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The Role of Practicum and Intern Supervisees in Professional Identity Development

A Dissertation

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University of New Orleans
In partial fulfillment of the
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in
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by

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M.Ed., University of Louisiana at Monroe, 2003

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DEDICATION

I dedicate this dissertation to my parents, Lisa and Percy, and siblings, Tiffany and Daniel, whose strength and encouragement give me the motivation and determination to do anything I put my mind to. I will be forever grateful to my mom for the sacrifices she has made for me and her selfless spirit which inspires me. To my dad, I could not have accomplished my dreams without your dedicated and hard work ethic that you instilled in me. Tiffany and Daniel, you have made my life meaningful and helped keep me grounded. I thank you all for being a part of my journey.

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ABSTRACT

A strong professional counselor identity is vital for supervisees in training (Hansen, 2003). Supervision has been linked to enhancing the development of a professional identity in supervisees (Bernard & Goodyear, 2004). In a study of counselor interns, Weaks (2002) found supervisees require three core conditions in supervision necessary for developing a professional identity: equality, safety, and challenge. In a similar study, Howard, Inman, and Altman (2006) found beginning practicum supervisees experienced five critical incidents in their professional growth: professional identity, personal reactions, competence, supervision, and philosophy of counseling.

The purpose of this study was to explore how practicum and internship supervisees across the two varying educational levels (practicum and internship) experience the development of a professional counselor identity in supervision. This study examined (a) whether internship supervisees experience the same five critical incidents in their development of a professional identity as practicum supervisees (Howard, Inman, & Altman; 2006), and (b) whether practicum supervisees require the same three core conditions (Weaks, 2002) necessary for developing a professional identity that internship supervisees experienced.

My study found that internship supervisees experienced the same five critical incidents with fluctuation in their development of a professional identity as practicum supervisees in Howard et al.'s (2006) research. Conversely, practicum supervisees in my research did not require all three core conditions necessary for developing a professional identity that internship supervisees experienced in Weaks' (2002) qualitative study. This study was significant in that it provided empirical research to assist supervisors and counselor educators in understanding the experiences of practicum and internship supervisees.

Supervision, Professional Counselor Identity Development, Practicum, Internship

CHAPTER ONE

INTRODUCTION

The development of a professional identity is a vital aspect of the education and ongoing sense of belonging of counselors (Pistole & Roberts, 2002). More importantly, curricular experiences and demonstrated knowledge of a professional identity in the supervision experience are requirements for students in master's degree Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2001). Therefore, it is essential, as Hansen (2003) argues, that a strong counseling identity be developed in novice counselors during their training, and it is especially important during early fieldwork experience for them to separate themselves from similar professions (Skovholt & Ronnestad, 1992). According to the research literature (e.g., Bernard & Goodyear, 2004; Howard, Inman, & Altman, 2006) and the developmental theories (Loganbill, Hardy, & Delworth, 1983; Stoltenberg, 1981; Stoltenberg & Delworth, 1998) the formation of a professional identity in supervisees has also been associated with the supervision process.

The development of a professional identity is a vital component of the supervision process since it is the first time supervisees operationalize their counseling identity (Howard, Inman, & Altman 2006; McNeill & Vaughn, 1996). It is suggested that supervisors need to assist supervisees in developing a professional identity due to the multiple roles supervisees must hold: counselor, student, client, supervisee, and colleague (Holloway, 1984). There are specific expectations for counselors-in-training that are incorporated into each of these roles. These expectations emanate from the supervisor, within the counselor-in-training, the therapeutic relationship, the university, and within the profession (Olk & Friedlander, 1992).

In an exploratory study of counselor interns, Weaks (2002) found supervisees require three core conditions necessary for developing a professional identity: equality, safety, and challenge. Equality was defined as mutuality, consultative relationship between supervisee and supervisor, and relationship of shared beliefs and values between supervisee and supervisor. Safety was defined as the supervisee feeling free to express oneself. The last condition, challenge, was described as new awareness and insight encouraged by the supervisor. These conditions were all identified through qualitative interviews and data analysis.

