supervision process include the supervisor's theoretical perspective and worldview, the development level of the supervisee, the learning objectives of the supervision process, and various contextual elements such as physical resources, client issues, and time constraints (Borders & Brown, 2005). Supervisors are expected to use various supervision interventions together to meet the learning needs of supervisees, support their professional development, and ensure the well-being of the client. Methods such as self-report, process notes, audiovisual recordings, session transcripts, role-playing, modelling, live observation and live supervision may be used by supervisors. Each method used in supervision has its own characteristics. For example, self-report-based supervision methods are often used where the topic to be discussed in the supervision session is largely

determined by the supervisee. However, it is noted that some supervisees may distort the topic discussed in supervision due to evaluation concerns related to self-report techniques (Noelle, 2003). Techniques based on the analysis of process notes and session transcripts provide important opportunities to examine in detail the topics covered in the sessions, the counseling methods used, and communication patterns (Bernard & Goodyear, 2019; Borders & Brown, 2005). However, these techniques do not provide the opportunity to examine non-verbal messages from clients. Reviewing audio/video recordings allows supervisors to scrutinize clients' non-verbal messages (Aveline, 1992; Haggerty & Hilsenroth, 2011). However, both reviewing audio/video recordings and the previously mentioned techniques (i.e. self-report, process notes, transcripts) result in delayed feedback for supervisees. While methods requiring delayed feedback allow for a more in-depth examination of the counseling process (e.g. communication patterns, underlying meanings of statements) and facilitate discussion with the supervisee (Goldberg, 1985; Noelle, 2003), providing immediate feedback is considered crucial in the supervision process (Borders et al., 2014; Heckman-Stone, 2004). Live supervision and observation-based techniques are considered important for objectively determining the topics to be addressed in supervision, examining all verbal and nonverbal messages from the client, evaluating the supervisee's practice, and providing immediate feedback (Amerikaner & Rose, 2012; Bernard & Goodyear, 2019; Weck et al., 2016).

### **Live Supervision and Live Observation**

Supervision is defined as a dyadic relationship between supervisor- supervisee on the one hand, and a triadic relationship between supervisor-supervisee-client on the other (Borders & Brown, 2005; Brown & Miller, 2002). However, in supervision settings where traditional methods and techniques (e.g., self-report, transcription, voice recordings) are used, clients do not see supervisors, do not meet them, and may not even be aware of their touch on the counseling process. In addition, the supervisors' knowledge about the clients is also very limited. Even in supervision settings where some methods are used very frequently (e.g. self-report), this information is only as much as the supervisee tells. In such a situation, while it is not possible for the supervisee to develop his/her skills at the highest level, it is possible for the clients to be harmed. The easiest way to fill this gap between the supervisor and the client is to employ direct observation techniques. Examining audio and video recordings of counseling sessions is the most frequently used form of direct observation (Amerikaner & Rose, 2012). However, in these techniques, supervisees receive delayed feedback. The few research findings on the timing of feedback suggest that feedback should be given as soon as possible after the counseling session (Heckman-Stone, 2004; Kivlighan et al., 1991; Ray & Altekruze, 2000)

Live supervision and live observation allow supervisees to receive feedback as early as possible during or after the session. Although these concepts are used interchangeably, it has been stated that live supervision and live observation are different techniques (Bernard & Goodyear, 2019). In live supervision, the supervisor monitors the session through a camera system or a one-way mirror and interacts with the supervisee as needed (Champe & Kleist, 2003). In live observation, the session is watched live, but there is no interaction with the supervisee during the session. The process

of handling the session and providing feedback take place immediately after the session ends.

Techniques based on live supervision and live observation emerged within structural and strategic family therapy with the contribution of names such as Jay Haley, Salvador Minuchin, and Braulio Montalvo (Liddle & Halpin, 1978). Since its emergence, it has been the most basic technique used in family therapy training, but it is also used in individual counseling practices (Champe & Kleist, 2003; Kivlighan et al., 1991; Weck et al., 2016). Over time, different forms and techniques of live supervision have been developed. In some of these techniques, the supervisor and the supervisee are in the same room. For example, in the co-therapy technique, the supervisor and the supervisee actively work together, and the supervisor directly intervenes in the session (Bernard & Goodyear, 2019; Clark et al., 2016). In another technique in which the supervisor assumes the role of an observer, the supervisor does not directly intervene in the session, but remains in the room only as an observer and may take notes on the client's nonverbal messages, interventions, etc. (Scaife, 2019). Another aspect of live supervision techniques involves the supervisor observing the session from a separate room. The supervisor watches the session through a one-way mirror or various camera systems and intervenes in various ways. Techniques such as phone-in (Boyle & McDowell-Burns, 2016; Mauzey & Erdman, 1997), walk-in (Hunt & Sharpe, 2008), bug-in-the-ear (Gallant et al., 1991), bug-in-the-eye (Miller et al., 2002), consultation break, or knock-on-the-door (Locke & McCollum, 2001) are examples of these methods.

Live supervision modalities have various advantages and disadvantages. Disadvantages of these methods include being quite time-consuming (Bernard & Goodyear, 2019) and being perceived as distracting and intrusive (Hendrickson et al., 2002). However, research suggests that both supervisors and supervisees find these methods useful and beneficial (Bartle-Haring et al., 2009; Hendrickson et al., 2002). In a study conducted by Wong (1997), it was found that although supervisees initially found live supervision anxiety-provoking in their first applications, their anxiety decreased with experience. Another study found that anxiety and anger experienced during the supervision process were not related to techniques, including live supervision (Mauzey et al., 2001). In this study, supervisees reported that they viewed the live supervision practice as a significant learning experience. In another study, Locke and McCollum (2001) found that live supervision was perceived positively by clients. Although some clients emphasized the distracting aspect of live supervision, they indicated that the benefits outweighed the drawbacks. Additionally, evidence suggests that live supervision supports the supervisee's therapeutic skills (Mauzey & Erdman, 1997; Weck et al., 2016) and strengthens the therapeutic relationship with clients (Kivlighan et al., 1991; Weck et al., 2016).

