



Structuring Individual Counseling Practicum Supervision: An Action Research *

Gamze Ülker Tümlü ¹, Esra Ceyhan ²

Abstract

This study aims to structure individual counseling practicum (ICP) supervision, including the counseling and guidance of graduate students. In line with this aim, the supervision process is structured within the context of the Discrimination Model (DM), based on the action research method, and in accordance with group supervision stages. In the structuring of the process, a cycle of defining the focus area, collecting data, analyzing and interpreting the data, and developing an action plan is followed, based on the action research method. The data used is obtained from observations, interviews, validation committee meetings' reports, and the researcher's diaries. According to the study results, a supervision agreement, including the goals of supervision, the roles and responsibilities of supervisees, the activities to be considered in this process, and the evaluation process is established to structure the supervision process of the ICP. Furthermore, a 14-session group supervision process, including the beginning, transition, working, and termination stages in which the relevant agreement was put into practice, is designed. The study results indicate that the ICP supervision process could be structured in accordance with the DM and the stages of group supervision.

Keywords

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Supervision
Group Supervision
Discrimination Model
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¹ Anadolu University, Faculty of Education, Department of Educational Sciences, Turkey, gamzeulkertumlu@anadolu.edu.tr

² Anadolu University, Faculty of Education, Department of Educational Sciences, Turkey, eceyhan@anadolu.edu.tr

Introduction

What an effective supervision process should be in counselor education has come to the forefront as an important issue in recent years (Borders et al., 2014; Corey, Haynes, Moulton, & Muratori, 2010). The importance of the supervision process arises from its critical function in the acquisition and improvement of professional skills (Giordano, Clarke, & Borders, 2013). In this context, supervision is considered as an area of expertise by itself (Borders, 2001), which requires the development of standards on supervision processes. For example, in many universities in the United States of America (USA), counselor education is carried out within the framework of the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016). Supervision practices are based on the criteria of the American Counseling Association (ACA, 1990). Accordingly, counselor education includes an approach emphasizing that certain elements, such as beginning the supervision process, setting goals in supervision, determining the supervision model and method, structuring the supervision relationship, and clarifying the supervisor's roles and responsibilities, are necessary to carry out a systematic supervision process (ACA, 1990; Borders et al., 2014; Campbell, 2006). On the other hand, it is frequently emphasized that no certain standard is followed in the supervision processes in counselor education in Turkey, that there are differences in practice between universities (Kemer & Aladağ, 2013), and that supervision processes should be systematized (Aladağ, 2013; Aladağ & Kemer, 2016; Büyükgöze-Kavas, 2011; Kemer & Aladağ, 2013; Koçyiğit-Özyiğit & İşleyen, 2016; Meydan, 2015). This situation, which is considered to be a major limitation for undergraduate counselor candidates to become effective counselors, is also experienced by graduate students. In fact, it is also revealed by the study results that counselors studying at the graduate and doctorate level in Turkey need to undergo a qualified supervision process. However, they do not undergo adequate, qualified, and similar supervision processes (Büyükgöze-Kavas, 2011; Öz Soysal, Uz Baş, & Aysan, 2016; Avcı, Poyrazlı, & Gençoğlu, 2020). In particular, in recent years, the increase in the number of graduate programs involving theses in the field of Guidance and Psychological Counseling (GPC) in Turkey (Ülker-Tümlü, 2019) requires efforts to improve the quality of graduate education, which constitutes a step for doctoral education (Korkut, 2007) and supports the process of being an effective member of the profession (Avcı et al., 2020). Therefore, the importance of systematizing the supervision processes carried out in PCG graduate education comes to the fore.

Although it may be challenging for supervisors to establish a systematic supervision process (Campbell, 2006), it may be functional to start from the selection of a supervision model in creating this systematic process (Bernard & Goodyear, 2014). It is known that a supervision model is not followed in many supervision processes in Turkey (Aladağ & Kemer, 2017). However, the supervision model provides a framework regarding what kinds of learning are to be provided in the supervision process in general terms, and what supervisors and supervisees will bring to the process for the realization of this learning (Corey et al., 2010). In this sense, it may be said that the selection of a supervision model has a critical function for structuring a systematic supervision process. On the other hand, although there are many supervision models that differ from each other in terms of their characteristics, the supervisor's thoughts and beliefs as an individual may affect both which model he/she will choose and how he/she will use that model (Campbell, 2000). The Discrimination Model (DM) draws attention as a functional model in terms of being sensitive to the style of the supervisor and the needs of supervisees in its implementation (Bernard, 1979; Bernard & Goodyear, 2014).

In the DM, it is emphasized that a supervisor should take the roles of teacher, counselor, and consultant during the supervision process (Bernard (1979). Furthermore, the DM involves the management of a feedback process that is focused on *counseling performance skills, cognitive counseling*

skills, self-awareness, and professional behavior by the supervisor based on the relevant roles (Bernard, 1979; Borders & Brown, 2009). The role of *teacher* includes the supervisor's engagement in instructional activities, such as informing the supervisee, being a model for him/her, using different teaching techniques, and regulating the learning goals of supervision (Bernard & Goodyear, 2014; Borders & Brown, 2009; Campbell, 2006). The role of *counselor* refers to the fact that the supervisor has a therapeutic relationship with the supervisee without being the counselor of him/her and, in this context, can use counseling skills (Borders & Brown, 2009). The role of *consultant* involves the supervisor's cooperation with the supervisee and encouraging the supervisee to take responsibility for counseling processes and making his/her own decisions (Borders & Brown, 2009; Friedlander & Ward, 1984; Neufeldt, 2007).

According to the DM, *counseling performance skills*, which are among the focal points that need to be emphasized by exhibiting supervisor roles, include the verbal and non-verbal behavior of the counselor during a counseling session, such as establishing the therapeutic relationship and using therapeutic skills in the counseling process (Bernard, 1979; Borders & Brown, 2009). Nevertheless, *cognitive counseling skills* include the processes of understanding what the client says, in this context, identifying themes in the client's messages, and being able to choose appropriate strategies in order that the client can achieve his/her goal (Bernard, 1979; Borders & Brown, 2009; Leddick, 1994). In other words, cognitive counseling skills are considered to be the ability to see the big picture of the client (Leddick, 1994). *Self-awareness*, another focus of supervision, involves focusing on the intrinsic dynamics and motivation of the supervisee that may affect his/her relationship with the client (Borders & Brown, 2009). Undoubtedly, the individual needs of the supervisee should not preclude the client's need in the counseling process. In this sense, considering the focus of *professional behavior*, which is another focus of supervision, is also one of the prerequisites of supervision. Issues such as considering the ethical, legal, and professional instructions, and maintaining personal relationships with the client in a professional manner, are included in the focus of professional behavior (Borders & Brown, 2009; Lanning & Freeman, 1994).

The DM requires the supervisor to switch between supervision roles and supervision focuses (Borders & Brown, 2009) and to be flexible and sensitive to the need for supervision while doing so (Bernard & Goodyear, 2014; Borders & Brown, 2009). The DM is considered a useful model, since it is based on eclecticism rather than on a single theory (Bernard & Goodyear, 2014), is easily applied along with various developmental and theoretical approaches (Arthur & Bernard, 2012; Timm, 2015), focuses on increasing the counseling competence of counselors and reducing their anxiety (Bernard, 1979) and, in particular, provides a systematic roadmap for supervisors at the beginning stage (Bernard, 1979) (Borders & Brown, 2009). On the other hand, it can be said that conducting this process based on the group supervision method, as well as individual supervision, may enrich the supervision process. In fact, group supervision comes to the forefront with the rich learning setting it provides, such as witnessing different client and counselor profiles, learning from peers, receiving peer support, and normalizing their anxiety (Bernard & Goodyear, 2014; Borders & Brown, 2009; Borders et al., 2012; Corey et al., 2010; Ladany & Bradley, 2010; Ray & Altekruise, 2000). Nevertheless, group supervision can be economical in terms of getting together with more than one supervisee at a time (Campbell, 2006). On the other hand, the way the group supervision process is carried out varies according to authoritarian, collaborative, and peer types (Proctor, 2008). It is functional for the supervisor to work with the group members in an effective group supervision process. In this sense, the fact that the supervisor plays a dominant supervision role to improve the functioning of the group, but involves each peer in the supervision process while in this role brings group supervision to the agenda (Bernard & Goodyear, 2014; Proctor, 2008). In this context, it can be said that following the DM within the participative group supervision process may support the development and change of counselors in all aspects.