In a similar study, Howard, Inman, and Altman (2006) found beginning practicum supervisees experience five themes that were influential learning moments which made a significant contribution to the supervisees' professional growth: professional identity, personal reactions, competence, supervision, and philosophy of counseling. Professional identity was described as "personal identification with the counselor role, recognition of unfamiliar elements of their new role, level of satisfaction with their decision to pursue a counseling career, and feelings of being limited or restricted by their supervisee status" (2006, p. 10). Personal reactions were expressed as self-awareness moments wherein supervisees became aware of internal reactions of emotions toward a client, a deeper level of awareness of how supervisee reactions to clients could affect supervisee behavior and the course of therapy (Howard et al., 2006). Competence was defined as experiences that had an impact on supervisees' sense of counseling self-efficacy. Howard et al. described supervision as a "relationship between supervisee and supervisor," and philosophy of counseling as "experiences in which supervisees conceptually understand the theory and process of counseling" (p. 11).

Developmental theorists (Friedman & Kaslow, 1986; Loganbill, Hardy, & Delworth, 1983; Stoltenberg et al., 1998) have suggested that practicum and intern supervisees form a

professional identity in stages. For example, Friedman and Kaslow proposed that when

practicum supervisees experience anxiety, excitement, and dependency on their supervisor when

developing a professional identity they are in the beginning stages of supervision. In contrast,

intern supervisees that experience an increased sense of confidence, competence, and autonomy

when developing a professional identity are in the advanced stages of development.

The presence of these developmental stages of supervisees gives singular credence to the

important task of developing a professional identity in intern and practicum supervisees.

However, there is no empirical research comparing intern and practicum supervisees across the

two educational experiences to see if there are developmental differences between supervisees in

forming a professional identity in supervision. These differences are important for supervisors

and counselor educators in order to understand the thoughts, feelings, and behaviors of

supervisees' experiences at various developmental stages in supervision (Borders, 1989). Also,

these differences are important in order to expand the existing counselor education and

supervision literature on the development of a professional identity across these experiences.

Much of what is known about intern and practicum supervisees' development of a professional

identity across the two experiences in supervision has been theoretical and speculative.

Building on the research mentioned earlier of Howard, Inman, and Altman (2006),

McNeill and Vaughn (1996), and Weaks (2002), the purpose of this study was to explore if

practicum and intern supervisees experience the same core themes across the two varying levels

of experience (practicum and internship) in developing a professional counselor identity in

supervision. The study was a qualitative inquiry of four practicum and three internship

supervisees at the same developmental level in Council for the Accreditation of Counseling and

Related Educational Programs (CACREP) to determine if they require similar experiences in the

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same order across the two levels (practicum and internship) in developing a professional counselor identity in supervision. My study examined (a) whether internship supervisees experience the same five critical incidents in their development of a professional identity as practicum supervisees (Howard, Inman, & Altman; 2006); and (b) whether practicum supervisees require the same three core conditions necessary for developing a professional identity that internship supervisees experienced (Weaks, 2002). The background literature, the conceptual framework for the study, the research question, the methodology proposed, and definition of terms are presented in this chapter.

Problem in Perspective

The development of a professional identity is an on going struggle for counselors-in-training due to the multiple roles they must hold: counselor, student, client, supervisee, and colleague (Holloway, 1984). There are specific expectations for counselors-in-training incorporated into each of these roles. These expectations come from the supervisor, within the counselor-in-training, the therapeutic relationship, the university, and from within the profession (Olk & Friedlander, 1992). Student confusion about the role and identity of becoming a counselor is an important issue when training them to view themselves as belonging to a specific professional community. If the student supervisee develops little or no professional identity, it could jeopardize the counselor and counseling field and put the profession at a disadvantage with respect to leadership and its ability to represent itself to the public, licensing boards, and third-party consumers (Pistole & Roberts, 2002). Therefore, Levitt and Jaques (2005) stress the importance of counselor educators and supervisors taking time to recognize supervisees' developmental needs to assist in developing their professional identity.

The goal for counselor educators and supervisors is to promote the optimal professional identity development in counselors-in-training (Levitt & Jaques, 2005). As defined by Remley and Herlihy (2001), a professional identity is the level at which a counselor identifies with the profession of counseling and takes pride in being a counselor. An understanding of the history and philosophy of the counseling profession, professional roles, organizations, credentialing, advocacy for the profession and the client, and legal and ethical standards are all aspects incorporated in the professional identity (CACREP, 2001).

A strong professional identity provides stability and a solid foundation that enables counselors to make sense of their work and their lives, as it contributes to both a sense of belonging and uniqueness (Friedman & Kaslow, 1986; Heck, 1990). As counselors-in-training develop a professional identity, there is also growth toward what Skovholt and Ronnestad (1992) have termed professional individuation. The individuation process involves an integration of the professional self and the personal self. As counselors-in-training become more autonomous, they begin to integrate and develop their own personal style of counseling. This integration includes the counselors' values, theoretical stance, methods, and techniques (Skovholt & Ronnestad). This individuation idea is parallel to the work of Loganbill et al. (1982) 10 years earlier on professional identity development. They proposed that counselors-in-training go through a developmental process beginning with dependence on others, to a fluctuation between feelings of competence in professional counseling to feelings of incompetence and failure, and ending with autonomy and competence when developing a professional identity. There are components of clinical supervision that impede the development of a strong professional identity (Eriksen & Kress, 2006; Hansen, 2003; Pistole & Roberts, 2002).

If clinical supervision is not conducted competently and professionally, it can impede the development of the supervisees' professional identity (Wilcoxon, Norem, & Magnuson, 2005). In a study by Magnuson, Wilcoxon, and Norem (2000) on supervisory approaches and behaviors that inhibit the growth of experienced supervisees, they found six themes as descriptive categories for "lousy" supervisors: unbalanced, developmentally inappropriate, intolerant of differences, poor model of professional/personal attributes, untrained, and professionally apathetic. Their study was conducted by interviewing experienced counselors concerning their worst case scenarios in counselor supervision. They asked participants to describe or characterize a "lousy supervisor." In a similar study, Wilcoxon, Norem, and Magnuson (2005) designed a phenomenological study to understand the essence of the supervisees' experience with counselor supervision to identify supervisors' perceptions of supervisees' attitudes, behaviors, and skills that contributed to unsatisfactory supervision processes and outcomes. They found three themes supervisors perceived as preventing satisfactory supervision outcomes and counselor development: limited skills and knowledge base, limited motivation for knowledge, and limited understanding of the counseling process. Wilcoxon et al. (2005) concluded that the interaction between supervisor and supervisee played a significant part in how supervisees perceived supervision and the outcome of supervision.

Only a few researchers have empirically studied the experiences of practicum and intern supervisees' development of a professional identity in supervision. Howard, Inman, and Altman (2006) studied first year master's supervisee's journals that were kept throughout a semester. The journals were qualitatively analyzed using the discovery-oriented research methodology of Strauss and Corbin (1990). The researchers found five major themes that were influential learning moments that made a significant contribution to the supervisees' professional growth:

professional identity, personal reactions, competence, supervision, and philosophy of counseling. Further, Nelson and Jackson (2003) found Hispanic practicum and intern supervisees identified seven components necessary in developing a professional counseling identity: knowledge, personal growth, experience, relationships, accomplishments, costs, and perceptions of the counseling profession. However, Nelson and Jackson's findings included the experiences of the classes taken and the influence of the supervisee's family on professional identity.

McNeill and Worthen (1996) researched intermediate to advanced level doctoral students in internship and their experience of good supervision events. They found a strong supervisory relationship consisting of warmth, acceptance, respect, understanding, and trust contributed to a good supervision outcome and refined professional identity. In a similar qualitative study of counselor interns, Weaks (2002) found supervisees require three core conditions in supervision necessary for developing a professional identity: equality, safety, and challenge.

Although these qualitative studies have expanded the literature on the importance of the development of a professional counselor identity in supervision, there is a lack of empirical research on intern and practicum supervisees' development of a professional identity across the two educational levels of experience. For example, Nelson and Jackson (2003) focused on Hispanic students and included the experiences outside of supervision (e.g., counseling classes taken and the influence of supervisee's family). While McNeill and Worthen's (1996) study focused on two educational levels of experiences (intermediate to advanced level supervisees), beginning practicum supervisees were not discussed. McNeill and Worthen also found several themes that influence the development of a professional identity, but their findings were with counseling psychology doctoral students. Howard, Inman, and Altman's (2006) study had significant findings, but were from practicum supervisees only. Weaks' (2002) study consisted of

internship supervisees and their professional identity, but never speculated on beginning practicum supervisees or their identity development.

While evidence suggests that there are differences in the development of a professional identity among supervisees of varying levels of experience (Stoltenberg, 1981; Loganbill, Hardy, & Delworth, 1983; Stoltenberg et al., 1998), much of what is known has been theoretical with no empirical research. For example, Stoltenberg et al. conceptualized three levels of counselor development (dependency, trial and turbulence, and growth), in which counselors display varying degrees of motivation, autonomy, and awareness. Knowing the developmental level of the counselor helps supervisors make decisions about the optimal supervision environment across several factors: (a) the balance of supportive versus challenging interventions needed; (b) the degree of structure provided; (c) the amount of teaching, skill development, and direct suggestions needed; and (d) the degree to which counselors' personal reactions are explored. Similarly, Loganbill et al. theorized counselors' development of a professional and personal identity cycles through three stages: stagnation, confusion, and integration. These theories give significance to the development of a professional identity in supervision. However, Howard, Inman, and Altman (2006) insist researchers must pursue empirical support for their contentions of counselor development instead of relying upon theory. According to Borders, "there is a need for descriptions of the thoughts, feelings, and behaviors of supervisees at various developmental stages" (1989, p.17). Since clinical practicum is the first time supervisees operationalize their role as a counselor (Howard, Inman, & Altman) and internship supervisees experience a trial and turbulent period leading to growth (Stoltenberg et al.), the focus of this study is on how practicum and intern supervisees across these two varying experiences develop a professional counselor identity during their supervision experience.

Conceptual Framework

Cook and Garden (2004) described a conceptual framework as an explanation of the topic to be studied, the main ideas about the purpose, and the significance of the ideas about the purpose. My study explored practicum and intern supervisees across the two educational experiences in the development of a professional counselor identity in supervision.

This study built on the work of Auxier, Hughes, and Kline (2003), Howard, Inman, and Altman (2006), Loganbill, Hardy, and Delworth (1983); McNeill and Worthen (1996); Stoltenberg et al. (1998), and Weaks (2002) examined: (a) whether intern supervisees experience the same five critical incidents in their development of a professional identity as practicum supervisees (Howard, Inman, & Altman) and (b) whether practicum supervisees require the same three core conditions necessary for developing a professional identity that intern supervisees experienced (Weaks). Auxier, Hughes, and Kline, Howard, Inman, and Altman, McNeill and Worthen, and Weaks all conducted qualitative research and found significant findings relating to practicum and intern professional identity development.

Loganbill, Hardy, and Delworth (1983) and Stoltenberg et al. (1998) added to the conceptual framework by their theoretical models of practicum and intern supervisee professional development. Their theories give credence to the importance of assessing supervisee's developmental level. These authors suggest that knowledge of the developmental level of supervisees allows supervisors and counselor educators to assist in their professional identity development. However, there are no empirical studies confirming that such knowledge may contribute to the development of a professional identity.

Purpose of the Study

The purpose of this study was to explore how practicum and intern supervisees across the two educational levels experience the development of a professional counselor identity in supervision. To date, only theoretical hypotheses have addressed the developmental stages intern and practicum supervisees experience while forming a professional identity. There is no empirical research exploring intern and practicum supervisees' development of a professional identity across the two experiences in supervision.

The goals of this study were to examine (a) whether internship supervisees experience the same five critical incidents in their development of a professional identity as practicum supervisees (Howard et al., 2006) and (b) whether practicum supervisees require the same three core conditions necessary for developing a professional identity that internship supervisees experienced (Weaks, 2002).

Research Questions

The research question assists the qualitative researcher in clarifying the purpose of the phenomenon (Strauss & Corbin, 1990). The overarching research question for the study was: How do practicum and intern supervisees across the two educational levels (practicum and internship) experience the development of a professional counselor identity in supervision? The derivative subquestions were:

- Are there distinct developmental differences between intern and practicum supervisees in forming a professional identity? More specifically, do practicum supervisees experience equality, safety, and challenge in the supervision process and do interns experience professional identity, personal reactions, competence, supervision, and philosophy of counseling?

- What experiences in supervision influence the development of an intern/practicum supervisee's professional identity?

- What experiences in supervision hinder the development of an intern/practicum supervisee's professional identity?

Overview of Methodology

Qualitative research is conducted in order to explore a specific unknown phenomenon. The purpose of a phenomenological study is to explore and understand the essence of a phenomenon (Creswell, 1998). The phenomenological approach involves a "return to experience in order to obtain comprehensive descriptions that provide the basis for a reflective structural analysis that portrays the essences of the experience" (Moustakas, 1994, p.13). The phenomenological method was appropriate for this study because the goal of the study was to determine what an experience means for practicum and intern supervisees developing a professional identity in supervision (Moustakas). More specific details of the methodology for the study are presented in Chapter Three.

Definition of Terms

The following definitions originated from professional literature to enhance the conceptual framework for this study.

Professional Counselor Identity: the level at which a counselor identifies with the profession of counseling and takes pride in being a counselor. An understanding of the history and philosophy of the counseling profession, professional roles, organizations, credentialing, advocacy for the profession and the client, and legal and ethical standards are all aspects incorporated in the professional identity (CACREP, 2001; Remley & Herlihy, 2001).

Intern Supervisee: a post-practicum, supervised clinical experience in which the supervisee refines and enhances basic counseling or student development knowledge and skills and integrates and authenticates professional knowledge and skills appropriate to the supervisees program and initial postgraduate professional placement (CACREP, 2001).

Practicum Supervisee: a supervised clinical experience in which the supervisee develops basic counseling skills and integrates professional knowledge. Practicum is completed prior to internship (CACREP, 2001)

Counseling: an interactive process in which a trained professional and a client work together to increase the client's awareness and skills for coping with challenging life events (Gladding, 2001).

Counselor: individual with a master's or doctoral degree in counseling or a related field which included an internship and coursework in human behavior and development, effective counseling strategies, ethical practice, and other core knowledge areas (ACA, 2007).

Supervisor: individual that enhances the professional development and functioning of the supervisee, monitoring the quality of services to clients, and serving as a gatekeeper to those allowed to enter the mental health counseling profession (Bernard & Goodyear, 1998).

Supervision: a tutorial and mentoring form of instruction in which a supervisor monitors the supervisee's activities in practicum and internship and facilitates the learning and skill development experiences associated with practicum and internship. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients (Bernard & Goodyear, 2004).

Council for the Accreditation of Counseling and Related Educational Programs (CACREP): accrediting body established to advance the counseling profession through

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"development of preparation standards, encouragement of excellence in program development, and accreditation of professional preparation programs" (CACREP, 2001).

Counselor Education: a process that prepares counselors in both didactic and clinical aspects of counseling (CACREP, 2001).

Phenomenological Research: a qualitative method approach which focuses on understanding the meaning events have for persons being studied (Creswell, 1998).

<center>**Organization of Remaining Chapters**</center>

The literature on professional identity development is reviewed in Chapter Two. Special attention is focused on the importance of developing a professional identity, developmental models of supervision, impact of supervision on professional identity development and the needs of intern and practicum supervisees on developing a professional identity. In the third chapter, the methodology used in the study is described.

The purpose of Chapter Four is to present the findings that emerged from participants' responses to the main research question: How do practicum and intern supervisees across the two educational levels (practicum and internship) experience the development of a professional counselor identity in supervision? Chapter Five includes a summary and discussion of the significance of my study. The results of the study are discussed and linked to prior research. Limitations of the study are detailed and implications of the study for supervisors and counselor educators are provided. In addition, implications for future research of the development of counselor professional identity of practicum and internship supervisees conclude the chapter.

CHAPTER TWO

REVIEW OF THE LITERATURE

The purpose of this chapter is to examine the research and literature related to practicum and intern supervisee's professional identity development during supervision. This chapter is organized into four sections that build a conceptual framework for exploring the formation of intern and practicum supervisee's professional identity during supervision. In the first section, the importance of the counseling profession in developing a professional identity is reviewed. The impact of supervision on developing a professional identity is explored in the second section. In the third section, developmental supervision theories relating to professional identity are investigated. In the final section, empirical research on intern and practicum supervisee's professional identity development is examined.

These sections are relevant to my study since they give the background of the current literature and research on professional identity development. To better understand professional identity development in its context the counseling profession needs to be explored along with its many sub-branches and similar professions. It is also important to examine the evolution of developmental theories in supervision to understand the progression of stages supervisees go through in developing a professional identity. The current research on practicum and intern supervisee's professional identity development is discussed to show what has been done empirically and the areas that need expanding on to assist counselor educators and supervisors.

Importance of Counseling Profession in Developing a Professional Identity

According to Pistole and Roberts (2002), if counselors do not develop a strong professional identity, it could endanger the counselor and the counseling profession and put the profession at a disadvantage with respect to leadership and its ability to represent itself to the

public, licensing boards, and third-party consumers. Therefore, a central part of becoming a counselor involves developing a strong professional identity as earlier suggested by Friedman and Kaslow (1984).

A professional counselor identity is the level at which a counselor identifies with the profession of counseling and takes pride in being a counselor (Remley & Herlihy, 2001). An understanding of the history and philosophy of the counseling profession, professional roles, organizations, credentialing, advocacy for the profession and the client, and legal and ethical standards are all aspects incorporated in the professional identity and endorsed and required by CACREP (2001). Once a professional identity has been established it serves as a stable frame of reference from which counselors make sense of their profession (Skovolt & Ronnestad, 2003). Ekstein and Wallerstein (1972) argued that "professional identity is an essential attribute in a profession, and its acquisition must be considered one of the important training goals" (p. 66).

The counseling profession plays an important role in the development of a counselor's professional identity (American Counseling Association, 2007). According to Smith (2004), the counseling profession must have a firm foundation in order for counselors to develop a strong professional identity. If the counseling profession is not recognized and separated from other professions like social work and psychology, counselors are at risk of interpreting other profession's models and codes, thus blurring their professional identity as counselors (Hansen, 2003). Since psychiatry, psychology, and social work have similar professions, accrediting bodies, and longer histories than the counseling profession, it is critical for the counseling profession to be set apart from other professions (Hansen, 2001). Therefore, through the counseling profession's journals and publications, professional conferences specific to the counseling field, national accrediting bodies, legal and ethical codes, membership in professional

organizations, and international honor society for students in counseling training, counselors are able to form and strengthen their professional identity (*Counseling Today*, 2007).

A major component of any profession is a strong association with a professional organization (Feit & Lloyd, 1990). The American Counseling Association (ACA) is a professional and educational organization that is committed to the development of the counseling profession and professional identity of counselors. The ACA is the world's largest organization that is exclusively committed to representing professional counselors. The mission of the ACA is to "enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity" (ACA, 2007, p. 1).

Another indicator of a stable profession is the formation of a code of ethics (Nugent, 1994). Through the ACA, the counseling profession has established a code of ethics to clarify to current and future counselors, and to those served by counselors, the nature of the legal and ethical responsibilities held in common by its members (ACA, 2007). The ACA's Code of Ethics serves as a guide designed to assist counselors in "constructing a professional course of action that best serves those utilizing counseling services and best promotes the values of the counseling profession" (ACA, 2007, p. 3).

A way of distinguishing the counseling profession from other professions (e.g., psychology and social work) is through special certification (Pistole & