



Gelişimsel Modeller Açısından Başlangıç Düzeyindeki Psikolojik Danışmanların Süpervizyonu ve Yaşadıkları Güçlükler ve Destekler*

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MAKALE BİLGİ

Makale Tarihi:
Alındı 26.08.2017
Düzeltilmiş hali
alındı 03.04.2018
Kabul edildi:
04.06.2018
Çevrimiçi yayınlandı
30.06.2018

ÖZET

Ruh sağlığı uzmanları bireylerin farklı düzeydeki (bireysel, toplumsal) biyopsikososyal meselelerini kişileri etkin dinleyip onlara eşlik ederek meseleleri ele alıp yaşam kalitesini tüm düzeylerde olabildiğince artırmaya çalışan profesyonel kişilerdir. Bu profesyoneller hayattaki acıya yer açmaya, yaşanan ızdırabı dindirmeye ve/ya iyilik halini artırmaya çabalarlar. Bu yüzden, ruh sağlığı uzman adaylarının süpervizyon eğitimi çok önemlidir. Bu alan yazın tarama çalışmasında, başlangıç düzeyindeki psikolojik danışmanların gelişimsel düzeyini ele alan bilimsel araştırmalara odaklanılmıştır. Çalışmada, süpervizyonda gelişimsel modeller, başlangıç düzeyindeki psikolojik danışmanların yaşadığı genel zorluk ve destekler ve süpervizörler için genel uygulamalar hakkında bilgi sağlanmıştır. Araştırmacı Türkiye ve Amerika Birleşik Devletleri'nde (ABD) farklı merkezlerdeki psikolojik danışmanlık tecrübesinden de bahsederek süpervizyonun profesyonelce ele alınmasının gerekçelerini açıklamaktadır. Türkiye'de süpervizyonun neden daha fazla dikkati hak ettiği ve bağlamsal olarak duyarlı bazı yeni süpervizyon modellerinin ortaya çıktığı ele alınmaktadır. Türkiye'de son zamanlarda ortaya çıkan Yapılandırılmış Aktif Akran Süpervizyon Model'inin (YASAM) Türkiye bağlamı için neden daha uygun bir model olabileceği üstünde durulmaktadır. Çalışmada süpervizyon sürecindeki en önemli noktalardan biri olarak, süpervizörlerin eğitim alan psikolojik danışman adaylarının gelişimsel sürecine dikkat ederek onları pozitif, cesaretlendirici ve yapıcı geri dönüt ile desteklemesine dikkat çekilmekte, bu geribildirim sürecinde yaparak yaşayarak öğreten aktivitelerden faydalanmanın gerekliliği ifade edilmektedir. Ayrıca psikolojik danışman adaylarının bilişsel düzey ve yeteneklerini geliştirmek için yaptıkları ve öğrendikleri üzerine tefekkür etmelerinin ve böylece var olan kapasitelerini artırmak için kendi kendileriyle mücadeleye davet edilmelerinin önemi belirtilmektedir. Ruh sağlığı uzmanlarına araştırma, ders ve sosyo-politik bağlamda alanin etkin bir şekilde savunulması için öneriler sunulmaktadır.

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Anahtar Kelimeler:

Süpervizyon, psikolojik danışmanlık, eğitim, akıl ruh sağlığı, psikoterapi, pozitif psikoloji, pedagoji, gelişimsel modeller, akran eğitimi, aktif öğrenme

Geniş Özet

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**Yazar bu çalışma için Amerika Birleşik Devletleri'ndeki (ABD) Kuzey Karolayna Devlet Üniversitesi'nde (UNCG) çalışırkenki deneyimlerinden de faydalanmıştır.

Amaç

Süpervizyon, ruh sağlığı hizmetlerini veren profesyonellerin eğitimlerinin önemli bir parçası olup etkili bir psikolojik danışmanlık süreci için olmazsa olmazdır fakat psikolojik danışmanlığın Türkiye'ye nazaran halk tarafından çok daha iyi bilindiği ve kullanıldığı ABD'de bile hak ettiği ilgiyi aldığı söylenemez. Genelde, süpervizyon ruh sağlığı hizmetleri eğitiminde öğrencilere belirli bir yaklaşımı öğretmek için basit bir araç olarak görülüp kullanılabilir. Oysa süpervizyon tek başına belirli bir pedagojik yaklaşım ve ilgi gerektiren bir alandır. Bütün bunlardan dolayı bu çalışmanın temel amaçları şunlardır: Birincisi, okuyucuyu bilimsel araştırmalara dayanarak başlangıç düzeyindeki psikolojik danışman adaylarının gelişimsel süreci hakkında bilgilendirmek. İkincisi, okuyucuyu danışman adaylarının karşılaştığı zorluk ve destekler hakkında bilgilendirmek. Son amaç ise ruh sağlığı hizmeti veren profesyonelleri ve/veya onların eğitimleriyle ilgili kişileri (klinisyen, eğitici, araştırmacı) farklı alanlarda (ders verme, süpervizyon, eğitim, araştırma, sosyal politikalar vb.) süpervizyon uygulamaları hakkında bilgilendirmektir.

Yöntem

Bu makale alan yazın taramasından oluşan bir gözden geçirme çalışması olup çalışmada özellikle başlangıç düzeyindeki psikolojik danışman adaylarının gelişimini ele alan bilimsel araştırmalara odaklanılmıştır.

Bulgular

Ruh sağlığı uzmanların genel olarak sunduğu yardım hizmeti biyopsikososyal meseleleri ele alarak yaşanan acıya yer açmak, ızdırabı dindirmek ve/veya yaşam kalitesini artırmak içindir (Tanhan, 2014; 2017). Bu yüzden psikolojik danışman gibi ruh sağlığı hizmetini veren kişilerin eğitiminde süpervizyonun önemi çok kritiktir. Bu yüzden süpervizyon ruh sağlığı alanında, herhangi bir konuyu ya da terapötik bir yaklaşımı öğretmek için basit bir araç olarak görülmekten daha ziyade, tek başına kendisine has pedagojik bir yaklaşımı olan bir alan olarak görülmelidir. Böyle olduğunda psikolojik danışmanlar, eğiticiler, yöneticiler ve sosyal politikaları belirleyen kilit kişiler süpervizyon ve psikolojik danışmanlığı daha sağlıklı bir şekilde kavrayacaktır.

Alan yazındaki bilimsel çalışmalara (Howard ve arkadaşları, 2006; Ronnestad & Skovholt, 2003; Woodside ve arkadaşları, 2007) göre başlangıç düzeyindeki psikolojik danışman adaylarının karşılaştığı genel zorluklar şunlardır:

- Eğitimlerinin gerekleri (staj gereklerini yerine getirme, fazla sayıda danışan görme okumalarda bulunma, ödev yapma gibi) altında ezilmiş hissetme

- Eski yardım etme yollarının (öğüt verme, hemen çözüm bulma gibi) artık işlevsel olmadığının farkına varıp yeni beceriler (aktif dinleme, duygu yansıtma) kazanmaya çalışma
- Kendisini iyi yetiştirmiş, yapıcı geri bildirim veren ve etkili rol model olabilecek süpervizörler ile karşılaşmayı umarken yıkıcı geri bildirim alma
- Psikolojik danışmanlığı doğru şekilde yapmak için aşırı derecede tedbirli ve tutucu bir tutum geliştirme
- Danışanlarına en iyi şekilde hizmet vermeye çalışırken kendilerini yeterince risk alamayan, rahat olmayan, esprituèel ve otonom olmayan olarak görme
- Yüksek motivasyon ve istekten dolayı daha fazla öğrenmeye çalışırken çeşitli nedenlerden (gelişimsel süreç ve bağlamsal faktörler) dolayı hayal kırıklığı yaşama ve ikircikli duygular hissetme ve daha fazla bilgi ve beceri kazanamama
- Psikolojik danışmanlıkta (genelde beceri ve bilgi eksikliğinden dolayı) neyi ve onu nasıl yapacağı hakkında bilgi sahibi olmadığından yüksek endişe, kendini eleştirme ve kendi hakkında şüpheyeye düşme ile yüz yüze kalma
- Yeterli danışan ve oturum sayısı olmayınca suçlu ve endişeli hissetme ve kendini bundan sorumlu tutma
- Doğru meslek/işte olmaya ilişkin kendinden şüphey duyma
- Kritik an/olaylarla karşılaşp kendileriyle ilgili kendilerini zorlayan yeni şeyler öğrenme (özgeçmiş, kimlik, duygusal anlar, çatışmalar, insanlara yardım etmenin yeni yolları)
- Kendilerine, ailelerine ve/veya eğitim programları için yeterince zamanlarının olmaması ve bu dar zamanı nasıl kullanmaları gerektiği konusunda sıkıntı yaşama

Diğer taraftan başlangıç düzeyindeki psikolojik danışman adaylarının yaşadığı bazı destekler ise şöyledir:

- Psikolojik danışman eğitimindeki en etkili kişiler süpervizör, eğitimci ve ders hocalarıdır.
- Etkili bir süpervizyon şunları gerektirir:
 - Süpervizörün eğitim öğretim sürecinde, yönlendirmede, öğüt vermede, rol oynamalarda ve beklentileri açıklığa kavuşturmada oldukça aktif, açık/yönlendirici ve öğretici/didaktik bir rol izlemesi (Hill ve arkadaşları, 2007)
 - Pozitif bir yaklaşıma sahip olma (önemseme, öğrencilere açık bir tutum içinde olma, empatik olma, dinleme, pozitif geribildirim verme, onaylama, öğrencinin güçlü hissetmesini sağlama, endişeleri açığa kavuşturma, paylaşmaya istekli olma, geribildirim verme konusunda açık ve direkt olma, model olma vb.)

- Farklı süpervizyon modellerinden faydalanma
- Farklı etkinliklerden faydalanma (kitap okuma, danışan ve ders materyalleri üzerinde tefekkür etme, hocaların sunumu, sınıfta rol oynama vb.)
- Sınıfta beceri eğitimi ve pratiği yapma (duygu ve içerik yansıtmak, açık uçlu sorular vb.)
- Psikolojik danışman adayı olarak konuşkan, açık ve bir şeyler almaya açık danışanlarla görüşme ve bunun sonunda psikolojik danışman adayı olarak iyi hissetme, yüksek özgüven hissetme ve danışanlarla bağ kurabilme
- Psikolojik danışmanlık süreci için motivasyona sahip, istekli ve iyimser olma

Araştırmacılar psikolojik danışman adaylarının yaşadığı kritik zorluk/anların gelişimsel olarak normal olduğunu yani bunların yaşanacağını; bu yüzden, psikolojik danışman eğitimine dahil olan kişilerin (süpervizör, ders hocası vb.) bu kritik anları sağlıklı bir şekilde ele alıp öğrencilerle konuşursa tüm bu kritik zorlukların da güçlü birer desteğe dönüşeceğini vurgulamaktadırlar (Borders, 2016; Tanhan, 2014). Böylece öğrenme için en optimal bağlam oluşur ve süreçteki herkes bundan kazanarak ilerler. Tam tersine, bu kritik zorluk/anlar sağlıklı bir şekilde ele alınmaz ve negatif geri bildirimler verilirse süreçte yer alan her bir birey için çok daha yıkıcı bir etki oluşabilir.

Bu konuda Türkiye’de çeşitli faktörlerin yetersizliğinden (süpervizyon bilgisi/farkındalığı, süpervizör eğitimi ve sayısı, psikolojik danışman eğitimi ve stajları, fiziksel koşulların yetersizliği vb.) dolayı psikolojik danışman adaylarının kritik zorluk/anlarla karşılaşp bu kritik anların olumsuz bir şekilde ele alınması (negatif/yıkıcı geribildirim, utandırılma ve azarlanma, alaya/şakaya alma, yetersiz destek, yetersiz imkanlar, monoton ve tek tip ders anlatımı vb.) çok sağlıksız bir süreç oluşturabilmektedir. Bu yüzden bazı psikolojik danışman eğitimcileri Türkiye bağlamını da düşünerek bağlamsal olarak daha etkili süpervizyon modelleri geliştirmeye çalışmaktadır. Örneğin, Türkiye’nin güneydoğusunda yer alan bir üniversitede bazı psikolojik danışmanlar bir Yapılandırılmış Aktif Akran Süpervizyon Modeli (YASAM) geliştirmeye çalışmaktadır. Model, YASAM, yani ilke/prensiplerin manasına gelecek şekilde ifade edilebilmekle birlikte hem telaffuzunun kolay olması hem daha anlamlı bir çağrışım yapması açısından YAŞAM olarak da ifade edilebilmektedir. YASAM, gelişimsel süpervizyon modellerinin önerdiği bir çok etkili öğeyi içermektedir (yaparak yaşayarak öğrenme, dolaylı yani görerek öğrenme, beraber öğrenme, pozitif geri bildirim, pratik ve rol yoluyla öğrenme için daha fazla zaman ve imkan, süpervizyon için daha fazla zaman ve geribildirim, daha fazla kişiden yapıcı geribildirimler vb.).

Sonuç ve Öneriler

Tüm bu çalışmalar süpervizyona çok daha fazla önem verilmesini açıkça ortaya koymaktadır. Gelişimsel süpervizyon modellerine göre, başlangıç düzeyindeki psikolojik danışman adaylarının bir çok kritik zorluk ve desteklerle karşılaştığı görülmektedir. Bundan dolayı takip edilen süpervizyon modeli ve sürecinde bilinçli olmak gerekmektedir. Gerek ABD ve özellikle Türkiye bağlamı düşünüldüğünde YASAM gibi süpervizyon modellerinin sistemli bir şekilde geliştirilmesi ruh sağlığı hizmetlerinin nitelik ve nicelik bakımından daha iyi bir yere gelmesi için süpervizyon konusunda bilimsel araştırmalar sistemli bir şekilde yürütülmeli ve artırılmalıdır.



Beginning Counselors' Supervision in Counseling and Challenges and Supports They Experience: Based on Developmental Models*

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ARTICLE INFO

<i>Article</i>	<i>History:</i>
Received	
26.08.2017	
Received in revised form	03.04.2018
Accepted	
04.06.2018	
Available	online
30.06.2018	

ABSTRACT

Mental health providers address mental health issues and/or increase the quality of life at different levels starting from individual to global levels for individuals and communities. Mental health providers are key people who strive to alleviate suffering and enhance wellbeing of people. Therefore, more professional supervision is need to focus on the training of mental health providers, which means their clinical supervision. In this literature review article, the author specifically focused on empirical studies that examined beginning counselors' developmental process. The author provided brief information about developmental models of supervision, common challenges and supports the beginning counselors-in-training experience, and common implications for supervisors. The author also shared some of their site experiences from Turkey and the U.S. to clarify how supervision needs more professional attention. They also explained how supervision in Turkey need more attention and yet also stated how some contextually sensitive supervision models emerge like structured active/engaged peer supervision model (or in Turkish, Yapılandırılmış Aktif Akran Süpervizyon Modeli, YASAM). The most important point of this study is supervisors consider developmental process of their supervisees and support them with positive, supportive, and constructive feedback while utilizing meaningful and engaging activities to challenge them so that supervision process becomes more effective and meaningful. Research questions were discussed for the future studies.

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Keywords:

Supervision, counseling, training, mental health, psychotherapy, positive psychology, pedagogy, developmental models, peer education, active learning

Introduction

Mental health providers (e.g., counselors, therapists) are key people who alleviate suffering and enhance wellbeing of individuals, groups, and communities (Mackenzie, Knox, Gekoski, & Macaulay, 2004; Tanhan, 2014; 2017). Considering

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**The authors included his experiences from working at the University of North Carolina at Greensboro (UNCG) in the U.S. as well.

the global conditions (e.g., wars, conflicts, exploitation, economic recessions, forced migration) humanity is going through, almost all people across the globe struggle with primary or secondary traumatic events including the mental health providers themselves. Even if some people do not go through some significant primary traumatic events (e.g., facing a war, accident, violence) and/or secondary trauma (e.g., seeing other people facing wars, violence and similar difficult and traumatic events through social life and/or social media and/or news) and even if these people only experience normal life conditions (e.g., death of close ones), it is more likely that many people would want to increase the quality of life for themselves and/or the ones around them (e.g., Tanhan, 2014; 2017). Therefore, the role of mental health providers and their training process becomes very important, and a critical piece of training is the quality of clinical supervision they receive (Borders, 1992). Understanding the supervision process and its pedagogical perspective, especially for the beginning counselors, from a more systematical perspective is important because the Council for Accreditation of Counseling and Related Education Programs (CACREP, 2016) standards clearly stated that supervision for counselors-in-training is a crucial requirement of all programs accredited by CACREP; therefore, the focus of this paper is the supervision of counselors-in-training. In this paper, counselors-in-training, novice counselors, novices, and beginning counselors are used synonymously because in the literature many researchers used these terms synonymously to indicate undergraduate, master's level, and first and/or second year doctorate students in mental health related trainings.

Understanding supervision with its own pedagogical perspective is crucial because even in some countries like the U.S. where counseling is well-known compared to many other countries (e.g., India, Turkey), supervision do not get its own attention most of the times. It is common to see the educators in the mental health professions approach the supervision process just as an adjunct to counseling and use supervision to solely focus on training mental health providers just from a specific theoretical approach rather than perceiving supervision as "a unique, educational enterprise" (Borders & Brown, 2005; p.12). In addition, in some countries (e.g., Turkey, Iran) where counseling profession is relatively new compared to the U.S., supervision is less known and more important it is not well addressed because mental health educators do not and/or cannot afford paying enough attention to the supervision due to many factors. Such factors include yet not limited to, supervisors having 20 -40 work hours per week, lack of well-trained professors and supervisors, and 15 to 20 or more students/supervisees while having all the other work load. Many researchers (Atıcı & Çam, 2013; Atik, Arıcı, & Ergene, 2014; Özyürek, 2016) stressed how supervision in counseling grows and perceives more attention in Turkey. However, they also clarified that the current situation of supervision is not enough and is not at a high quality level mainly due to lack of enough supervision that originates from different reasons (e.g., lack of enough received supervision hours, lack of appropriate counseling and supervision settings, and too many students per supervisor). Pamuk and Yıldırım (2016), in their study with 344

counselors who has received supervision, found that the counselors reported themselves competent for individual counseling, yet the participants called for larger institutions like ministry of education to pay more attention to supervision to increase the quality of counselors and their services. Therefore, the researchers called for more systematic attention to the supervision of counselors-in-training.

Some other researchers (e.g., Aladag, Yaka, & Koç, 2014; Benzer, 2015; Cetinkaya & Karairmak, 2012) examined supervision in counseling in Turkey, and they called for more empirical research based on structured supervision models and trainings (e.g., microcounseling supervision model, microskills training). Aladağ (2014) found that supervision is a critical process that supervisees learn from their supervisors and especially through some critical incidents including, yet not limited to, feedback from their peers and supervisors, their own emotional experience, and professional knowledge that affect developmental levels of the counselors-in-training.

In addition to these research from Turkey, the author of this current paper themselves also experienced how some supervisors could not pay attention to supervisees' developmental level and demanded much more from the supervisees without addressing common concerns that counselors-in-training were experiencing. Similarly, the author worked as a counselor in different institutions (e.g., rehabilitation centers, schools) in Turkey for three years and recognized how the lack of supervision for counselors-in-training was leading some less effective services. A few doctorate students from prestigious counseling or psychology programs in Turkey reported to the author that the current supervision practices in Turkey has a long way to go and especially in terms of supervising the counselors-in-training in Turkey. The students explained that most of supervisors in counseling unconsciously (due to the lack of knowledge, experience) traumatize rather than motivate and support their supervisees. In addition, the author heard directly from many counselors-in-training, who were in undergraduate programs in Turkey, that their supervisors (professors) would not address their concerns and often put the counselors-in-training down very traumatically, while some of the supervisees also acknowledged that their supervisors wanted to help but did not know exactly how to do that due to lack of education, models, time management, and/or experiences. Therefore, it is crucial to understand how to supervise the counselors-in-training. Borders and Brown (2005) explained briefly how developmental models emerged in the 1980s and led many empirical studies compared to the previous studies that treated supervision just as an adjunct to counseling and used supervision to just teach some specific counseling approaches. They explained how supervision is a unique subject that requires its own time in counseling rather than just seeing it to teach a counseling approach and/or another subject. It is appropriate to teach skills and/or an approach that supervisees need and align with, and yet the supervisors should be mindful to pay most attention to the unique spirit of supervision.

Related to the misperceiving and using of supervision to teach specific counseling approaches, it is important to understand how some common approaches like Acceptance and Commitment Therapy (ACT) and the mental health providers

align with such approaches perceive supervision, considering the fast growth of ACT both in Turkey and the US. The author recognized how the mental health trainers aligned with ACT perceived supervision for their students more as a tool/space to teach ACT rather than seeing supervision as a unique subject that has its pedagogical approach and a subject that requires its own research. ACT spreads very fast both in the U.S. and Turkey, and the model provides and stresses out a unique approach through its psychological flexibility model. The model can be utilized in supervision; however, to the knowledge of the researcher no one has focused on this topic. For example, ACT model invites mental health providers to be mindful of six core processes (e.g., self-as-context, contact with the present moment, acceptance) of ACT for themselves as well, while providing service to their clients from the same six core processes perspective. In the same perspective, the six core processes can be considered and utilized while providing supervision to supervisees, a vital need especially for the supervisors who traumatize their supervisees due to different reasons as the author explained above and throughout the paper. From this perspective, ACT stresses out many things (e.g., engagement, being mindful of other whether client and/or supervisee and oneself, giving space to the learners) that developmental models stress out for a developmentally appropriate and mindful supervision process. Therefore, in order to understand how ACT and the Association of Contextual Behavioral Science (ACBS) communities perceive supervision, the author reviewed some of the popular journals related to ACT and used the listserv of ACBS to email more than 20,000 practitioners who have aligned with ACT and more than 5,000 researchers, all around the world including from Turkey, who have provided counseling, taught courses, and/or conducted research related to ACT. As a result of the review and especially receiving feedback from the main people (e.g., the founders of ACT and the ones commonly provide trainings at ACT workshops) from all around the world known in ACT and ACBS communities, the author of this paper found that the people in ACT and ACBS communities also utilized supervision to just teach ACT, rather than seeing supervision as a unique subject that is complex and requires more attention and pedagogy. In addition to the ACBS community, most of the audience and the presenters at the 2016 USA Muslim mental health conference, reported that they were not familiar with how to supervise their supervisees.

Tanhan (2014) reported that they interned at few different settings (including yet not limited to correctional facilities, jails, hospitals, schools, and community centers) throughout their graduate training in counseling in the U.S. They had some difficult experiences especially in terms of having supervisors, particularly the ones from non-counseling-related fields, not being very familiar with how to supervise counselors-in-training due to specific topics and cultural differences (e.g., how to supervise a counselor-in-training for their Muslim clients or other international clients). Tanhan (2017) especially stated that they struggled more when they interned at some more special settings (e.g., Muslim community center) where they only had the option to be supervised by Muslim supervisors who knew a little about counseling (due to coming from different majors like seminary, rather than counseling) yet

strongly wanted the counseling service for their community due to the need. Tanhan (2017) also stressed how it is necessary to be sensitive to communities like Muslim communities across the globe. They explained how one of the most important concepts in the Muslim mental health literature is having mental health providers who strive to improve their competency to serve in more effective ways, which requires providing counselors-in-training an effective supervision. Based on these, it becomes more important to pay special attention to supervision in general and particularly while working with minority groups like Muslims in the U.S. (Tanhan & Francisco, 2018) and while working in countries where counseling and/or supervision is not well-known, like Turkey. This is important because of two main reasons: First, there is a huge need for supervision while working with minority groups, and second, Turkey is one of the countries where counseling develops fast and many counselors and counselors-in-training visit the U.S. so that they have a better training in supervision and turn back to Turkey where they are more likely to work with Muslim communities. In this way, an effective supervision will serve overall all clients and also a more vulnerable Muslim community where there is lack of effective counseling services and supervision.

In light of mentioned above, there are some gaps that need to be filled. Therefore, the purpose of this study, first, is to provide readers with a literature review of empirical studies examined beginning counselors' developmental process. The second purpose is to provide readers with common challenges and support systems that beginning counselors faced based on the empirical studies. And the final purpose is providing mental health providers and any other educators involved in education of counselors-in-training as clinicians, trainers, and researchers with implications in different areas including teaching (supervision and training), research, and social policy.

For this paper, the author used different databases for literature review and specifically focused on empirical studies that examined beginning counselors' developmental process. The author also provided some site and case experiences both from Turkey and the U.S. which highlight the need of this paper. Therefore, the author first briefly provided information about the developmental models, common challenges and supports the counselors-in-training experience based on empirical studies, and implications. Finally, seven research questions are proposed for future studies.

Overview of Research

All these highlight the importance of understanding overall supervision and more specifically developmental models in supervision and the beginning counselors' experiences as the initial step to supervise in more mindful, meaningful, and effective ways.

Borders and Brown (2005) noted that there are many theoretical models, under the umbrella of developmental models. They explained that the developmental models had an immediate effect on the counseling profession because of describing

supervisees' experiences over years and stressing a strength-based approach. They stated that, "the term *development* suggests, the models are sequential and hierarchical, progressing toward greater complexity and integration" (p. 12). Granello (2010) defined cognitive complexity as, "the ability to absorb, integrate, and make use of multiple perspectives" (p. 92) and noted a higher level of cognitive complexity develop over years with experience. Ronnestad and Skovholt's (2003) phase model and Stoltenberg and Delworth's Integrated Developmental Model (IDM) are the most common.

Ronnestad and Skovholt (2003) improved their old "stage model" and called it a phase model. The model includes six phases: the lay helper, the beginning student, the advanced student, the novice professional, the experienced professional, and the senior professional. IDM consists of three overriding structures (self and other awareness, motivation, autonomy), eight counselor/therapist domains (intervention skills competence, assessment techniques, interpersonal assessment, client conceptualization, individual differences, theoretical orientation, treatment goals and plans, and professional ethics), and three developmental levels (level one, two, and three) (Huhra, Yamokoski-Maynhart, & Prieto, 2008; Stoltenberg & McNeill, 1997). They explained how the counselors-in-training go through levels (from one to three) over time and have different growth in terms of three overriding structures and eight domains. The developmental levels are linear meaning a higher level in the model means more growth (e.g., competency, cognitive complexity) (Stoltenberg, 1981). Level one represents the beginning trainees (e.g., high motivation and anxiety, dependent on the supervisor and need structure, a lot of focus on the self yet limited self-awareness). Level two is more when the trainees are in advanced practicum (e.g., fluctuating in terms of confidence, dependency-autonomy conflicts, more focused on client and affects). Last, level three is more for an advanced level (Stoltenber & McNeill, 1997). The authors stressed considering all dynamic interactions meaning 3x3 (how three overriding structures manifest for the counselors at the three levels) and 3x8 (how eight domains manifest at the three levels) to understand the complexity of counselors' development.

Jordan (2006) in her study with 98 beginning supervisees found that it is important to pay attention to the developmental process of (e.g., feelings, thoughts, cognitive level) supervisees to provide maximum learning environment. Therefore, in this paper, the author focused on the researchers who empirically examined the experiences of the counselors-in training who fall in the beginning student and/or the advanced student levels of the phase model or the first two developmental levels of IDM. The author also paid attention to supervision practices and research in Turkey to inform readers about the need to pay attention to supervision and more particularly a developmental approach in counseling supervision so that mental health providers can serve more effectively. The overall result of the literature review is that there are well-planned and hopeful studies and yet more studies are needed because, particularly for Turkey, many contextual factors like having too much workload decrease the quality of provided supervision, which requires more contextually

appropriate models that go well with the developmental models as it is explained in the next sections.

Common Challenges and Supports of Counselors-in-training

There are many researchers who conducted empirical studies to examine the experiences of counselors-in-training, and they found some common challenges and supports that counselors-in-training experience. Some of these researchers (e.g., Howard, Inman, & Altman, 2006) found a number of new/different themes (e.g., high self-insight, not imitating role models) that did not fit very well with the developmental models perspectives, yet the author of this paper did not focus on the new themes in this paper because it is more important to first attend the common factors so that the supervisors can be mindful to the most common ones while also being open to differences. The author examined eight empirical studies, which stressed developmental models, to identify common challenges and supports of the counselors-in-training.

One of the most common domains that is stressed among the studies is that counselors-in-training have many challenges (e.g., feeling anxious, being self-critical) during their training process (e.g., Howard et al., 2006). Ronnestad and Skovholt (2003) in their qualitative study with 100 counselors/therapists (students, graduated, and seasoned) found that beginning students had different challenges. They had high motivation and willingness to learn, yet all the new material and factors in the learning process were overwhelming for them. Similarly, Paladino, Minton, and Kern (2011) in their mixed method design study with 45 master's-level students found that some students felt overwhelmed at the beginning of the program because of the all requirements. Ronnestad and Skovholt (2003) also noted that the counselors-in-training found it difficult to see the conventional ways of helping were no longer functional. The authors also stated that the counselors-in-training felt self-doubt, apprehension, anxiety, and pressure for their new roles and requirements for their programs. Therefore, the counselors-in-training looked for role-models to imitate, which made them dependent on supervisors. As a result of the study, in their new phase model, the authors stated that the beginning counselors felt cautious, conservative, and excessively careful, which takes away from being a risk-taker, spontaneous, humorous, and relaxed. They had frustration and ambivalent feelings due to facing some developmental and environmental barriers while having high motivation to learn and looking for more opportunities to practice. Similarly, Hill, Sullivan, Knox, and Schlosser (2007), in their qualitative study with five PhD students in their first semester in counseling psychology, found that the students had many self-criticisms for their performances while providing counseling. They felt anxious about not knowing what to do in the sessions and felt high pressure to do the right things. They also had many worries about their competency (e.g., lack of self-awareness, therapeutic alliance, patience, empathy, insight to go deeper, knowledge, using their therapeutic skills like asking open-ended questions). They also felt guilty,

worried, and frustrated when they could not have enough clients for their required clinical hours. Some of them felt guilty and they blamed themselves when their clients would cancel the appointments. Jordan and Kelly (2004), in their qualitative study with 19 beginning practicum students in a counseling program, also found that the students had about 15 different worries. The most common worries were about competency (22%), effectiveness (13.8%), fulfilling requirements (9.2%), and questions about whether they are trained/prepared well enough (9%). Some other worries were about therapeutic relationships, lack of personal time, concerns about failing courses and the program, and some ethical questions. The authors stated that the results fit with what the overall developmental models propose for the beginning counselors. In another qualitative study with nine counselors-in-their master's-level training, the researchers found that the beginning counselors had many critical incidents including challenges that shaped their course of becoming counselors (Howard et al., 2006). The challenges included developing a professional identity (e.g., role identification, getting familiar with one's role, questioning one's career, concern for completing requirements for the program) and personal aspects (e.g., self-awareness, self-insight, doubts about one's skills). Similar to all the researchers mentioned above, in their qualitative study with eight prepracticum students some other researchers found that the counselors-in-training had many challenges including self-doubt about the profession, skills, and training (Woodside, Oberman, Cole, & Carruth, 2007). They also felt intimidated, overwhelmed, and surprised when they talked about the practicum. They faced challenges in terms of ethical boundaries like self-care, completing requirements for their programs, and spending time with others especially family members.

In a quantitative study, Granello (2010) looked at 122 licensed professional counselors in a mid-western state and found that cognitive complexity keeps growing over years when the counselors have more experience. Granello found, using Perry's model of cognitive development consists of nine positions (Perry, 1970), that some of the participants (15.9%) fell under the second position (early dualistic), though they had an average of 8.4 years of being licensed. This second position of Perry's model is very similar to the first levels of developmental levels (e.g., IDM, phase model) due to categorical or absolute thinking (e.g., right and wrong answers, conventional meaning unquestioning thinking, true authorities). Two of the most significant contributors for greater cognitive complexity were more counseling experience and more education like having a doctorate degree. Therefore, this study is important because it shows what creates higher cognitive complexity is not the years passed but how the counselors are investing their time and engaged in practice. All these researchers clearly stated how such critical challenges can be transformed into advantages and be key points for counselors-in-training if the challenges are addressed well by themselves, educators, and supervisors.

In addition to all these challenges, the researchers also found some other common factors (e.g., especially the supervision process) that supported the counselors-in-training during their training. Ronnestad and Skovholt (2003) stated

that, “professors and supervisors have a major impact” on beginning counselors (p.12). Hill et al. (2007) explained how the novices gained some growth in terms of the following factors: having skills training in class and practice (e.g., reflection of feelings, restatements, open-ended questions, use of insight and immediacy), having experiences of feeling better about their role, having increased self-efficacy, and being able to connect with clients especially when the clients were open, receptive, and talkative. Similarly, Jordan (2006) found supervision to be a very important support for supervisees’ development. She found that supervisors’ care, concern, and their clinical and supervisory practice were important to create a stronger support system for supervisees. The counselors-in-training stressed how their supervisors were much more effective when they attended to the counselors-in-training with a positive approach (i.e., caring, an attitude of openness to students, being empathic, attending, providing positive feedback, reassuring, affirming, empowering, exploring concerns, willingness to share, being clear and direct to provide feedback, being didactic and clear for expectations, modeling) (Hill et al., 2007; Jordan, 2006; Ronnestad & Skovholt, 2003). In their quasi-experimental study, Paladino et al. (2011) found that the beginning counselors both in the interactive training model (ITM; experimental) group and traditional training (control) group gained a lot from helping skills training and found it as a support to their training. However, the ones in the experimental group made more progress than the control group in terms of self-awareness, motivation, and dependency-autonomy. The counselors-in-training stressed how ITM helped them increasing their counseling skills, insight, understanding mainly because ITM included different aspects from different models (e.g., vivo-role play that included different roles like counselor advisers, client advocate, and audience; activities from skills-based models; and reflecting team). The students reported receiving immediate feedback from different roles as very helpful. Granello (2010) found that being engaged in counseling and having a doctorate degree to be the most significant factors to explain cognitive complexity. This study aligns with the other studies in terms of finding engagement with counseling practice as an important support to attain a greater level of cognitive complexity. Similarly, Howard et al. (2006) also found that the beginning counselors found practices both challenging and yet very supportive to growth. The authors also noted that supervision, motivation, willingness, and optimism to be important supports (Howard et al., 2006; Ronnestad & Skovholt, 2003; Woodside et al., 2007). Woodside et al. (2007) found the beginning counselors appreciated having different activities (e.g., reading books, reflection on clients, listening to teachers, practices/role-plays) very helpful to their education.

Findings: Important Points

Mental health providers are there to address biopsychosocial issues (anything related to one’s biological, psychological, and/or social life) and/or to enhance the quality of life (Tanhan & Young, 2018). Therefore, well-designed trainings that pay special attention to supervision are need for counselors-in-training, and supervision should be considered as a separate discipline in counseling by itself so that

professionals and administrators pay more attention to supervision rather than just seeing it as a tool to teach a therapeutic approach. And this is well spelled in Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards (2016).

Based on the literature (e.g., Howard et al., 2006; Ronnestad & Skovholt, 2003; Woodside et al., 2007) some common challenges that beginning counselors-in-training experience based on empirical studies are as follows:

- Feeling overwhelmed because of the requirements of their programs (e.g., completing prepracticum, practicum, internship hours; completing readings, assignments)
- Facing difficulties with knowing the old/conventional ways of helping (e.g., advice giving, quick solutions) are no longer effective and the need to improve new skills
- Receiving negative (destructive) feedback when they are looking for well-equipped role models (e.g., supervisors and educators with positive and constructive feedback)
- Feeling excessively cautious and conservative due to trying to do counseling in the right/correct way
- Seeing themselves as less risk-taking, relaxed, humorous, and autonomous while trying to serve the client in the best way
- Feeling frustrated and ambivalent because of high motivation and willingness to learn and yet facing some issues that prevents them (e.g., developmental process; environmental factors including lack of practice, training, competent supervisor/educator) from gaining more knowledge and improving their skills
- Having high anxiety, self-criticism, and self-doubt because of not knowing what to do and how to move forward in counseling (mainly due to lack of skills and knowledge)
- Feeling guilty, worried, and blaming themselves when they don't have enough clients and/or when their clients cancel sessions
- Self-doubt about being on the right path/profession
- Facing critical incidents/moments like learning about self (themselves, their background), facing confusions and emotional moments (e.g., the ways they learned/knew how to help people and the way they start to learn how to help during their training)
- Not having enough time for self-care, their family, and/or their programs, and facing dilemmas about how to invest their time

And some common support factors that counselors-in-training experience are as follows:

- Supervisors, educators, and professors are the most effective people on counselors-in-training.
- Effective supervision involves a process in which supervisors do the following:

- Take “a fairly active, directive, and didactic role in the supervision by teaching, guiding, advising, using role plays, or clarifying expectations” (Hill et al., 2007; p. 13)
- Have a positive approach (i.e., caring, an attitude of openness to students, being empathic, attending, providing positive feedback, reassuring, affirming, empowering, exploring concerns, willingness to share, being clear and direct to provide feedback, modeling)
- Utilize different models (e.g., in vivo-role play that included different roles like counselor advisers, client advocate, and audience; activities from skills-based models; and reflecting team)
- Employ different activities (e.g., reading books, reflection on clients and learned/course materials, listening to teachers, practices/role-plays in class)
- Have skills training in class and practice (e.g., reflection of feelings, restatement, open question, use of insight skills and immediacy)
- Have experiences to feel better about their role, having increased self-efficacy, and being able to connect with clients, especially when the clients were open, receptive, and talkative
- Have motivation, willingness, and/or optimism for their journey (counselor training)

The researchers who conducted these studies noted that if the counselors-in-training, their supervisors, professors, and others (e.g., institutions, programs) engaged in the counselor’s education pay attention to the challenging and supporting factors mentioned above, then it is more likely that the challenges will turn into advantages because most of these challenges are developmentally normal and valid. That means, by the nature of the journey, the counselors-in-training will face challenges, and if these challenges and critical incidents are managed well, then they will have an optimal learning environment in which they can grow, improve their counseling skills, knowledge, and practice, which means a higher level in terms of cognitive complexity. However, if these challenges and critical moments are not addressed well (e.g., negative feedback, putting down, not normalizing and validating the experience), then the counselors-in-training are more likely to have an unproductive and harmful journey and a lower level of cognitive complexity. They noted that there are many supervisors who cause harm to their supervisees because of not attending to their supervisees and their conditions in an empathic approach.

Limitations about the Research Studies Reviewed

The researchers mentioned in this literature review reported both some common and different limitations including small and homogenous sample size (e.g., more females than males, lack of diversity, being from the same programs), multiple dual-roles (e.g., researchers being participants’ professors and/or supervisors, having classmates as clients for practicum, social desirability), collecting data within the context of the classes, data being co-constructed by people having dual-roles, having

different instructors for different sections while conducting empirical studies, low Cronbach's Alpha for some scales being used, and the limitations of methodologies (e.g., more use of qualitative studies, just use of journals or interviews might have led to participants sharing limited or socially desirable experiences, being subjective, not reaching some participants for member check-in). Due to these limitations, some of the researchers also reported lack of generalizability.

Some other limitations, for the research reviewed, include lack of clarity about theoretical frameworks, research questions, methods used for data analysis. Some other limitations for some studies include lack of having international students/programs as participants, having more objective evaluations (all studies were self-report), and quantitative studies especially experimental and/or quasi-experimental studies. For this paper, the main limitation is lack of examining more empirical studies about the developmental models and especially the ones in Turkey. These limitations are important to be considered for the future empirical research.

Implications

Despite the limitations, there are some important implications for teaching (supervision and training), research, and social policy. Most researchers suggested to consider developmental levels across the counseling profession and especially for the counselors-in-training. The researchers stressed the following aspects: keeping the teaching of core skills courses; using many different activities (e.g., experiential activities, reading books, sharing one's story, in vivo role-play); paying close attention to creating space to enhance supervisees' self-awareness to explore their strengths and weaknesses; using different models (e.g., ITM, reflecting team) for different courses to see counselors-in-training in multiple roles to get to know them better and help them to improve; and encouraging the counselors-in-training to explore the role of other factors (e.g., self-reflection, critical thinking) rather than just formal education (e.g., years of experience in practicing counseling, a doctorate degree).

Considering supervision in Turkey, it might be very effective if the counselor educators utilize such different and interactive activities for mental-health-providers-in-training. However, that might be difficult if not impossible due to high number of supervisees per supervisor when one considers the number of supervisees and supervisors at the colleges. Therefore, trainers can utilize strategies and models that utilize the supervisees themselves to provide constructive yet supportive feedback so that the supervisees themselves become more engaged in the learning process. A university in the Southeast of the Turkey is in the process of improving and utilizing such a model called structured active/engaged peer supervision model (or in Turkish, *Yapılandırılmış Aktif Akran Süpervizyon Modeli*, which is called *YASAM* to make it easy to pronounce and recall a positive meaning because *YASAM* means "*principle*" in Turkish and if the word *YASAM* is read in a slightly different way as "*YAŞAM*" then it means *life*) as an alternative to the other models that heavily rely on transcript models because the first one makes the students active agents of learning, creating, and constructing knowledge/feedback with positive and challenging feedback so that

each student is engaged more in such a co-learning and co-constructing process. The model requires supervisees get in small groups and watch each group members' (peers) counseling sessions/videos so that they gain more through social learning, in other words through vicarious learning as stressed in social cognitive theory by Albert Bandura. Borders (2016) also elaborated on how peer and group supervision models can be utilized to engage counselors-in-training more to enhance cognitive complexity. Such engaging models are more likely to construct contexts and conditions that are recommended by developmental models that the researchers explained because cognitive complexity develops not just by how many years passed and degrees received but it develops more based on experience and training meaning how the supervisees invest their time. Such models like YASAM becomes more crucial considering supervision context in Turkey because sometimes supervision process can be traumatic mainly due to lack of knowledge about the pedagogy of supervision and also lack of time when one trainer/supervisor have too much work load like having more than one course to teach and having many supervisees at one semester with all other workload (e.g., two or more course to teach, 20 supervisees or more, other duties at the department and university level, which is the case at many universities in Turkey). In the context of Turkey, through YASAM, supervisees are able to get more clients, tapes, and supervision, which means more active and engaged experience that is key to the developmental models and a productive supervision process.

Another important implication is providing a supervision process in which the supervisor is open to provide immediate, clear, and direct feedback; share with supervisees and also learn from them; attend to the supervisee to manage, validate, normalize their internal processes (e.g., concerns, feelings, thoughts, behaviors, anxiety, worries, self-efficacy, hot buttons, reaction to clients); provide positive feedback and stay away from negative/destructive feedback; and provide some information about the developmental process of becoming a counselor/therapist before the supervisees face critical issues (e.g., confictions, self-doubt). This implication is also very critical for the case in Turkey because it is not rare to hear how counselor trainers behave their students/trainees from a hierarchal perspective and treat them as if they do not know anything. It is very common to see the supervisors meaning the professors treat as if they know everything and they do not have anything at all to learn with/from their supervisees/students. It is common to hear counselor educators putting down their students and traumatizing them with their attitudes and behaviors. Therefore, the supervisors/professors can be more mindful to treat their supervisees as their future colleagues and be open to learn with/from them while supervising them.

In terms of implications in research, more research and especially experimental studies are need. More research will bring more light to the issue of misunderstanding of supervision so that more effective supervision will be provided. Using what recommended in this paper and conducting more empirical and especially experimental studies will meet some important needs. More studies are

need for Turkey and especially the studies that examine the developmental models. The models that engage counselors-in-training are more needed like structured active/engaged peer supervision (YASAM) model rather than the model that isolate the student (e.g., only feedback from supervisor, solely using transcription of sessions and only providing supervision based on that, which is common in Turkey). Through models like YASAM, supervisees become active agents and learn that they can learn with and from their professors/supervisors and peers rather than becoming passive agents and minimizing their potential as supervisees and just rely on their supervisors.

In regards to the last implication, which is related to a larger level, it is crucial to give a voice to what makes supervision necessary and vital in unique ways so that key people (e.g., directors, college/university presidents, policy makers, governors) become more aware of mental health profession and supervision. American Counseling Association (ACA, 2014) also stressed utilizing ways to affect social policies to affect systems to be more effective. For example, utilizing photovoice as a technique to reach out to key people can be very effective. Photovoice is a method to explore a topic and give power to the hand of ones with less power and privilege (Tanhan, 2017). Therefore, utilizing photovoice, first and most important, hearing and understanding the voice of supervisees and supervisors and the challenges they face will be important. In Turkey, supervision can be seen as unnecessary and/or very easy and so the administrators might fail, due to lack of their understanding of supervision in mental health profession, and assign 30 to 100 students to one or two counseling professions for supervision. Therefore, any studies and/or efforts that aim to reach out to the key people to explain the nature of mental health profession and the necessity of supervision is vital, and the use of photovoice will be appropriate and help all parties (supervisees, supervisors, key people, and all) to understand each other.

Almost all the researchers reported that paying attention to these aspects will help with providing more optimal learning environments and conditions for the counselors, especially for the counselors-in-training and also for the supervisors. Striving to pay attention to all these will ultimately benefit counselors-in-training, their supervisors, mental health providers, and all whom receive mental health services so that the psychosocial issues will be addressed more effectively and mindfully, which means the quality of life will increase for all parties.

Suggestions for Further Research

There is need for more empirical studies that have more heterogeneous and high number of participants. Based on all these, the researcher proposes the following seven research questions to further understanding of the beginning counselors' developmental process.

The first one, what are the developmental levels (in terms of IDM), of counselors-in-training who see clients and are in counseling education (i.e., undergrad, masters, or doctoral programs) in Turkey and the U.S.? It is important to

understand this because most of the literature and studies comes from the U.S. The second, are there significant differences among undergrad, masters', or doctorate level students (who see clients) in terms of being from Turkey or the U.S.? This research question will help us to see the professional development across the education level and especially whether the undergrads and master's students in Turkey differ from the master's students in the U.S. The next research question, are there significant differences among counselors-in-training being trained from ACT perspective and any other approaches? This is important because ACT grows very fast both in the U.S. and Turkey, and ACT differs from many main stream approaches (e.g., Cognitive Behavioral Therapy-CBT) with ACT stressing/calling mental health providers to be more mindful of themselves and utilize more engaged activities, in this way ACT is similar to the developmental models in supervision, rather than dealing a lot with cognitive processes to challenge/dispute them as CBT does. This is important because both in Turkey and the U.S., CBT is used very often and yet ACT also becomes very popular in a very fast way. And the fourth one, what are some common and different challenges and supports of the counselors-in-training in terms of country (Turkey vs. the U.S.) and theoretical approaches (ACT vs. other approaches)? This research question is especially important to understand if the counselors-in-training in Turkey differ from their peers in the U.S. The next research question is, what does supervision mean to beginning counselors and their trainers especially using photovoice as a technique and particularly for beginning counselors in Turkey? At many universities in Turkey, based on visiting them and having conversations both with students and professors from the schools, many beginning counselors do not know even the meaning of supervision; therefore, it is crucial to bring out their experience and knowledge about supervision through photovoice, which is an effective methodology to empower people who have less voice, power, and privilege to bring out their voice and experiences. In this way the voice of silenced ones will be more likely to be heard by key people who affect policies and institutions. The sixth one, examining the structured active/engaged peer supervision model (YASAM) versus other traditional models (e.g., models solely utilize transcription, only feedback from supervisors/professors) effect in supervision. This is important to understand empirically because the first model (YASAM) carries many features that developmental models stress (e.g., more learning especially vicarious learning through watching many counseling sessions, experience, engagement, giving voice to the supervisees, co-learning, co-constructing) and especially considering the contextual factors of Turkey (e.g., lack of time to spend with each student, lack of visual and educational resources, lack of different activities and role models). And the last research question, for the U.S., what is the familiarity level (with counseling and supervision) of supervisors who supervise beginning counselors at settings (e.g., Muslim community centers, mosques) where majority of clients are Muslims. This last one is also vital because of the context that the globe and especially the U.S. go through where Muslims are targeted and face many biopsychosocial issues while being a minority group with underutilizing mental health services, which decrease the quality of life for all starting with Muslims and the ones

around them (Tanhan & Francisco, 2018; Tanhan & Strack, 2018). For the first three questions, Supervisee Levels Questionnaire-Revised (SLQ-R) (McNeil, Stoltenberg, & Romans, 1992) can be utilized.

Conclusion

Paying special attention to supervision is crucial to enhance the quality of mental health services for all including, first and foremost, the clients, the counselors-in-training, supervisors, and all around them. In light of the empirical research mentioned, the common findings fit the frameworks of the developmental models (e.g., phase model, IDM). It is clear that paying attention to the developmental process of beginning counselors is crucial to provide an optimal learning environment where the supervisees grow with support and challenge and also create a context where their supervisors also learn with/from them rather than causing traumatic life experiences for counselors-in-training. In sum, more empirical research that focuses on developmental models while considering contextual factors, especially for Turkey, is vital so that both supervisors and supervisees can co-construct and co-learn to alleviate pain and suffering and/or enhance the quality of life for all. In such a context, all people will strive and flourish for a more meaningful life so that they will invest all sources (e.g., human, time, finance) for a more liveable world for all.

Acknowledgement

Special thanks to Dr. L. DiAnne Borders at the University of North Carolina at Greensboro, Dr. Mehmet Akif Karaman at Kilis 7 Aralık University and Gamze Ülker Tümlü at Anadolu University for their constructive feedback.

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