Ultimately, all efforts, such as attempting to select a functional and useful model or determining the supervision method according to the setting where this model will be applied, aim to educate competent counselors (Bernard, 1979). In this context, although not only supervisors, but also supervisees at the graduate level, want to become more competent counselors, they may be incompetent at counseling, and the supervision process can be worrisome for them (Büyükgöze-Kavas, 2011), which may become deeper when it is combined with different practices in undergraduate education and supervision incompetence. Therefore, considering that counselors at the graduate level may have different developmental levels, it is considered that supervisors should structure and carry out the supervision process in accordance with the experience level, requests, and needs of the supervisee (Meydan & Koçyiğit-Özyiğit, 2016). On the other hand, although there is a lot of information about the effective conduct of supervision practices (Borders et al., 2014), transferring this information into practice may be considered complicated for supervisors (Borders & Brown, 2009). Supervisors need study results on the effectiveness of the supervision that they can transfer to their own supervision practice (Borders et al., 2014). Within this context, when it is also considered that supervision needs may vary from session to session (Bernard, 1973; Bernard & Goodyear, 2014), the supervision processes designed are expected to have a structure that allows for development and change according to needs. For these reasons, action research is preferred as a research method in this study. Indeed, action research is a cyclical and dynamic research process that takes place in a specific systematic manner, similar to the supervision process (Kemmis & McTaggart, 2000; McIntyre, 2008). Furthermore, action research (Howes, Daves, & Fox, 2009; Koshy, 2005), which provides a systematic method for implementers to develop their own practices, provides an opportunity to collaborate on what can be done by coming together with others who will contribute to development (McNiff & Whitehead, 2006). Therefore, it can be said that action research is an effective method in structuring the supervision process.

In conclusion, based on the need to systematize the ICP supervision process carried out at the graduate level, this study aims to structure this process in the form of participative group supervision based on the DM. It is predicted that the supervision process, structured and based on action research, will provide a framework for supervisors and researchers.

Method

Action research is a cyclical research process followed by collecting data, analyzing and interpreting data, and developing an action plan on a focused area (Kemmis & McTaggart, 2000; McIntyre, 2008). Action research is used in many areas, such as education, health and the arts (McNiff & Whitehead, 2006). Action research, which is addressed in educational settings, refers to a researcher's process of taking action to improve his/her practice to identify and improve the quality of instruction. (Mertler, 2014). In this sense, it is also considered functional to carry out an action research process in counselor education.

Research Design

Although there are numerous action research designs, a circular research process is commonly mentioned in each design (Creswell, 2012; Gay, Mills, & Airasian, 2009). In this study, the Dialectic Action Research Cycle, one of the applied action research designs proposed by Mills (2003), is followed to provide a roadmap. Accordingly, a focus area to be studied is first defined, data is then collected based on this focus area, the collected data is analyzed and interpreted and, accordingly, an action plan is developed.

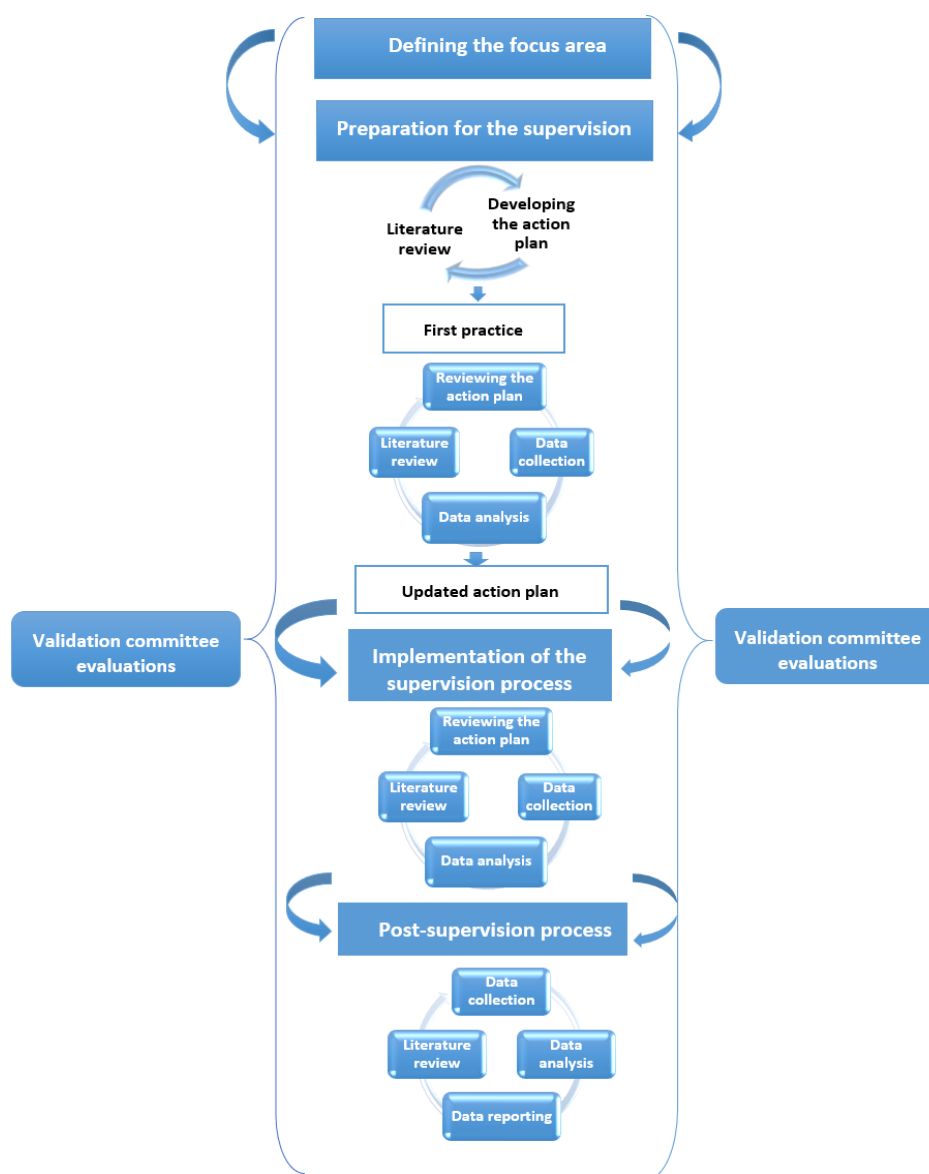


Figure 1. Study Process

As shown in Figure 1, each stage of the study process has a cyclical process in itself, and the evaluations of a validation committee are used throughout the entire process. The study process is described below by integration into four main titles, in parallel with Mills' Dialectic Action Research Cycle; defining the focus area to ensure the integrity of presentation, collecting data, analyzing and interpreting the data, and developing an updated action plan.

Defining the Focus Area

Within the scope of the action research, the researcher defines an area/topic to research and decides exactly what to focus on (Gay et al., 2009; Mertler, 2014). The researcher's professional and personal experiences and interests may be decisive in what to focus on (Creswell, 2012; Mertler, 2014). Similarly, the supervisor's education, cultural background, character and experience are also effective in the execution of the supervision process (Borders & Brown, 2009).

The researcher's interest in counseling and supervision processes and her experience in these processes are effective in determining the subject to be studied in this study. Nevertheless, for defining the focus area, the researcher conducted a focus group interview on 9 June, 2015, with volunteer graduate students enrolled on the Anadolu University, GPC program in the fall semester of the 2015-2016 academic year, so that they could evaluate the supervision process carried out as part of the ICP

course. Furthermore, the researcher also conducted a focus group interview on 11 June, 2015, with the instructors providing supervision on the same course and at the same institution in line with the same aims. Although common views indicating that supervision allows professional and personal development were determined in both interviews, it was found that the students had various anxieties and incompetencies as counselors in this process. Furthermore, it was determined that faculty members sometimes experienced role conflict while focusing on feelings regarding the anxiety and incompetence of supervisees. On the other hand, the content of a systematic supervision process is expected to be directly associated with the competence of the counselor (Bernard, 1979). Accordingly, the DM, one of the supervision models, was considered to be useful in carrying out a systematic supervision process due to its aim of educating competent counselors, its focus on the concerns of supervisees, and its feature that allows supervisors to distinguish their roles (Bernard, 1979). Furthermore, group supervision was found to be functional as a supervision method due to the rich learning setting it offers to supervisees (Ray & Altekruze, 2000) and its structure that allows supervisees to normalize their anxieties (Borders & Brown, 2009). Accordingly, it was considered appropriate to follow the DM in the group supervision format to structure a systematic supervision process in this study. In this context, it was considered appropriate to focus on the change in counseling competence and anxieties of supervisees as the final aim of the study (*1st Validation committee meeting's reports, 18.02.2016; Researcher's diaries, 18.02.2016, p.4; 2nd Validation committee meeting's reports, 03.03.2016; 9th Validation committee meeting's reports, 15.06.2016*).

Data Collection

At this stage of the study, the literature review was performed, and various data was collected to develop an action plan. Within this context, primarily as part of preparation for the supervision process within the scope of the study, systematic observations were made for the supervision process, carried out as part of the ICP course conducted with graduate students in the fall semester of the 2015-2016 academic year (16 February, 2016-17 May, 2016). After the observation process, a focus group interview (24 May, 2016) was conducted with the supervisees involved in this process. After this process, the researcher made non-systematic observations for supervision processes with a guest researcher status at the University of North Carolina at Greensboro (UNCG) in the USA in the fall semester of 2016-2017. An action plan was developed based on the outcomes obtained after all this process. In line with the action plan, DM-based group supervision was conducted for the ICP supervision process with two separate graduate-level groups at the same university and department in the fall semester of 2017-2018. In fact, although this practice process was designed as the main supervision practice of the study, this process is reported as the first practice to ensure the integrity of the study since the data recorded in the digital environment was physically damaged in the process and, in the following academic year, the practice was repeated under the name of implementation of the supervision process. Focus group interviews were conducted with the supervisees involved in the process both before and after the first implementation process. An updated action plan was developed according to the functional and non-functional aspects of this implementation. Finally, as mentioned earlier, the updated action plan was put into practice during the ICP supervision process conducted at the graduate level in the fall semester of 2018-2019. Focus group interviews were conducted with the students involved in the process before and after this process, and the action plan was finalized.

The study setting, the participants of the study, and the data collection techniques are included under this title. Each title is described in the order below.

Study Setting: The study was conducted in a counseling room with a group belonging to the counseling department in the education faculty of a state university. This room was covered with soundproof material, since it was designed for counseling processes. All of the observations and interviews within the scope of the study were conducted in this room. During the observation and implementation processes of the supervision process, the angle of view of the camera was adjusted by the researcher in the room every week, and chairs were placed in a circular seating arrangement in order that the blackboard and the LED smart screen would be within view of the camera.

Study Participants: The researcher, members of the validation committee, and supervisees were among the study participants.

Researcher/Supervisor: The professional and personal experience of a supervisor in the supervision process are of critical importance for the effective execution of the supervision process (ACA, 1990; Barnett & Molzon, 2014; Borders, 1994; Borders et al., 2014; Campbell, 2006; Corey et al., 2010) and, in addition, the experience of the researcher is of great importance in the effective execution of the action research process (Creswell, 2012; Mertler, 2014). Within this context, the researcher has some experience of the competence of counselor, supervisor, and researcher, supporting the execution of this study.

In terms of counseling competence, the researcher's (first author's) undergraduate, graduate, and doctoral education are in the domain of the GPC program. The researcher carried out an individual counseling practicum accompanied by supervision at all three levels and received various education to increase her counseling experience during the educational process. In terms of supervision competence, the researcher was a guest researcher in a program based on the CACREP and ACA standards at the UNCG in the spring semester of the 2016-2017 academic year. The researcher followed the courses of Counseling Supervision conducted by Dr. L. DiAnne Borders and Doctoral Counseling Advanced Practicum conducted by Dr. A. Keith Mobley in this program. Furthermore, the researcher has experience as a supervisor at the undergraduate, graduate, and doctoral levels. Nevertheless, the researcher took courses on qualitative research and action research supporting the researcher's competence during her doctoral education. Moreover, the researcher completed NVivo beginner and advanced education, and conducted various qualitative studies on counselor education and the supervision process.

Members of the validation committee: The validation committee consists of people attending regular meetings held to provide the researcher with informative criticism and information in the study process for the systematic progress of the study (Creswell, 2012). Apart from the researcher, three faculty members were involved in the validation committee by taking active roles in the entire study process. Two of the members are instructors who work at the Anadolu University GPC Department and who conduct courses on counseling practices. While one of these members played the role of a participant observer and the live supervisor of supervision during the first implementation process, the other (the second author) was involved in the reporting process of this study, in addition to being a supervisor. The third member with expertise in qualitative research methods, qualitative data analysis, and action research works at the Anadolu University Computer and Instructional Technology Education Department.

Students/Supervisees: In the study, participants were determined based on the criterion sampling method. This sampling method is based on the principle that people who meet pre-determined criteria should be included in the study (Patton, 2014). Accordingly, the criteria of having undergone graduate education in the GPC Department of a state university, successfully completing the Counseling Principles and Techniques and Counseling Theories courses during graduate study, and being enrolled in the ICP course were taken into account. Within this context, after the focus area of the study was defined, three different student groups in the 2015-2016, 2016-2017, and 2017-2018 spring semesters were studied.

Six volunteer students (five females and one male), whose supervision processes were observed in order to develop an action plan during the preparation stage of the supervision process of the study, and who were interviewed after this process, constituted the first of the groups. These students worked as school counselors at various schools and took graduate-level courses on a part-time basis (*Researcher's diaries, p.2-3, 16.02.2016*).

Ten students (three males and seven females), who voluntarily participated in the first implementation process of the study during the preparation stage of the supervision process, constituted the second group of participants. While five participants worked as school counselors and

took courses on a part-time basis, five took courses on a full-time basis (*Researcher's diaries*, p. 117, 14.02.2017).

Four female students, for whom the supervision process was implemented in line with the action plan updated after the first implementation, constituted the third group of participants. Among the students who declared their voluntary participation in the study, one was a school counselor, one was a counselor and one was a research assistant who worked in various institutions and took graduate-level courses on a part-time basis, and one of them did not work and took graduate courses on a full-time basis (*Focus group interview prior to the supervision process*, 13.02.2018)

Data Collection Techniques: During the data collection in action research, it is indicated that no single data collection technique should be relied upon for the study's credibility (Johnson, 2014), and it is recommended to use various data collection techniques (Mertler, 2014). As the data collection techniques as part of the aim question of this study, observations and interviews were used as supplementary data collection techniques. Since the data obtained by these techniques was evaluated in the validation committees and the researchers' diaries and, accordingly, an action plan was developed, the validation committee meeting's reports and the researcher's diaries were the main data collection techniques used in obtaining the results of this study.

Observation: Five different observation processes were conducted throughout the study. The observation process was related to the ICP supervision process carried out with graduate students in the GPC program of a state university in the fall semester of the 2015-2016 academic year, within the scope of preparation for the supervision process. This process lasted for fourteen weeks, with five hours a week. The supervision experience of six (four females, two males) students, who had volunteered to participate in the study, and a faculty member in charge of the course as well as three research assistants in the same program who had completed the doctoral course term, and who provided supervision education for these students, were observed during the process (*Researcher's diaries*, 16.02.2016, p.2-3). The macro-analysis of the process, which was recorded by video by the researcher, was performed on a weekly basis. In this process, a diary was kept by the researcher, and the analyses combined with these diaries were evaluated by the validation committee, which gathered on nine occasions during this process, and the action plan was thereby developed (*Researcher's diaries*, 22.02.2016, p.6). The contributions of this process to the development of an action plan were the execution of both a supervision session and the fourteen-session supervision process in accordance with the beginning, working, and termination stages, in the form of participative group supervision, and were based on the DM. Furthermore, the fact that role-playing videos on certain counseling techniques that supervisees had difficulty in implementing during the counseling process were recorded by the researcher, enabling supervisees to prepare educational presentations for the effective execution of counseling processes, were the contributions of this process to the development of an action plan (*Researcher's diaries*, p.35, 04.05.2016; 5th Validation committee meeting's reports, 13.04.2016; 7th Validation committee meeting's reports, 12.05.2016; 8th Validation committee meeting's reports, 01.06.2017).

The second observation process included the researcher's non-systematic observations on the Counseling Supervision Course conducted by Dr. L. DiAnne Borders and the Doctoral Counseling Advanced Practicum Course conducted by Dr. A. Keith Mobley at the UNCG, where she was a guest researcher during the 2016-2017 fall semester, as part of the preparation for supervision. During this period, a total of three validation committee meetings were held via Skype. The contributions of this process to the development of an action plan were the development of supervision agreement and various forms in the supervision process, consideration of the supervision relationship, and multicultural issues, and group dynamics, as well as structuring the evaluation process with feedback (*Researcher's diaries*, 24.08.2016, p.54; *Researcher's diaries*, 14.02.2017, p.92; 12th Validation committee meeting's reports, 14.10.2016; 13th Validation committee meeting's reports, 18.11.2016; 14th Validation committee meeting's reports, 16.12.2016).

The third and fourth observation processes were carried out as part of the same course with graduate students at the university and the program where the first observation process was carried out in the spring semester of the 2016-2017 academic year. Upon the enrollment of ten students for the course, two separate group supervision processes of five people were carried out by the researcher (first author) (*Researcher's diaries*, p.119, 14.02.2017; *16th Validation committee meeting's reports*, 09.02.2017, *Researcher's diaries*, 24.02.2017, p.103). The member of the validation committee, who was responsible for the course, was involved as a participant observer in these observation processes, which were called the first practice. The process was videotaped, the researcher/supervisor performed a macro-level analysis of the video recordings every week, and the researcher kept the diaries and presented this data to the validation committee along with the literature review. Seventeen validation committee meetings were held during this period. The contribution of the process to the action plan was proving the applicability of the action plan design.

The fifth observation process was carried out in a similar manner to previous systematic observation processes with the graduate students enrolled in the ICP course in the spring semester of the 2017-2018 academic year, within the scope of implementing the supervision process in the study. This process was videotaped on a weekly basis, and after the supervision, the videos were watched by the researcher and micro-transcription of the videos was conducted. It was found that the action plan implemented in the process, during which a total of twenty-one validation committee meetings were held, contributed to the development and change of students and, in this regard, it was functional in reducing their anxiety and increasing their counseling competencies (*46th Validation committee meeting's reports*, 22.06.2018).

Interview: In the study, five separate focus group meetings were conducted to structure the supervision process. These interviews were conducted in parallel with the objectives of the first, third, and fourth observation processes, which were systematically carried out within the scope of the study. Semi-structured interview forms were developed within the scope of each focus group meeting. The forms included questions regarding the anxieties, perceptions of counseling competence, supervision expectations and the supervision experience of supervisees within the opinions of the validation committee in connection with the aim of the relevant interview. Focus group interviews were conducted by the researcher/supervisor (first author). Due to the evaluative role of the researcher/supervisor in the third and fourth observation processes, final focus group interviews on these processes were conducted after the grading process of the relevant course. The recorded focus group interviews lasted for between fifty and eighty-five minutes. All of the focus group interviews were transcribed by the researcher. When there were incomprehensible or unclear participant statements during the interviews, an individual interview was conducted with the relevant participant. The contribution of each interview process to the action plan was parallel to the observation process with which the interview was associated. (*Researcher's diaries*, p.45-46, 31.05.2016; *29th Validation committee meeting's reports*, 18.05.2017; *45th Validation committee meeting's reports*, 21.05.2018).

Researcher's diaries: In this study, after the researcher defined a focus area, she kept a diary in which she reflected the experience she had gained during the entire process of data collection, data analysis and reporting. In this study, information on the date, time, place, and context was included in each diary used as the main data collection technique, and a total of 190 pages were kept in the diary during the entire process. During the process, the researcher's diaries were reviewed by the second author.

Validation committee meeting's reports: In the study, fifty validation committee meetings, each of which was held once a week, lasting for approximately one to one and a half hours, and in which opinions were presented and discussed at all stages from the design of the study to its reporting, were conducted to contribute to both the study and supervision processes. The reports, including the evaluations of each validation committee, were kept by the researcher and were reviewed and signed weekly by the committee members. In the study, these reports are used as the main data collection technique.

Analysis and Interpretation of Data

In action research, the analysis and interpretation of data are generally continuous and performed simultaneously with data collection (Yıldırım & Şimşek, 2011). Within the scope of this study, the data was analyzed and interpreted both during and after the process. The researcher reviewed each obtained item of data within the context of the research question, 'How was the ICP supervision process structured?', in order to make general sense. Since the validation committee meeting's reports and the researcher's diaries were used as the main data collection technique in this process, both records were read repeatedly, and the results on how the updated action plan was developed in the study were revealed.

Updated Action Plan

An action plan, which was open to change and development, was developed in the study. Accordingly, a supervision agreement was first designed, and the additional forms to be used in this process were developed. After this, the fourteen-session supervision process, which was also outlined in the supervision agreement, was designed in the form of beginning, transition, working, and termination stages (Corey et al., 2010; Holloway, 1995) as part of the group supervision based on the DM. Furthermore, each supervision session was also established in accordance with the beginning, working, and termination stages in itself. This plan is given in detail in the results section of the study.

Credibility of the Study

Within the scope of this study, the Ethics Committee Decision of Anadolu University was first obtained on 25 January, 2017, for the applicability of the study and, in accordance with this decision, it was observed that there was no ethical problem in conducting the study, and the action research process was initiated as a result of this decision. In the study, triangulation (Patton, 2014) which means providing diversity in terms of theoretical, methodological, and data sources, was used to ensure the credibility of the qualitative research. Accordingly, the study was based on rich literature, different data collection techniques, such as observations, interviews, researcher's diaries, and validation committee meeting's reports were used, and research was conducted with a validation committee that could confirm the accuracy of the data.

The regular checking of the researcher's diaries by the second researcher, the weekly review of the validation committee meeting's reports by the validation committee, the presence of an observer other than the researcher/supervisor in the observation processes, and the execution of the interviews that were conducted after the observation processes following completion of the evaluation processes of the course were among the measures taken to prevent possible bias in the study. Furthermore, the fact that the validation committee consisted of two members who were experienced in the supervision process of this study and one member with experience in the action research process contributed to the executability of this process. Furthermore, the experience of the researcher/supervisor (first author) supported the executability of this study. Additionally, it is considered that the detailed description of the entire study process supports the credibility of this study.

Results

In the study, the individual counseling practicum supervision was structured in the form of group supervision based on the DM. Initially, within this context, a supervision agreement (See Appendix 1), which is an important element in the supervision process and was used as a course content form, and various forms were developed in this context, and then a fourteen-session group supervision process was revealed.

Results on the Design of the Supervision Agreement

The supervision agreement revealed as part of the study was comprised of contact information of the supervisor/researcher, recommended resources in the supervision process, the goals of supervision, the roles and responsibilities of supervisees, the activities to be considered in this process, the evaluation process, and the content of the fourteen-session temporary group supervision program (*Researcher's diaries*, 02.11.2016, p.79; *Researcher's diaries*, 24.02.2017, p.99; *12th Validation committee meeting's reports*, 14.10.2016; *13th Validation committee meeting's reports*, 18.11.2016; *33rd Validation committee meeting's reports*, 16.02.2018).

Results on Setting the Goals of Supervision: In the study, the main goals were set as preventing damage to clients and ensuring change and development of clients and supervisees. With this general goal, in the study, the goals of supervision were set on *professional behavior, counseling performance skills, cognitive counseling skills, and self-awareness* stated based on the DM in order to increase the competencies of students regarding each supervision focus during the supervision process (4th Validation committee meeting's reports, 31.03.2016; Researcher's diaries, 24.02.2017, p. 102). Within this context, the Supervisor Emphasis Rating Form-Revised (SERF-R), which was developed by Lanning and Freeman (1994) based on the DM, was translated into Turkish in light of expert opinion, with the permission of the researcher who developed the form, in order to set the goals of supervision. Each item in the form was considered as a statement of the goal of supervision and the competence desired to be acquired by supervisees (3rd Validation committee meeting's reports, 17.03.2017; 4th Validation committee meeting's reports, 31.03.2016; 7th Validation committee meeting's reports, 12.05.2016; 8th Validation committee meeting's reports, 01.06.2016; 9th Validation committee meeting's reports, 15.06.2016; 12th Validation committee meeting's reports, 14.10.2016; Researcher's diaries, p.25, 05.04.2016; Researcher's diaries, 07.03.2017, p.110).

Results on the Determination of the Roles and Responsibilities of Supervisees and the Design of the Activities to be Considered in This Process: The responsibilities of students determined regarding the feedback process in the study are as follows (2nd Validation committee meeting's reports, 03.03.2016; 5th Validation committee meeting's reports, 13.04.2016; 6th Validation committee meeting's reports, 28.04.2016; 13th Validation committee meeting's reports, 18.11.2016; 32nd Validation committee meeting's reports, 02.02.2018):

- Each supervisee should complete an 'Individual Counseling Practicum Supervision Form' regarding the counseling sessions they hold weekly with the video recording to receive individual supervision and should send this form and video recording to the researcher/supervisor via online file sharing before the group supervision session. Each week, two designated people are expected to send the form they complete and the video of the counseling session to other supervisees in their group to receive supervision during the group supervision process.
- Each individual in the group is expected to come to the group supervision session by reviewing the records sent to them. During the group supervision session, the student who will receive supervision should briefly summarize the counseling session to be presented and should indicate the goals/needs of the supervision. Within the context of these goals, each group member is expected to choose one of the goals/needs of the student who will receive group supervision. The student who will receive group supervision is required to watch the ten-minute segment of the video recording of the counseling session and then give feedback to his/her peers, based on the goal/needs chosen by each group member.
- The individual who receives feedback from each of his/her peers during the group supervision process will be finally given feedback by the researcher/supervisor, and the individual's implications for all of the feedback and planning for the next counseling session will be discussed.

Within the scope of the study, the activities to be considered in the supervision process and the responsibilities of students in conducting these activities include practising based on putting therapeutic skills into practice, engaging in role-playing activities, making role-playing videos on the structuring and goal-setting processes in the counseling session, and making educational presentations. In addition to all these activities, each individual in the supervision process is expected to complete a 'Post-Supervision Evaluation Form' in a diary format and send it to the researcher/supervisor via e-mail to make evaluations regarding the supervision process after each group supervision session.

Results on the Design of the Evaluation Process: In the study, the evaluation of each supervisee as part of the ICP course was planned to include three different grades; mid-term grade, assignment grade, and final grade. While students' mid-term grades were weighted by 20%, their assignment grades and final grades were weighted by 20% and 60%, respectively. According to this plan, the mid-term grade was designed to include making the presentation of the counseling session, being involved in peer supervision, being able to make self-criticism, being receptive while receiving feedback, and active participation in role plays. The assignment grade included active participation in the exercise for putting therapeutic skills into practice, making educational presentations, role-playing for structuring and goal setting and video recording, as well as completing the 'Post-Supervision Evaluation Form' and the 'Individual Counseling Practicum Supervision Form'. The final grade included students' achievement of the supervision goals regarding *counseling performance skills, cognitive counseling skills, professional behavior, and self-awareness* (Researcher's diaries, 07.06.2018, p.189).

The 'Individual Counseling Practicum Supervision Form', 'Therapeutic Skills Practice Form', 'Post-Supervision Evaluation Form', and 'Counselor Evaluation Form' were designed by the researcher/supervisor to be included in the supervision agreement and to the responsibilities in the process. The contents of the relative forms are presented below.

- The Individual Counseling Practicum Supervision Form was developed to obtain information about the demographic characteristics and general problems of the client of the supervisee, the counseling process conducted, the content of the session in which supervision would be received, the interventions used by the counselor, self-evaluation of the counselor in terms of four supervision focuses, and the need for supervision (4th Validation committee meeting's reports, 31.03.2016; 7th Validation committee meeting's reports, 12.05.2016).
- The Therapeutic Skills Practice Form, developed by the researcher, included the real client shares compiled by the researcher from student counseling transcriptions for which he/she provided feedback in processes during which he/she was a supervisor, and the writing of counseling reaction/reactions specified in parentheses by counselors for these shares (13th Validation committee meeting's reports, 18.11.2016; 32nd Validation committee meeting's reports, 02.02.2018).
- The Post-Supervision Evaluation Form was designed to include the titles related to the roles of the supervisor in the supervision process and the supervision focuses he/she emphasized, and to obtain the feelings and thoughts of supervisees regarding the functioning of group supervision (2nd Validation committee meeting's reports, 03.03.2016; Researcher's diaries, 03.03.2016, p.11; Researcher's diaries, 19.03.2016, p.16; 3rd Validation committee meeting's reports, 17.03.2016; 7th Validation committee meeting's reports, 12.05.2016; 8th Validation committee meeting's reports, 01.06.2016).
- In the study, the Counselor Evaluation Form was designed by making use of the evaluation form recommended by Borders and Brown (2009) for the evaluation processes in supervision in order to evaluate each supervisee during the supervision process (7th Validation committee meeting's reports, 12.05.2016, Researcher's diaries, 12.10.2016, p.76, Researcher's diaries, 09.11.2016). The form was prepared in a format in which the fulfillment of each supervision and responsibility by supervisees during supervision was evaluated between 1 and 5 on a weekly basis by the researcher, with the researcher/supervisor recording their observations on the development of individuals.

Results on the Design of the Group Supervision Process

In the study, for the structuring of the supervision process, the content of the fourteen-session supervision, in which the DM was followed during the group supervision process, was designed to include the beginning (first, second, and third sessions), transition (fourth, fifth, and sixth sessions), working (seventh, eighth, ninth, tenth, and eleventh sessions), and termination (twelfth, thirteenth, and fourteenth sessions) stages (See Figure 2). Furthermore, the content determined for each supervision session was planned to include creating a safe supervision setting and determining the needs for

supervision at the beginning stage of the session, conducting the supervision process and focusing on possible group dynamics by taking into account the needs for supervision at the working stage, and evaluating the session and saying goodbyes at the termination stage. On the other hand, while the supervision process requires certain preparations (Borders & Brown, 2009), since the counseling process and the supervision process include the network of triple relationship between the client, the counselor, and the supervisor (Bernard & Goodyear, 2014), it can be said that it is not possible to make a precise prediction as to which session is included in which stage during the supervision process. Therefore, it should be taken into account that the distribution of the specified sessions to the stages of group supervision may vary according to the unique dynamics of groups.

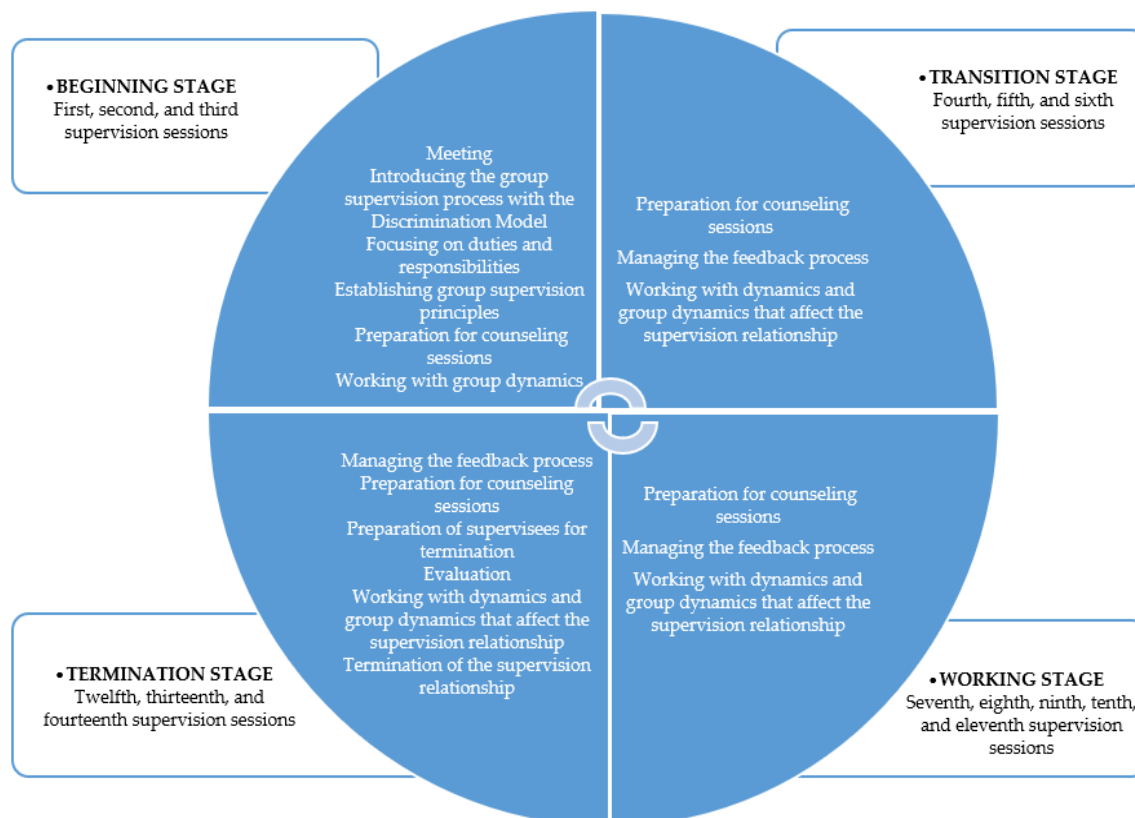


Figure 2. Group supervision process

Results on the Design of the Beginning Stage: The beginning stage covering the first, second, and third sessions of the supervision process was designed to include two processes. The first process was planned as a meeting within the context of creating a safe supervision setting and introducing the supervision agreement for the *beginning of the supervision relationship* involving the first session. The second process of the beginning stage was designed in the form of correcting the mislearning of supervisees, completion of incomplete learning, and ensuring the acquisition of new learning in relation to the four supervision focuses in three supervisor roles according to the context based on the DM for the *preparation of supervisees for counseling sessions* covering the second and third sessions. In this context, it was planned to focus on issues such as reviewing therapeutic skills, focusing on the preliminary interview process, being able to see the themes under a client's sharing, the ability to structure a counseling session, seeing and distinguishing the self-related processes involved in the counseling process, and considering ethical processes regarding a counseling process. In this design, the researcher/supervisor uses various instructional methods, such as role-playing, lectures, and modeling, and is supportive and encouraging by considering the needs of the supervisees and the group dynamics in order to increase their counseling competence and overcome their possible anxieties (*8th Validation committee meeting's reports, 01.06.2016; 13th Validation committee meeting's reports, 18.11.2016; 17th Validation committee meeting's reports, 24.02.2017*).

Results on the Design of the Transition Stage: This stage was designed to include the *preparation for counseling sessions and management of the feedback process*. In this context, since individuals in the supervision process will receive feedback on the first counseling sessions in the fourth session, this stage includes the structuring of the relevant feedback process and providing feedback regarding the counseling sessions conducted since this supervision session. Furthermore, this stage was designed to focus on educational presentations starting from the fourth session (*Researcher's diaries, 07.03.2017, p.109; 19th Validation committee meeting's reports, 09.03.2017*). On the other hand, this stage was planned in a way that the researcher/supervisor would attempt to create a safe supervision setting by making use of the teacher, counselor, and/or consultant roles, depending on the context, in a way that supports individuals in realizing these dynamics and, thereby, to differentiate them from the supervision and counseling process, by focusing on the group dynamics that may also affect the counseling processes of supervisees (*20th Validation committee meeting's reports, 16.03.2017; 21st Validation committee meeting's reports, 24.03.2017; Researcher's diaries, 10.03.2018, p.161-162; 37th Validation committee meeting's reports, 19.03.2018*).

Results on the Design of the Working Stage: This stage was designed in the context of *preparing for counseling sessions, managing the feedback process, and working with possible group dynamics*. In this context, the seventh and eighth sessions were planned to include focusing on educational presentation, managing the feedback process, and showing the suitability of role-playing-based videos in the context. Moreover, the seventh session was planned in a way that the researcher/supervisor would address the issues of early termination in counseling and the termination of counseling sessions concerning the preparation for termination (*21st Validation committee meeting's reports, 24.03.2017; 22nd Validation committee meeting's reports, 31.03.2017; 23rd Validation committee meeting's reports, 06.04.2017; 24th Validation committee meeting's reports, 13.04.2017; 38th Validation committee meeting's reports, 26.03.2018; 39th Validation committee meeting's reports, 29.03.2018; 40th Validation committee meeting's reports, 09.04.2018; 41st Validation committee meeting's reports, 13.04.2018; 42nd Validation committee meeting's reports, 20.04.2018*).

At this stage, the researcher/supervisor provides feedback by making transition between supervision focuses and supervisor roles within the scope of the DM while providing feedback, as at the previous stage. Accordingly, for example, if the supervisee has difficulty in using confrontation in the counseling session, in this focus related to *counseling performance skills*, the supervisor, in the *teacher* role, explains what the confrontation skill is and in what situations it should be used. As a different alternative, the supervisor indicates that the confrontation skill seems functional in helping this client, and exchanges ideas with the supervisee on how to use this skill to work on the client and, therefore, acts as a consultant in the same focus. If the supervisee has difficulties using the confrontation skill despite this feedback, the supervisor stops in the role of counselor in the same focus by asking the student what he/she has experienced while using this skill. In this case, for example, if the supervisee expresses fear of frightening his/her client by confrontation, the focus here shifts from counseling performance skills to self-awareness. In this case, the supervisor focuses on self-awareness in the role of the counselor by asking the supervisee who he/she looks like in his/her life when thinking of this client entirely, asking him/her to close his/her eyes and think about that person, and asking him/her to try to find the similarities and differences between this person and his/her client. When the supervisor addresses the same situation by stating that the counselor develops countertransference to the client, and explains that countertransference may occasionally occur in counseling processes, which can be considered as counselors transferring patterns of their own relationships to their clients, he/she refers to the role of the teacher in the self-awareness focus. In the same situation, if the supervisor takes an approach to find together why the supervisee is afraid of frightening the client and to find together what alternatives may be considered, he/she has exhibited the role of consultant in the self-awareness focus. In this way, with role-focus pairs and transitions between roles and focuses, the supervisor purposefully provides feedback in accordance with the current context. This situation itself is also similarly realized in the event of any group dynamics.

Results on the Design of the Termination Stage: At this stage, while the feedback process was maintained in the twelfth and thirteenth sessions, it was planned to ensure that supervisees would prepare for separation and individualization. The fourteenth session was designed as the session in which the evaluation processes and termination of the supervision relationship were discussed. This evaluation process was planned as the self-evaluation of each supervisee, their evaluation by their peers and the supervisor/researcher, and the evaluation of the supervisor and the supervision process carried out by supervisees. This session was also designed to instill hope, support, and encouragement and to say goodbye to supervisees in order to terminate the supervision relationship (26th Validation committee meeting's reports, 27.04.2017; 28th Validation committee meeting's reports, 11.05.2017; Researcher's diaries, 11.05.2017, p.143; Researcher's diaries, 16.05.2017, p.144; 44th Validation committee meeting's reports, 07.05.2018; 45th Validation committee meeting's reports, 14.05.2018; 46th Validation committee meeting's reports, 21.05.2018).

In conclusion, a supervision agreement for the DM-based group supervision process and various forms to be used in the process were first developed in this study. Then, by considering possible group dynamics, the group supervision process was designed in line with the beginning, working, transition, and termination stages.

Discussion

This study reveals how the ICP supervision process is structured. Accordingly, in the process structured in the form of DM-based group supervision, a supervision agreement and a fourteen-session supervision content is designed in line with the stages of group supervision. Both processes are discussed under two titles.

Establishment of the Supervision Agreement

A supervision agreement is an important document that a supervisor should create in preparation for the supervision process. It is frequently emphasized in the literature that the supervision agreement should be clearly shared verbally and in writing with supervisees at the beginning of the supervision process (Borders & Brown, 2009; Campbell, 2006; Henderson, Holloway, & Millar, 2014; Holloway, 1995; Lockett, 2001; Walker & Jacobs, 2004). Indeed, supervisees are anxious about the uncertainty of the process at the beginning of the supervision process (Hawkins, Cormier, & Bernard, 2011; Webb & Wheeler, 1998), and they need a more structured supervision process (Bahrick, Russell, & Salmi, 1991; Bernard & Goodyear, 2014; Büyükgöze-Kavas, 2011; Meydan & Koçyiğit, 2019). Therefore, it can be said that the supervision agreement in this study, which was designed to prevent possible concerns that may arise from the uncertainty of the supervision process and to make the process more systematic, is consistent with the literature.

The goals of supervision are included as an ethical responsibility in the content of the supervision agreement designed in the study, and it is also envisaged that a list of the determined goals will serve as a reminder to the supervisor as to what to focus on during the supervision process. Indeed, it is also emphasized in the literature that each supervisor should prepare a specific list of goals, including the required professional ethics and competence areas, before starting the supervision process (Borders et al., 2014; Campbell, 2000). Concerning the content of goals, the main goals of supervision, such as preventing damage to clients, increasing the well-being of clients, and ensuring the change and development of supervisees within the scope of this study are parallel with similar study results (Aladağ & Kemer, 2017; Atik, 2017). On the other hand, in this study, the SERF-R, which covers these four focuses in support of the multi-faceted development of supervisees and their acquisition of competence in four focus areas based on the DM, was translated into Turkish, and it was also planned to take into account the needs of individuals for supervision in the process. Indeed, the interviews held with graduate students within the scope of this study (Researcher's diaries, 29.03.2016, p.19) and the study results (Aladağ & Kemer, 2017; Atik, 2017) commonly reveal that a process based mainly on implementing therapeutic skills is carried out during the supervision process. However, it is indicated that the aim should be to focus on all four supervision focuses in the supervision process (Bernard, 1979;

Borders & Brown, 2009) and that attention should be paid to consider the needs of supervisees in this process (Ronnestad & Skovholt, 1993). Therefore, it can be said that the preparation for setting goals in this study is consistent with the literature.

In the study, the roles and responsibilities of students and the feedback process were clearly explained in the content of the supervision agreement. Furthermore, it was planned to utilize peer feedback and video recordings to increase counseling competence in the process. It is also emphasized in the literature that the supervisor should make the necessary preparations for supervision during the supervision process and informs supervisees about these preparations (Borders & Brown, 2009). Furthermore, it was also revealed by the study results that supervisees need concrete and structured feedback in the supervision process (Aladağ, 2014; Aladağ & Kemer, 2017; Büyükgöze-Kavas, 2011), and that their anxiety decreases by focusing on their roles and responsibilities in the supervision process (Ellis, Hutman, & Chapin, 2015). Moreover, the study results indicating that peer feedback can enrich the supervision process and reduce anxiety (Amanvermez, Zeren, Erus, & Buyruk-Genç, 2020; Atik & Erkan-Atik, 2019; Borders et al., 2012; De Stefano et al., 2007; Haans & Balke, 2018; Ray & Altekruze, 2000) and on the functionality of using video recordings in this process (Huhra, Yamokoski-Maynhart, & Prieto, 2008; Ray & Altekruze, 2000) also indicate that the preparation made within the scope of this study is functional.

Within the scope of the study, various forms were also developed for the fulfillment of student responsibilities. In this context, while it was considered that the one-to-one transcription of counseling sessions would be depressive for supervisees (Atik, 2017; Büyükgöze-Kavas, 2011), the Individual Counseling Practicum Supervision Form was developed to take the ethical responsibility of following counseling sessions in the supervision process and to follow student development (Borders & Brown, 2009; Corey et al., 2010). Furthermore, it can also be said that designing the Supervision Process Evaluation Form with a diary nature was functional to understand the dynamics of the supervision relationship affecting the development of supervisees. Indeed, in the literature, it is observed that diaries are an effective method used in the supervision process (Henderson et al., 2014) and that these diaries are similarly used as the data collection technique while conducting research on the supervision process (Mansor & Yusoff, 2013). Similarly, by considering the need to plan evaluation processes well in supervision processes to follow the development of supervisees (Borders et al., 2014) and the functionality of including the four focuses as part of the DM in an evaluation form to be designed in this context (Borders & Brown, 2009), the Counselor Evaluation Form was designed in this study. Indeed, the study results on the use of evaluation forms to ensure the systematicity of evaluation processes (Aladağ & Kemer, 2017; Barnett & Molzon, 2014; Borders et al., 2014) indicate that this preparation made to structure a systematic supervision process is functional.

In conclusion, it can be said that the design of a supervision agreement, including the goals of supervision, the roles and responsibilities of supervisees, the activities to be considered in the supervision process, and the evaluation processes contribute to the systematization of the supervision process.

Design of the Group Supervision Stages

In the study, the fourteen-session supervision process in which the DM is followed in the form of group supervision was designed in line with the beginning, transition, working, and termination stages. Furthermore, a process in which the supervisor/researcher plays the primary supervisor role and peers are involved in the supervision process is structured using the participative group supervision type in the study. Indeed, group supervision provides an environment for receiving peer support for supervisees to overcome their anxiety (Borders & Brown, 2009). Nevertheless, in supervision processes, in which the supervisor plays the role of moderator and feedback is generally provided by peers, it can be seen that peers may not be objective (Dryden & Reeves, 2014) and may mostly attempt to be supportive (Ladany & Bradley, 2010). Moreover, the absence of a supervisor in the hierarchical sense in the supervision process may lead to difficulties and conflict in complying with responsibilities (Amanvermez et al., 2020; Campbell, 2006). Therefore, it can be said that structuring the supervision

process within the scope of this study in accordance with the participative group supervision is functional and consistent with the literature.

In the study, the beginning stage of group supervision is designed to use the three supervisor roles indicated in the DM in four supervision focuses in order to focus on the possible anxieties of students, and also to increase their counseling competence. Indeed, Bernard (1979) recommends conducting a supervision process, in which the known facts are reinforced, misunderstandings are corrected, and deficiencies are completed through role-play, video presentation, and conducting exercises in parallel with the four supervision focuses, at the beginning stage of a DM-based supervision process. The study results also reveal that the beginning stage of the supervision process is similarly conducted (Aladağ & Kemer, 2017; Atik, 2017). Furthermore, the study results show that, at the beginning of the supervision process, the supervisors of supervisees refer to the role of the teacher as an instructor and process constructor who needs to be active in this process (Büyükgöze-Kavas, 2011), and they themselves also need to be understood, encouraged, and motivated since they have various feelings such as anxiety, uncertainty, and insecurity at this stage (Aladağ & Kemer, 2017; Atik, 2017; Borders & Brown, 2009; Büyükgöze-Kavas, 2011; Corey et al., 2010; Dryden & Reeves, 2014; Fehr, 2000; Jordan & Kelly, 2004; Ülker-Tümlü, 2014; Ülker-Tümlü, Balkaya-Çetin, & Kurtyılmaz, 2015; Tuckman & Jensen, 1977). Therefore, the fact that the researcher/supervisor conducts the supervision process in the roles of teacher, counselor, and consultant at the beginning stage can be said to be functional structuring.

In this study, the use of group supervision as a supervision method also requires consideration of group dynamics in this process. In particular, preparation for focusing on the relevant group dynamics in the face of possible conflict situations that might occur during the transition stage is consistent with studies emphasizing the need for consideration of group dynamics in preparation for the supervision process (Gazzola, De Stefano, Thériault, & Audet, 2013; Haans & Balke, 2018; Ravets, 1993). Furthermore, considering the literature, indicating that it may be useful to make supervisees write diaries to understand the group dynamics (Borders & Brown, 2009; Campbell, 2000), the plan to get supervisees to write diaries to recognize the group dynamics in this study can be said to be functional in structuring the supervision process.

Within the scope of the study, at the termination stage of supervision, supervision content is designed to focus on the feelings for terminating the supervision relationship and to include peer evaluation and self-evaluation. Indeed, it is recommended in the literature to focus on a systematic evaluation process in which supervisees are also included in the evaluation process at the termination stage of the supervision process (Borders & Brown, 2009; Borders et al., 2014; Campbell, 2006; Steward, 1998). Moreover, it is an ethical responsibility to prepare supervisees for the termination of the process by considering that they may develop a dependence on the supervision process (Barnett & Molzon, 2014; Bennett, 2008; Wrape, Callahan, Rieck, & Watkins Jr., 2017). In this study, plans are made to prepare supervisees for the termination of the process and to study possible similar dynamics. Therefore, it can be said that focusing on the supervision relationship and a systematic evaluation process at the termination stage is parallel to the literature.

In this study, in addition to whole group supervision, each supervision session is also planned in accordance with the beginning, working, and termination stages in itself. Therefore, in line with the literature (Henderson et al., 2014), it can be said that it is functional to plan the supervision process, which is initiated to create a safe supervision setting in each session, in the form of preparation for counseling sessions, managing the feedback process, and receiving the evaluations of supervisees at the end of the process.

In the study, it can be said that following action research as a systematic research process to structure a systematic supervision process strengthens both the entire study and the design of the supervision process. Indeed, studies demonstrating the usability of action research in the domain of

supervision (Koch, Artar, & Rumrill, 2004; Lakeman & Glasgow, 2009; Van-Rijn et al., 2008) also support this process.

Finally, there are studies in the literature that focus on the uncertainty of the consultant role addressed within the scope of the DM, which is followed as a supervision model in this study (Bernard & Goodyear, 2014; Lazovsky & Shimoni, 2007), and which is considered to be an important limitation although it is explained by Ellis and Dell (1986) as the consultant role, being less known than the teacher and counselor roles (Glidden & Tracey, 1992; Lazovsky & Shimoni, 2007). On the other hand, it is not true or realistic to say that a supervision model is superior to other supervision models in all aspects (Bernard & Goodyear, 2014). Therefore, it can be stated that the suitability of the chosen supervision model to the style of the supervisor, its responsiveness to the needs of supervision, and its entire usability, should be taken into account.

Conclusions and Recommendations

In the study, the elements of the supervision process for structuring the ICP supervision process were integrated into the style of the supervisor and, accordingly, a group supervision process based on the DM is designed. According to the results of the study process structure, based on the action research method, a supervision agreement is first designed, and then a group supervision process suitable for the beginning, transition, working, and termination stages is put forward. Therefore, a study process that can shed light on the literature, researchers and implementers, regarding the fact that a supervision process can be systematized with the action research method, which is a research method suitable for structuring this process, has been revealed.

Various recommendations can be made for the study results. In this context, it is useful to consider that studies similar to this research may reveal different results by taking into account that the action research process is a unique process, which is related to the nature of this process rather than a limitation. Moreover, in this study, the supervision process of the individual counseling practicum (ICP) course taught at the graduate level in the GPC program is structured. It is recommended that conducting similar studies at the undergraduate and doctorate levels, in which the developmental differences of students are considered, may be functional in terms of producing different results.

Considering the explanations regarding the uncertainty of the consultancy role in the DM, which was selected for structuring the supervision process within the scope of the study (Ellis & Dell, 1986; Bernard & Goodyear, 2014), it can be said that transforming the supervision practice processes, in which different supervision models are followed, into research can be a guide for both implementers and researchers. Furthermore, there was a process focused on group supervision in the structuring of the supervision process in the study. It is envisaged that conducting similar study processes, adapted to individual and/or triple supervision types, may also shed light on implementers and researchers. Finally, considering that effective supervisors are needed to conduct a systematic supervision process (ACA, 1990; Aladağ, 2013; Aladağ & Kemer, 2016; Borders et al., 2014), it is recommended that courses be opened, based on theory and practice on supervision within the scope of doctoral education within the Department of GPC, to educate effective supervisors in Turkey.

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Appendix 1. Supervision Agreement/ The Course Syllabus

Supervision Agreement/The Course Syllabus

<p>GPC 502 Individual Counseling Practicum 2017-2018 Spring</p>	<p>Dr. Gamze Ülker Tümlü Anadolu University, Faculty of Education, Department of Guidance and Counseling, A block, Room no: 238 gamzeulkertumlu@anadolu.edu.tr</p>
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The Individual Counseling Practicum course is a course conducted face-to-face with graduate students to enable them to conduct individual counseling practicum. During the course, the aim is for students to develop their counseling performance skills, cognitive counseling skills, professional behavior, and self-awareness for individual counseling practicum. To achieve this general aim, students are encouraged to be effective counselors through role-play, practising therapeutic skills, giving educational presentations, receiving feedback for counseling sessions, and participating in peer feedback.

Main resources of the course

Cormier, S., & Hackney, H. (2015). *Psikolojik danışma stratejiler ve müdahaleler* (S. Doğan & B. Yaka, Ed. & Trans.). Ankara: Pegem Publication.

Egan, G. (2011). *Psikolojik danışma becerileri*. İstanbul: Kaknüs Publication.

Meier, S. T., & Davis, S. R. (2014). *Psikolojik danışma: Temel Öğeler* (S. Doğan, Ed. & Trans.). Ankara: Pegem Publication.

Voltan Acar, N. (2015). *Yeniden terapötik iletişim* (11th ed.). Ankara: Nobel Publication.

Recommended additional resources

Akdoğan, R., & Ceyhan, E. (2011). Terapötik ilişkide insan faktörü. *Current Approaches in Psychiatry*, 3(1), 117-141.

Carnevale, J. P. (2001). Danışmanlık incileri (1st ed., D. Albayrak-Kaymak, Ed. & Trans.). İstanbul: Anahtar Kitaplar Publication.

Cüceloğlu, D. (2016). *Yeniden insan insana* (49th ed.). İstanbul: Remzi Publication.

Eren-Gümüş, A., & Gümüş, M. A. (2009). Bilgilendirilmiş onay: Psikolojik danışma sürecinin yasal ve etik yükümlülüğü. *Turkish Psychological Counseling and Guidance Journal*, 4(31), 69-79.

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Goals of the Course/Supervision Process

Within the context of *Professional Behavior*, during the course, the aim is for students:

- to correctly manage relationships with clients
- to take a stand against clients within the framework of confidentiality, respect, unconditional acceptance, and empathy
- to stay loyal to the date and time of the appointment with clients and the duration of the session
- to recognize when they need help for consultation from other professional sources and to direct clients to different professionals when necessary
- to actively participate in professional organizations and to utilize additional educational opportunities

Within the context of *Counseling performance skills*:

- to establish warm and sincere communication with clients

- to use therapeutic skills appropriately, on time and correctly
- to react to the verbal and non-verbal statements of clients
- to support clients' appropriate behavior
- to take an appropriate physical stand against clients and to establish eye contact
- to cope with clients' strong emotions
- to manage the counseling process

Within the context of *Cognitive counseling skills*;

- to determine the themes related to clients and to prioritize the problems of clients
- to help clients to set short and long-term goals that are appropriate and accessible to the clients' readiness
- to develop specific plans and strategies for the behavioral change of the clients, and to predict the effect of the applied techniques on clients
- to be aware of socio-economic and cultural factors that may affect the counseling process
- to conceptualize the clients' situations correctly within a theoretical framework and to know which techniques are compatible and consistent with the theoretical model.
- to recognize when the clients needs help in the process of coping with their problems and to be aware of the clients' potential for a successful counseling process

Within the context of *Self-awareness*;

- to maintain a non-judgmental attitude despite having different values than the values of the clients
- to know personal strengths and limitations and to be aware of their own needs and conflicts
- to realize the effect of their own anxiety on the counseling process and to keep personal problems out of the counseling process
- to tolerate the uncertainty of the counseling process and to give themselves the right to make mistakes
- to recognize and accept the times of power struggle with the clients
- to display a non-defensive attitude against the feedback they receive and to show the responsibility of self-development.

Activities to be Considered in the Supervision Process and Student Responsibilities

1. ***Exercising based on the implementation of therapeutic skills:*** In the text with short scenarios containing sample client reactions, it is expected to react in the role of a counselor using the therapeutic skills specified in each scenario. These skills include such things as minimum encouragement, the reflection of content, the reflection of feeling, open invitation to speak (open-ended questions), self-disclosure, individualization, confrontation, attachment, the here and now of the relationship, encouragement, concreteness, instantaneity, and summarization.
2. ***Creating a list of feelings:*** Each student is expected to prepare a list of feelings in terms of recognizing and distinguishing feelings. Although certain feelings are included in the list, proverbs that contain feelings may also be included.
3. ***Making an educational presentation:*** Each student is expected to share the client's possible feelings, thoughts, and behavior regarding one of the topics of social anxiety, exam anxiety, difficulty in controlling anger, and trauma, which may be observed in university students during counseling sessions, and to make a presentation of approximately twenty minutes, to include introducing a counseling process that could be carried out on this issue. It is up to the

student's choice to make use of a slide show or to use different materials in the presentation. The preparation for the presentation will be shared with the supervisor beforehand and, after the presentation, prepared in line with feedback provided during the lesson, and to be shared by the student with their peers via joint e-mail.

4. **Role-play:** During the supervision process, students are expected to attend the course by filming two separate videos involving the role-play of the counselor-client to prepare for the structuring and goal setting for the first session. In the first video, the individual in the role of the client is expected to perform the structuring of an advancing beginning session and goal setting without forcing the student in the role of a counselor. In the second video, it is expected to consider the client's reactions, which may be difficult during structuring and goal setting, and to record it on video by acting as a counselor in front of a client who plays this situation. Videos should be shared with the researcher/supervisor via the online file sharing platform before the group supervision, and the experiences during role-play should be noted and brought to the next group supervision session with videos. Furthermore, counselor-client roles will be played at a suitable place and time for a preliminary interview, structuring and various therapeutic skills and techniques in the group setting.
5. **Evaluating the supervision process/Keeping a diary:** After each group supervision, students are expected to evaluate the supervision process. To this end, the Post-Supervision Evaluation Form, completed by students, should be sent to the supervisor via e-mail by the day after the course.
6. **Responsibilities Determined for Conducting Individual Counseling Practicum Sessions and the Feedback Process**
 - Students are required to complete two counseling processes, with an average of 7-8 beginning, working, and termination stages, with at least two clients, for 50-55 minutes once a week; if clients quit early, a new process may be started with a different client.
 - Both clients are expected to be university students, and at least one client is expected to be of the opposite sex. It is necessary to obtain the informed consent of clients indicating they accept the conditions of the counseling process and participate in the process voluntarily (Informed Consent Form - Appendix 2).
 - Students are required to take video recordings of the counseling sessions they conduct on a weekly basis, and to make a video recording in which the client's face is not visible.
 - Students are held responsible for completing the Individual Counseling Practicum Supervision Form (Appendix 3), in which they express their reactions and experiences during the counseling sessions, in order to receive feedback on the counseling sessions. Students are expected to use the video recording of the counseling sessions while completing this form.
 - Every week, each student will receive individual feedback regarding the counseling session conducted by them from the supervisor/researcher by considering the Individual Counseling Practicum Supervision Form and watching the video recording via e-mail on this form. Therefore, each student should send the Individual Counseling Practicum Supervision Form regarding the counseling session to the supervisor/researcher via e-mail, at most two days after the day of the counseling session. Video recordings of counseling sessions are expected to be delivered to the supervisor/researcher by hand or via the online file sharing platform at the end of the counseling session.
 - Group supervision will be carried out during the ICP course. Two students who will receive group supervision during that week are required to share the video recording of the counseling session with other students in the group, via the online file sharing platform, at least two days

before the day of the course by uploading the Individual Counseling Practicum Supervision Form to the common e-mail account.

- Each student is expected to watch the video recording by taking into account the information in the Individual Counseling Practicum Supervision Form, as well as the goals/needs of supervision specified in the form, and to attend the group supervision session prepared for peer feedback.
- During the group supervision, the student who will receive supervision should briefly summarize the counseling session to be presented and indicate the goals/needs of the supervision. Within the context of these goals, each group member is expected to choose one of the goals/needs of the student who will receive group supervision. After watching the ten-minute section of the video recording of the counseling session of the student who is to receive group supervision, each group member should give feedback to their peers on the goals/needs they have chosen.
- Students who receive feedback from each of their peers during the group supervision process will be finally provided with feedback by the latest supervisor/researcher; it will be focused on the opinions of students who have received feedback on feedback and, based on the awareness gained by the student, the planning for the next session will be emphasized.
- The supervisor should be informed in cases where the client does not attend the session or if the time or day of the session changes, or if there is a state of emergency related to participation in the supervision process.

Evaluation

- ✚ Developing counseling performance skills (5%) (final grade)
- ✚ Developing cognitive counseling skills (5%) (final grade)
- ✚ Increase in self-awareness (5%) (final grade)
- ✚ Exhibiting professional behavior (5%) (final grade)
- ✚ Within the context of supervision behavior
- ✚ Making a case presentation (10%) (final grade)
- ✚ Being involved in peer supervision (10%) (final grade)
- ✚ Being able to self-criticise (5%) (final grade)
- ✚ Being receptive while receiving feedback (5%) (final grade)
- ✚ Active participation in the exercise for putting therapeutic skills into practice (5%) (visa grade)
- ✚ Active participation in role plays (5%) (visa grade)
- ✚ Role-playing for structuring and goal setting as well as video recording (5%) (visa grade)
- ✚ Making educational presentations (5%) (visa grade)
- ✚ Completing the Individual Counseling Practicum Supervision Form (15%) (assignment grade)
- ✚ Completing the Post-Supervision Evaluation Form (15%) (assignment grade)

Temporary Program

1st Week (February 13)

Meeting and introduction

Sharing the course requirements

2nd Week (February 20)

Exercise on therapeutic skills

Sharing the list of feelings

Role-playing for the preliminary interview

3rd Week (February 27)

Focusing on video recordings prepared for structuring and goal setting

Focusing on the ability to summarize

4th Week (March 6)

Educational presentation

Group supervision for the first client

5th Week (March 13)

Educational presentation

Group supervision for the first client

6th Week (March 20)

Educational presentation

Group supervision for the first and second clients

7th Week (March 21)

Educational presentation

Group supervision for the first and second clients

Focusing on termination in counseling

8th Week (April 3)

Educational presentation

Group supervision for the first and second clients

9th Week (April 10)

Group supervision for the first and second clients

10th Week (April 17)

Group supervision for the first and second clients

11th Week (April 24)

Group supervision for the first and second clients

12th Week (Since May 1 is a holiday, a common day will be determined in the same week)

Group supervision for the second client

13th Week (May 8)

Group supervision for the second client

14th Week (May 15)

Evaluation and termination of the course