### **Current Research**

Studies examining the prevalence of live supervision techniques indicates that their usage frequency is relatively low. For instance, in Coll's (1995) study, 16% of the participants reported that they received live supervision, while in another study (Amerikaner & Rose, 2012) this rate was lower. In a very recent study conducted by Koçyiğit (2022) showed that only about 5% of 88 supervisors applied live supervision and live observation techniques in Türkiye. Moreover, case consultation and self-report techniques were

identified as the most commonly employed methods (Amerikaner & Rose, 2012). To sum up, although live supervision practices offer advantages in ensuring client well-being/safety and supporting supervisee skill development, they are not widely adopted. The potential hindrance to their more frequent implementation may be attributed to factors such as the time-consuming nature and the need for resources like one-way mirrors and camera systems (Amerikaner & Rose, 2012; Bernard & Goodyear, 2019).

It is known that interest in live supervision practices is weak in Türkiye and such practices are rarely practiced, while methods such as self-report, case consultation, and session transcripts are much more common (Aladağ & Bektaş, 2009; Aladağ & Kemer, 2016). When a review of the literature, there is no existing research on the perceptions or effectiveness of live supervision in supervision settings in Türkiye. Our study focuses on the perspectives of graduate students who underwent supervision in the individual counseling practices course specifically regarding live observation-based supervision modality. The research question posed was: What are the opinions of graduate students regarding live observation-based supervision? The students conducted their counseling practices with real clients who applied to the university's counseling center. It is considered that the findings of the study can make important contributions to the applicability of live supervision in Turkish supervision settings. Moreover, this research may be of interest to similar centers with limited technological facilities.

## Method

### Research Design

The current study was conducted using a phenomenological approach, one of the qualitative research methods, to explore the experiences of counseling students regarding the live observation practice. The phenomenological approach aims to uncover and interpret the feelings, perceptions, perspectives, and experiences of individuals regarding a particular phenomenon they have experienced (Creswell, 2018).

### Working Group

The selection of participants for the study utilized criterion sampling, a purposive sampling method. In the phenomenological approach, individuals with experience related to the examined phenomenon were intentionally chosen to investigate their perspectives, perceptions, and experiences concerning that phenomenon (Creswell, 2018; Patton, 2014). The criteria for participant selection in this study were based on their involvement in live observation activities. In the context of this research, the participants of the study consist of students who are taking the course of individual counseling practice in the Master's program of Guidance and Psychological Counseling at a university located in the Central Black Sea region. Although there is no strict rule for determining the number of participants in

phenomenological research, it is recommended that the number does not exceed 10 participants (Starks & Brown Trinidad, 2007). This research specifically involved seven master's students, and detailed participant information is presented in Table 1.

### In-the-room Live Observation and Consultation Break

Given that this research is a phenomenological study, adequately describing the context in which the research took place is crucial. Participants, as part of their individual counseling course, conducted a varying number of counseling sessions ranging from 24 to 28, each with three different clients. While conducting their sessions with a Cognitive-Behavioral Therapy (CBT) orientation, participants received traditional supervision weekly, including activities such as reviewing audio recordings, analyzing transcripts, reviewing session plans, examining session summaries, engaging in case discussions, etc. The traditional supervision process was led by the primary author. In addition to traditional supervision, each participant, involving a total of two different clients, utilized live observation and consultation techniques with another supervisor (site supervisor) during two counseling sessions. The process of live observation and consultation breaks was conducted as follows.

1. Before the session began, the supervisor and the supervisee reviewed the session plan and decided when to take a consultation break (e.g., after the first agenda item). As it was thought that unexpected agendas might arise during the sessions, the final decision on when to break was left to the supervisees. There was only one break for consultation during the entire session.
2. During the sessions, the supervisor, client, and supervisee were present in the same room. While the supervisee conducted the process with the client, the supervisor sat in a place out of sight of the client, observed the session live, and took notes. The supervisor did not directly intervene in the counseling process.
3. At the agreed-upon time, the consultation break was taken, the supervisee and the supervisor left the room, and evaluations of the session were conducted in a separate room. Meanwhile, the clients waited in the counseling room to avoid distractions and to make it easier to resume the session after the break.
4. During the consultation break, the supervisee received brief, concrete, and constructive feedback, along with recommendations for the remaining process.
5. After approximately a 5-minute consultation break, the supervisor and supervisee returned to the counseling room, and the session continued.
6. After the session, the supervisor and the supervisee evaluated the entire process in general. The supervisor provided the counselor trainee with short, concrete, and constructive feedback, as in between consultations break.

**Table 1.** Demographics of working group

Participants	Age	Gender	Supervision experience at the undergraduate level	Professional experience
P1	29	Female	None	Present
P2	30	Male	None	Present
P3	24	Female	Present	None
P4	33	Male	Present	Present
P5	24	Female	Present	None
P6	29	Female	Present	Present
P7	24	Female	Present	None

Note: The P's stands for the pseudonyms assigned to the participants.

Live observation-based supervision was conducted with supervisors working at a university counseling center. To ensure consistency among the supervisors, the first author provided five hours of training to the other supervisors. Throughout the study, the research team met weekly, and continually evaluated the live observation processes. The first and third authors taught individual counseling practice courses at the undergraduate and graduate levels. They have also conducted scholarly research on supervision. The other authors of the study have previous supervision experience at the undergraduate level. In addition, they have received training in different theoretical orientations and have conducted almost 1000 hours of individual counseling at the university's psychological counseling center. The general problem areas of the clients who participated in the sessions were relationship problems, anxiety, and academic problems. On the other hand, the presence of a psychiatric diagnosis, severe mood problems, suicidal thoughts, and traumatic cases were excluded.

**Ethical Procedures**

Ethics committee permission was obtained from the relevant university for the research. Graduate students who were research participants were informed and their verbal and written consents were obtained. In the research process, the consent of the clients who participated in the live observation process was obtained in three stages. In the counseling consent form signed by the clients when they first applied to the counseling center, it was stated and verbally explained that live observation could be conducted in some of the sessions. One week before the live observation practice, the client was informed again, and his/her consent was obtained verbally. Finally, just before the start of the live observation session, the client was asked again whether or not they approved for a supervisor to enter the session as an observer. Clients who did not give consent to the practice at any of these stages were not subjected to live observation and were excluded from the study. In this process, only one client did not consent to the live observation practice. Although client opinions were not the subject of this study, written consent was obtained from the clients that the experiences during live observation could be used in the research. To mitigate potential evaluation anxiety influencing research data, interviews with graduate students were conducted only after completing all assessment processes for the individual counseling practices course.

**Data Collection**

In qualitative research, data can be collected through various methods such as interviews, observation, and document analysis. In this study, the researchers used a personal information form to gather demographic information from participants, as well as a semi-structured interview form to explore their experiences of live observation-based supervision. The interview form was developed based on literature review and expert opinions and was tested through a pilot interview. For the draft interview form, two experts, one experienced in counseling and the other in qualitative research, were consulted. Based on the pilot interview, a final interview form was created, consisting of 12 questions. The data was collected through individual interviews conducted via audio and video applications over the internet. Individual interviews were deemed appropriate for the small sample size of the study

(Laforest & Bouchard, 2009). On average, the interviews with the participants lasted for about 40 minutes.

**Data Analysis**

Content analysis is used to identify relationships between words, themes, and meanings in qualitative data (Patton, 2014). Thus, the current study utilized content analysis to ensure that the data collected from interviews formed a coherent whole. The researchers transcribed the interviews and individually examined the interview texts, coding them to identify themes. The codes, sub-themes, and themes created by each researcher were combined and the agreement between the coders was assessed. The inter-coder reliability coefficient, a measure of agreement, was calculated to be 88.80%, which is considered acceptable based on the guidelines provided by Miles and Huberman (1994). Any codes where consensus could not be reached were further reviewed by the researchers in line with the study's objective and existing literature, leading to a final decision on sub-themes and themes. Moreover, a qualitative research expert with proficiency in supervision literature was consulted to validate the identified themes and sub-themes. The results of the content analysis, including the identified sub-themes and themes, are presented in Table 2.

**Table 2.** Themes and sub-themes

<b>Themes</b>	<b>Sub-themes</b>
Development	Professional Development Personal Development
Live observation practice	Expectations Live observation moment Counseling process Immediate feedback
Relationship	Supervisee-client relationship Supervisee-supervisor relationship
The overall supervision process	Suggestions Comparison General evaluation

**Credibility**

In qualitative research, different concepts such as credibility, transferability, confirmability, and trustworthiness are used to ensure the quality of the results (Lincoln & Guba, 1985; Patton, 2014). To address threats to the credibility, verifiability, and reliability of the research, this study employed strategies such as prolonged engagement, expert opinion, member checking, and providing thick descriptions (Creswell & Plano Clark, 2011). Transcriptions of interviews were sent to participants for confirmation, with one participant providing additional thoughts. The long-term interaction between researchers and participants in the counseling center helped creating a safe environment for sincere responses. Direct quotations were used without adding comments to convey the participants' statements in appropriate themes. Expert opinion was sought in creating the interview form and in the content analysis process. Additionally, the characteristics of the research participants and the educational environment were detailed to increase the transferability of the findings. Overall, these strategies aimed to enhance the quality and trustworthiness of the qualitative research results.

## Findings

As a result of the participants' views on live observation-based supervision modality, four themes and 12 sub-themes were identified. These themes were named as *development, relationship, live observation practice, and the overall supervision process.*

### Development

The development theme addresses the impact of live observation-based supervision on graduate student development. Participants evaluated the impact of this practice on their development. Opinions were divided into two sub-themes: professional development and personal development.

#### Professional Development

The beneficial effects of live observation supervision on professional growth are noteworthy. Participants emphasized that the practice positively influenced various aspects of their counseling process, including improved counseling skills, more effective use of specific counseling techniques, increased pre-session preparation, improved functional use of body language and tone of voice, and more effective use of reflection and summarizing. To illustrate, one participant articulated this sentiment as follows

*It was the first time my counselling skills were in focus. I had received supervision in a more crowded environment before, but it was not a process where basic counselling skills were questioned. My posture, speech, behaviours, and the way of welcoming the client had not been evaluated previously. In contrast to the previous supervision, these aspects were now under scrutiny. Getting feedback on these matters was important for me because I had not been evaluated on them before. (P5)*

#### Personal Development

The use of live observation-based supervision practice has been found to have a positive impact on the personal growth of participants. The participants noted favorable outcomes, including heightened self-confidence, enhanced self-awareness, and increased motivation levels. Here are some statements from the participants concerning their personal development:

*When I reflect on it from a personal development perspective, I delved deeper into myself and discovered something new about me. I can say it brought to light aspects of myself that I wasn't aware of. (P2)*

*I believe counselors' confidence in themselves will grow after this supervision process because they can receive accurate information right away instead of hesitating about whether it's right or wrong. (P7)*

#### Live Observation Practice

The second theme emerging from the participants' perspectives is the live observation practice. Participants who had never received supervision based on live-observation before provided evaluations of this practice from various perspectives. Within this theme, there are four sub-themes: expectations, live observation moment, counseling process, and immediate feedback.

#### Expectations

When participants learned that the live observation-based supervision practice would be conducted, they reported

experiencing anxiety about being evaluated. Being able to adequately demonstrate counseling skills and not knowing how clients would react were seen as the main sources of anxiety. The most common emotion accompanied with anxiety was curiosity. On the other hand, participants stated that they saw this process as an opportunity to grow and that they thought they could get more live supervision-based support. Some examples of participant statements include:

*I was concerned about both the client and I being affected.*

*I was thinking that I might be so affected that anxiety could take over part of the session. (P1)*

*I was quite worried. The fact that the supervisor was there, evaluating, made me quite anxious. (P2)*

*I was excited and curious about how it would turn out. I wondered if I could fully showcase my counselling skills with the supervisor present. It was a different experience for me, and I thought it would be beneficial. (P4)*

*I can say I was a bit worried. However, I was very happy to have such an opportunity. I thought it would be good both for us and the clients. It offered a different perspective. I thought that maybe the supervisor would notice points that we might overlook or ignore, guiding us. (P5)*

#### Live Observation Moment

Participants expressed that live observation was mostly exciting and challenging. Furthermore, there are also opinions about the positive effects of this practice in terms of development, motivation, self-awareness and self-management. In fact, some of the participants' views on this are as follows:

*We need to handle our own emotions and concerns rather than just managing the session. Therefore, even though it was challenging, it turned out to be a pleasant and developmental process. (P1)*

*I was much more nervous at the beginning of the session, and it decreased even more until the break. However, I felt much more relaxed in the second part of the session after having a conversation with my supervisor during the break. (P3)*

*Initially, I was excited, but after about 5 minutes, I returned to the normal counseling mode and was able to conduct it as usual. The supervisor acted as if they weren't in the room at that moment. They were following, observing, and recording, but didn't convey that message. The supervisor's comfort also put me at ease. (P4)*

*In the beginning, it was uneasy due to evaluation anxiety. I inevitably faced difficulties because of my concern about the possibility of my client being influenced by my supervisor. However, it became tolerable for me when I considered the benefits at that moment. (P7)*

#### Counseling Process

A sub-theme under the live observation practice is the counseling process. In this context, participants assessed the session dynamics of live observation practice with clients. Participants mentioned that they could navigate through the sessions more efficiently, recover from mistakes, witness a shift in the session dynamics, and experience more productive sessions. The participant perspectives on this matter are outlined as follows:

*After a break, I got the corrections. Examining the evidence really impressed me, and it still does. It broadened my perspective, and I had the chance to delve*

*into other techniques more thoroughly. When I got positive feedback from the supervisor during the consultation break, I approached the rest of the session with more enthusiasm. The overall process was positive. (P7)*

*Actually, there were places where I messed up before getting the feedback. Returning to counseling after that helped me progress in a much better way. On the one hand, it feels like I won't be able to recover, but it also gives me a chance to learn from my mistakes. (P6)*

*I can say it made a difference in the sessions. For instance, I was struggling to find an alternative thought within a session. During the consultation break, my supervisor and I came up with a few alternative thoughts together. When I returned to the session, I saw that discussing these alternatives with the client was more effective. (P3)*

*There were a couple of points I overlooked. In one instance, I was unsure whether to assign behavioral activation homework or not. During the break, I discussed it with my supervisor and decided on this homework. It made a significant difference for the client, and as a result, we increased similar assignments. It altered the course of the sessions. (P2)*

### **Immediate Feedback**

Participants emphasized that the critical element in the live observation practice was immediate feedback. They expressed that immediate feedback serves as a source of motivation, development, information, support, reassurance, and clarification. Participants emphasized that this approach allowed them to provide immediate feedback, identify overlooked areas, and facilitate ongoing learning. Here are some perspectives on immediate feedback:

*My supervisor provided feedback in a motivational way, highlighting the positives and pointing out areas for improvement—things I hadn't done due to excitement. It was beneficial that they communicated this in a positive and constructive manner. After hearing it from my supervisor's perspective, I immediately implemented the suggestions. (P1)*

*The feedback I received during the sessions generally leaned towards encouragement, with comments like, 'You're doing good things, keep it up, move in this direction, and in future sessions, you can explore these areas.' Hearing this in the moment was very encouraging and allowed me to move forward with more confidence. (P4)*

*Constructive feedback reduced my excitement and anxiety, helping me manage the process better. I realized that there were things I needed to change or add. Discussing this with my supervisor helped me proceed more carefully and confidently. It made me see the right and wrong things I was doing at that moment. (P2)*

*I believe the information gained from live supervision is more lasting. I noticed that it was more permanent because we had the opportunity to implement it immediately after a break. (P5)*

### **Relationship**

Another theme that emerged from the participants' opinions is the theme of relationship. In this theme, there are opinions about the supervisee's relationship with both the client and the supervisor. There are two sub-themes within this theme, supervisee-client relationship and the supervisee-supervisor relationship.

### **Supervisee-Client Relationship**

Participants engaged in a live observation-based supervision practice shared their views on the supervisee-client relationship, which holds critical significance in the counseling process. Participants stated that this modality did not negatively impact the supervisee-client relationship. Instead, it strengthened it. In this practice, they noted that the involvement of two individuals in the session made the client feel more valued, increased self-confidence, and facilitated greater openness. Only one participant mentioned an increase in the client's anxiety. Participants also emphasized the importance of structuring in the relationship-building process. Here are the participant views regarding the supervisee-client relationship:

*One of my clients was feeling very anxious. I suggested that we could continue later. (P2)*

*I don't think there were many differences in terms of the client, but I felt stuck somewhere, and that seemed to make the client more bored. With live observation, we were able to overcome this blockage more swiftly, and the client also noticed the improvement. (P3)*

*In the initial session, I clearly communicated that another observer would be joining us and that their presence would be beneficial in addressing her concerns. I emphasized that we were working collaboratively as a team to support her. The client perceived this as a positive situation. (P4)*

### **Supervisee-Supervisor Relationship**

Another sub-theme of the relationship theme is the supervisee-supervisor relationship. The majority of participants emphasize that the implementation of live observation strengthens the supervisee-supervisor relationship. Moreover, the positive and supportive attitude of the supervisor, realistic evaluations, and a neutral stance during the observation phase are highlighted. Participant perspectives on this relationship are as follows:

*My supervisor was a very level-headed person who highlighted the positive aspects and aimed to enhance our skills in that regard. Our relationship didn't change in any way; I can even say it strengthened. (P2)*

*I believe that analyzing the process together in the room strengthened our relationship. He assisted me in assessing myself more realistically, even if I tended to be more critical of myself. It clarified what I needed to do in this process and helped make my self-evaluation more grounded. (P5)*

*My relationship with the supervisor became more candid. Sharing my mistakes contributed to my development, and I had no difficulty consulting him on additional issues. (P7)*

### **The Overall Supervision Process**

This study combined traditional supervision and live observation practices. While the participants received traditional supervision (e.g. voice recordings, session transcriptions) with the group on a weekly basis, the live observation method was used in some counseling sessions. The participants evaluated the traditional supervision methods and the live supervision methods together and expressed some of their opinions in this context. The general theme of the supervision process consists of the sub-themes of suggestions, comparison and general evaluation.

## Suggestions

This sub-theme includes the participants' suggestions on how live observation could be better implemented. The most frequently mentioned suggestion is to conduct live observation more often. In addition, they made other suggestions such as conducting practices with headphones instead of live observation, having a video demonstration of how the process will work beforehand, conducting sessions in which different counseling techniques are used, conducting sessions in more complex cases, and having different supervisors participate in the sessions. Participants' suggestions for live observation are as follows:

*Maybe we could've had more live supervisions. My cases were kind of simple, so it would've been good to tackle more complex ones. (P1)*

*I feel like adding more live observations would be beneficial. Having more people join could bring in different perspectives. For instance, if they had given us a video walkthrough before, it would've eased my anxiety. After trying it once, my anxiety dropped a lot. (P3)*

*I noticed live observation works better in sessions with specific techniques rather than in simple ones like psychoeducation. (P5)*

## Comparison

The participants in the supervision process had varying experiences during live observation sessions with their supervisor compared to standard sessions. The participants expressed that in the live observation sessions, they felt more prepared, utilized more techniques, enhanced progress, communicated more accurately with the client, and were able to identify and correct mistakes more quickly. However, in the standard sessions without live observation, they felt more at ease, had the ability to take initiative, and could focus more on the client's emotions. They also mentioned that in the standard sessions, they sometimes deviated from the theory-based protocol and were not fully aware of their mistakes. Overall, the participants had positive experiences with live observation sessions in terms of improvement and effectiveness, but they also appreciated the relaxed and flexible nature of standard sessions. The views of the participants regarding the comparison sub-theme are as follows.

*There were variations in terms of content. I attempted to get more technical to demonstrate my familiarity with the technique introduced by the supervisor. However, in other sessions, my focus shifted to understanding the client better and delving deeper. I can affirm that I took more initiative in these sessions. (P1)*

*In some of the subsequent sessions, I consistently pondered whether I was correct or mistaken in my approach. I wished for the supervisor to be present in the room and sought his support. (P4)*

*I believe that we established more accurate communication with the client who joined the session with the supervisor and me. Honestly, with my other clients, I couldn't quickly identify where I went wrong. I struggled to discern whether the feedback I provided for the client's response was accurate. (P6)*

*From my perspective, this is my field, and having a third person there compelled me to take greater ownership of both my client and my work. I faced more scrutiny because someone else was participating, and I knew I would be evaluated. I conducted more reading and research for this.*

*My preparation was thorough, and in that regard, these sessions provided insights into other sessions in terms of planning. (P7)*

## General Evaluation

The general evaluation sub-theme is part of the overall supervision process theme, and it focuses on the participants' perspectives on the traditional supervision process. This sub-theme includes the participants' views on the entire traditional supervision process (e.g. audio recordings, transcription review, session plan review), which includes live observation and consultation break practices. The participants find this process to be instructive, developmental, and beneficial for building self-confidence. They feel that it reduces self-criticism and enhances their knowledge and skills in counselling. The inclusion of live observation in the supervision process is seen as an exciting, challenging, and experiential learning opportunity. Several examples are provided to illustrate the participants' opinions about the supervision process.

*I had theoretical knowledge, yeah. CBT is mentioned in all the books, or we know that most current books are CBT-oriented. However, practicing with a supervisor was quite different because when you apply it, it gets directly reinforced, and you fully grasp it. (P1)*

*I felt more competent as a result of this process. I used to be more anxious before. There's a significant difference in anxiety between before and after supervision. I believe supervision boosted my motivation, interest, and desire for the counselling process. (P4)*

*The supervision process was highly productive because I hadn't experienced such supervision before. I had the chance to enhance myself as I learned. I discovered many different things that we thought we already knew. (P2)*

*I believe it made a significant contribution to my development. Live observation, group supervision, and sharing transcripts with the group made me recognize both my strengths and the areas I need to improve. In fact, this process also heightened my self-confidence. (P5)*

*I used to believe that my professional competence was low. Now, I definitely think it's much better. It had a substantial impact on our approach to clients. (P6)*

## Discussion

It is important to examine which supervision format is most appropriate in the process of developing counseling skills. This study examined the views and experiences of graduate students on the live observation-based supervision modality. Four themes emerged from the students' opinions. These themes are development, live observation practice, relationships, and the overall supervision process.

The development theme has two sub-themes, individual development and professional development. These sub-themes include perspectives on the impact of live observation and consultation breaks on students' personal and professional lives. In the individual development sub-theme, opinions highlight positive effects such as increased self-confidence, enhanced self-awareness, and higher levels of motivation. These findings are consistent with the results of review studies of live supervision (Maaß et al., 2022; Vezer, 2021). In live supervision, supervisees become more self-aware by observing their thoughts, feelings, and behaviors, which contributes to an increased sense of self-awareness (Hendrickson et al., 2002). In addition, as supervisees acquire



the skills and knowledge needed to work more effectively with clients, their confidence in themselves grows.

Another sub-theme that emerged within the overarching theme of development was professional development. Within this sub-theme, participants indicated that live observation practice contributes to various facets of their professional development in the counseling process, such as improving counseling skills, using specific techniques more accurately, increasing pre-session preparation, using body language and tone of voice more functionally, and using reflection and summarizing effectively. During the live supervision process, supervisees can become familiar with various strategies and techniques recommended by supervisors, providing an opportunity to acquire new skills (Jakob et al., 2015). In addition, supervisors can identify the strengths of supervisees and assist them in enhancing existing skills. Supervisors can observe nonverbal cues such as body language, tone of voice, gestures, and facial expressions during live observations and offer suggestions. Brief, constructive, and concrete feedback is provided during consultation breaks to encourage supervisees to use correct techniques, resulting in sustained learning and skill improvement throughout the session (Maaß et al., 2023). In addition, the views on how supervisees learn to use specific techniques more effectively seem to be consistent with previous research. For example, Noelle (2003) suggests that live supervision techniques are more appropriate for approaches that include concrete elements, such as behavioral theories. Supervisors, through methods such as co-therapy, can provide clear and direct feedback on the use of specific techniques and even serve as role models for supervisees. However, it may not be appropriate to use live observation techniques frequently in approaches that require in-depth analysis and discussion of cases.

The second theme identified from the participants' perspective is the theme of live observation practice. Within this theme, there are four sub-themes, expectations, live observation moment, counseling process, and immediate feedback. When examining the theme, it is evident that supervisees experience various emotions such as anxiety, curiosity, and excitement regarding live observation and consultation breaks. In particular, concerns about not fully demonstrating their competence and thoughts about potential negative effects on clients are prevalent. In addition, participants perceive live observation as a challenging, yet developmental and motivating method. It is noteworthy that all participants in this study had not previously participated in live supervision experiences. Therefore, experiencing anxiety about this practice for the first time is considered normal. Consistent with previous studies, similar findings indicate that supervisees often experience anxiety before and initially during live supervision, but note a decrease as they gain experience and confidence (Wong, 1997). In addition, the literature discusses the need for explanations of how live supervision operates and what to expect from supervisors, especially for novice supervisees (Hendrickson et al., 2002; Mauzey & Erdman, 1997).

In reviewing the results, the participants indicated that live observation-based supervision allows them to make faster progress in counseling sessions, correct mistakes, change the course of sessions, and have more productive sessions. In summary, the majority believe that the live observation method has positive impacts on the counseling process. Consistent with these findings, the literature also suggests that live supervision sessions are effective and improve the quality

of intervention (Bartle-Haring et al., 2009; Maaß et al., 2022). In the current study, live observation-based supervision was implemented with consultation breaks during which supervisees and supervisors evaluated the session. Such evaluations typically highlight positive aspects, while also providing information about areas in which the counselor falls short. It is emphasized that these breaks within the session do not disrupt the counseling session and may even result in more perceived benefits to the client (Mauzey & Erdman, 1997; Moorhouse & Carr, 1999). It should be noted, however, that live supervision methods, like almost all supervision methods, can only have positive effects when there is a good supervisory relationship. For example, Holloway (1995) considered the supervisory relationship to be a core component of his systems approach. Similarly, Hendrickson et al. (2002) demonstrated that positive relationships with supervisors in live supervision methods reduce the anxiety of supervisees. The participants' statements emphasizing positive supervisor behaviors also support this situation.

The most effective aspect of the live observation-based supervision modality for supervisees may be the ability to receive immediate feedback. In live supervision methods, it is recommended that such feedback be brief, constructive, supportive, and clear (Mauzey & Erdman, 1997). Participants perceive instant feedback as motivating, supportive, calming, explanatory, and influential. They also state that this modality reveals overlooked areas, provides an opportunity for immediate implementation, informs about counseling methods, and facilitates permanent learning. Previous research suggests that live observation combined with immediate feedback creates a supportive and safe environment (Jakob et al., 2015). Additionally, timely feedback is emphasized as one of the most crucial factors for improving performance and developing expertise (Hattie & Timperley, 2007). During live supervision, the supervisor aims to create a secure and supportive learning environment for the supervisees while helping them enhance their skills and achieve their goals. Immediate feedback provides specific insight into areas where the supervisee may be lacking or in need of improvement, allowing supervisees to quickly make changes in their practice and apply new knowledge. This change can lead to more efficient sessions and increased self-confidence. The opportunity for immediate implementation of what has been learned through feedback allows for experiential and permanent learning for the supervisee. Similar to the findings presented here, supervisees report satisfaction with immediate feedback due to all of these benefits (Maaß et al., 2023).

Participants' opinions indicate that the live observation-based supervision practice contributes to both the supervisee-client and supervisee-supervisor relationships. Supervisees who participated in the study reported that this practice strengthened the supervisee-client relationship. They also stated that the client felt more cared for and disclosed more. These findings are consistent with the finding that the therapeutic alliance is higher in live supervision practices than in delayed video-based supervision (Weck et al., 2016). It is possible that the supervisee who is observed during the live supervision process pays more attention to his/her competencies in order to manage the process well, prepares for the sessions, and makes efforts to build a relationship with the client. In addition, clients may have felt more secure by seeing that more than one person, not just one counselor, was taking care of them. A similar situation in the supervisee-client relationship seems to hold true for the supervisor-supervisee



relationship. Participants felt that their relationships with their supervisors were strengthened and that the supervisor's positive and supportive attitude contributed to this. This finding is consistent with findings that the supervisor's understanding, empathy, and supportive style positively change the supervisor-supervisee relationship in live supervision practices (Wong, 1997).

It has been mentioned in the literature that live supervision practices can generally be perceived as distracting, too intrusive, and can cause confidentiality issues, especially for clients (Bernard & Goodyear, 2019; Scaife, 2019). However, the current study did not find evidence to support these concerns. Previous research indicates that the distracting and intrusive aspect of live supervision practices is not perceived as a significant problem by either clients or supervisees, and that a balance can be struck between the benefits and potential drawbacks of live supervision (Locke & McCollum, 2001; Mauzey & Erdman, 1997). On the other hand, Whisenhunt et al. (1997) found that videotaped supervision raised more confidentiality concerns than live supervision methods.

The findings of the current study revealed that the participants generally found the live observation-based supervision practices useful. Participants suggested that live observation-based supervision practices should be conducted more frequently, that more detailed information about the process should be provided before live supervision, and that the number of supervisors should be increased. They note that live supervision practices may be more appropriate for sessions in which specific techniques (e.g. cost-benefit analysis) are used for complex cases. Given that live supervision practices create a safer environment for the supervisee and the client, the need for more frequent use of live supervision methods seems understandable. Furthermore, in parallel with the research findings, previous studies indicate that counselors prefer challenging cases in live supervision (Todd & Storm, 2014).

Participants have varying opinions regarding the comparison of live observation-based and traditional supervision practices. There are views that suggest that in live observation-based supervision practices, participants engage in more preparation, improve their use of specific counseling techniques, establish more accurate communication with clients, and have more opportunities to notice and correct errors. In contrast, they report feeling more comfortable, taking more initiative, and being more emotion-focused in traditional sessions. However, they also reported making progress based on past, perhaps incomplete, learning and being less aware of their mistakes. These opinions are consistent with the perspective that live supervision practices may hinder the development of autonomy in supervisees (Wong, 1997). The developmental level of the supervisee is critical in determining appropriate supervision techniques (Borders and Brown, 2005; Noelle, 2003). Specifically, more directive techniques may be appropriate for less experienced supervisees, while as experience increases, they may prefer methods that allow for more initiative. Instead, live supervision can be used along with other supervision methods as appropriate based on the specific needs of both the supervisee and the client (Borders et al., 2014).

### **Conclusion Recommendations and Limitations**

This study examines the experiences of master's level counseling students with live observation-based supervision practices. The findings indicate that this practice contributes to

the individual and professional development of supervisees, increases the efficiency of counseling sessions, and strengthens the client-supervisee-supervisor relationship. The results suggest that live observation-based supervision practices can be used in counselor education in Türkiye. Counselor educators can incorporate live observation techniques more extensively in supervision practices, especially in environments that lack technical equipment such as audio transmission devices, cameras, or one-way mirrored rooms. When deciding on live observation-based methods, the developmental level of the supervisee and the counseling approach can be taken into consideration. Providing information about the live observation procedure can help alleviate the concerns of supervisees.

There are several limitations to the current study. All participants used a CBT-based approach in their sessions, and caution should be taken in generalizing the research findings to other counseling approaches. The implementation of live supervision in this study involved the supervisor being present in the counseling room (live observation) and providing feedback during sessions (counseling break). It is important to note that there are different methods of live supervision in the literature. In this study, the perspectives of master's level counseling psychology students were considered, and the effectiveness of the live observation-based supervision method could be further examined through randomized controlled trials with participants at different developmental levels such as undergraduate, graduate or doctoral level. In addition, studies can be conducted that focus on the perspective of the clients.

### **Author Contributions**

The first author conducted the overall design of the study and contributed to the writing of all sections. The second author contributed to the literature review, method, findings, and discussion sections, while the third author contributed to the literature review, introduction, and discussion sections through qualitative interview processes. The fourth author contributed to the method section. Live observation applications were conducted by the second and fourth authors, and qualitative analyses were collaboratively conducted by all authors. All authors have read and approved the final version of the study.

### **Ethical Declaration**

This study was carried out under the approval of the Ethics Committee for Social and Human Sciences Research at Tokat Gazi Osman Paşa University, as confirmed by decision number 09-03 during the meeting held on June 17, 2022.

### **Conflict of Interest**

The authors declare that there is no conflict of interest with any institution or individual within the scope of this study.

### **Acknowledgment**

The authors sincerely express their gratitude to the clients and counseling students who made the implementation of this study possible.

### **References**

- Aladağ, M., & Bektaş, D. Y. (2009). Examining individual-counseling practicum in a Turkish undergraduate counseling program. *Eurasian Journal of Educational Research (EJER)*, 37, 53-70

- Aladağ, M., & Kemer, G. (2016). Clinical supervision: An emerging counseling specialty in Turkey. *The Clinical Supervisor*, 35(2), 175-191. <https://doi.org/10.1080/07325223.2016.1223775>
- Amerikaner, M., & Rose, T. (2012). Direct observation of psychology supervisees' clinical work: A snapshot of current practice. *The Clinical Supervisor*, 31(1), 61-80. <https://doi.org/10.1080/07325223.2012.671721>
- Aveline, M. (1992). The use of audio and videotape recordings of therapy sessions in the supervision and practice of dynamic psychotherapy. *British Journal of Psychotherapy*, 8(4), 347-358. <https://doi.org/10.1111/j.1752-0118.1992.tb01198.x>
- Bartle-Haring, S., Silverthorn, B. C., Meyer, K., & Tovissimi, P. (2009). Does live supervision make a difference? A multilevel analysis. *Journal of Marital and Family Therapy*, 35, 406-414. <https://doi.org/10.1111/j.1752-0606.2009.00124.x>
- Bernard, J. M., & Goodyear, R. K. (2019). *Fundamentals of clinical supervision*. Pearson.
- Borders, L. D., & Brown, L. L. (2005). *The new handbook of counseling supervision*. Routledge. <https://doi.org/10.4324/9781410613202>
- Borders, L. D., Glosoff, H. L., Welfare, L. E., Hays, D. G., DeKruyf, L., Fernando, D. M., & Page, B. (2014). Best practices in clinical supervision: Evolution of a counseling specialty. *The Clinical Supervisor*, 33(1), 26-44. <https://doi.org/10.1080/07325223.2014.905225>
- Boyle, R., & McDowell-Burns, M. (2016). Modalities of marriage and family therapy supervision. In K. Jordan (Ed.), *Couple, marriage and family therapy supervision* (pp. 51–69). New York, NY: Springer.
- Brown, L., & Miller, M. (2002). The triadic intersubjective matrix in supervision: The use of disclosure to work through painful affects. *International Journal of Psychoanalysis*, 83, 811-823. <https://doi.org/10.1516/TDHF-GWPP-4HX7-VM9X>
- Champe, J., & Kleist, D. M. (2003). Live supervision: A review of the research. *The Family Journal*, 11(3), 268-275. <https://doi.org/10.1177/1066480703252755>
- Clark, P., Jeff Hinton, W., & Grames, H. A. (2016). Therapists' perspectives of the cotherapy experience in a training setting. *Contemporary Family Therapy*, 38(2), 159-171. <https://doi.org/10.1007/s10591-015-9358-2>
- Coll, K. M. (1995). Clinical supervision of community college counselors: Current and preferred practices. *Counselor Education and Supervision*. <https://doi.org/10.1002/j.1556-6978.1995.tb00215.x>
- Creswell, J. W. (2018). *Qualitative research methods: Qualitative research and research design according to five approaches*. Political bookstore.
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research (2nd ed.)*. Sage.
- Gallant, J. P., Thayer, B. A., & Bailey, J.S. (1991). Preliminary evaluations using bug-in-the-ear feedback in clinical supervision. *Research on Social Work Practice*, 1, 175-186. <https://doi.org/10.1177/104973159100100205>
- Goldberg, D. A. (1985). Process notes, audio, and videotape: Modes of presentation in psychotherapy training. *The Clinical Supervisor*, 3(3), 3-14. [https://doi.org/10.1300/J001v03n03\\_02](https://doi.org/10.1300/J001v03n03_02)
- Haggerty, G., & Hilsenroth, M. J. (2011). The use of video in psychotherapy supervision. *British Journal of Psychotherapy*, 27(2), 193-210. <https://doi.org/10.1111/j.1752-0118.2011.01232.x>
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. <https://doi.org/10.3102/003465430298487>
- Heckman-Stone, C. (2004). Trainee preferences for feedback and evaluation in clinical supervision. *The Clinical Supervisor*, 22(1), 21-33. [https://doi.org/10.1300/J001v22n01\\_03](https://doi.org/10.1300/J001v22n01_03)
- Hendrickson, S. M., McCarthy Veach, P. and LeRoy, B.S. (2002). A qualitative investigation of student and supervisor perceptions of live supervision in genetic counselling. *Journal of Genetic Counseling*, 11(1), 25–49. <https://doi.org/10.1023/A:1013868431533>
- Hunt, C., & Sharpe, L. (2008). Within-session supervision communication in the training of clinical psychologists. *Australian Psychologist*, 43(2), 121-126. <https://doi.org/10.1080/00050060801933402>
- Kivlighan, D. M., Angelone, E. O., & Swafford, K. G. (1991). Live supervision in individual psychotherapy: Effects on therapist's intention use and client's evaluation of session effect and working alliance. *Professional Psychology: Research and Practice*, 22(6), 489. <https://doi.org/10.1037/0735-7028.22.6.489>
- Koçyiğit, M. K. (2022). Challenges and Ethical Issues in Counseling Supervision from Faculty Supervisors' Perspective. *Participatory Educational Research*, 9(5), 305-329. <https://doi.org/10.17275/per.22.116.9.5>
- Laforest, J., & Bouchard, L. M. (2009). Guide to organizing semi-structured interviews with key informant. *Gouvernement du Quebec. Quebec: Gouvernement du Quebec, Ministeres des Communications*.
- Liddle, H. A., & Halpin, R. J. (1978). Family therapy training and supervision literature: A comparative review. *Journal of Marital and Family Therapy*, 4(4), 77-98. <https://doi.org/10.1111/j.1752-0606.1978.tb00543.x>
- Locke, L. D., & McCollum, E. E. (2001). Clients' views of live supervision and satisfaction with therapy. *Journal of Marital and Family Therapy*, 27, 129–133. <https://doi.org/10.1111/j.1752-0606.2001.tb01146.x>
- Maaß, U., Kühne, F., Ay-Bryson, D. S., Heinze, P. E., & Weck, F. (2023). Efficacy of live-supervision regarding skills, anxiety and self-efficacy: a randomized controlled trial. *The Clinical Supervisor*, 1-21. <https://doi.org/10.1080/07325223.2023.2267528>
- Maaß, U., Kühne, F., Poltz, N., Lorenz, A., Ay-Bryson, D. S., & Weck, F. (2022). Live supervision in psychotherapy training-A systematic review. *Training and Education in Professional Psychology*, 16(2), 130-142. <https://doi.org/10.1037/tep0000390>
- Mauzey, E., & Erdman, P. (1997). Trainee perceptions of live supervision phone-ins: A phenomenological inquiry. *The Clinical Supervisor*, 15(2), 115-128. [https://doi.org/10.1300/J001v15n02\\_09](https://doi.org/10.1300/J001v15n02_09)
- Mauzey, E., Harris, M. B. C., & Trusty, J. (2001). Comparing the effects of live supervision interventions on novice trainee anxiety and anger. *The Clinical Supervisor*, 19(2), 109-122. [https://doi.org/10.1300/J001v19n02\\_06](https://doi.org/10.1300/J001v19n02_06)
- Miller, K. L., Miller, S. M., & Evans, W. J. (2002). Computer-assisted live supervision in college counseling centers. *Journal of College Counseling*, 5(2), 187-192. <https://doi.org/10.1002/j.2161-1882.2002.tb00221.x>
- Moorhouse, A., & Carr, A. (1999). The correlates of phone-in frequency, duration and the number of suggestions made

- in live supervision. *Journal of Family Therapy*, 21(4), 407-418. <https://doi.org/10.1111/1467-6427.00128>
- Noelle, M. (2003). Self-report in supervision. *The Clinical Supervisor*, 21(1), 125-134. [https://doi.org/10.1300/J001v21n01\\_10](https://doi.org/10.1300/J001v21n01_10)
- Patton, M. Q. (2014). *Nitel araştırma ve değerlendirme yöntemleri* (M. Bütün & S. B. Demir, Ed.; 1. bs). PEGEM Akademi.
- Ray, D., & Altekruze, M. (2000). Effectiveness of group supervision versus combined group and individual supervision. *Counselor Education and Supervision*, 40(1), 19-30. <https://doi.org/10.1002/j.1556-6978.2000.tb01796.x>
- Scaife, J. (2019). *Supervision in clinical practise: A practitioner's guide*. Routledge. <https://doi.org/10.4324/9781315544007>
- Starks, H., & Brown Trinidad, S. (2007). Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. *Qualitative health research*, 17(10), 1372-1380. <https://doi.org/10.1177/1049732307307031>
- Todd, T. C., & Storm, C. L. (2014). *The complete systemic supervisor: Context, philosophy, and pragmatics*. John Wiley & Sons. <https://doi.org/10.1002/9781394259601>
- Vezer, E. (2021). Bug-in-the-eye supervision: A critical review. *Training and Education in Professional Psychology*, 15(3), 250-257. <https://doi.org/10.1037/tep0000308>
- Weck, F., Jakob, M., Neng, J. M., Höfling, V., Grikscheit, F., & Bohus, M. (2016). The effects of bug-in-the-eye supervision on therapeutic alliance and therapist competence in cognitive-behavioural therapy: A randomized controlled trial. *Clinical psychology & psychotherapy*, 23(5), 386-396. <https://doi.org/10.1002/cpp.1968>
- Wong, Y. L. S. (1997). Live supervision in family therapy: Trainee perspectives. *The Clinical Supervisor*, 15(1), 145-157. [https://doi.org/10.1300/J001v15n01\\_11](https://doi.org/10.1300/J001v15n01_11)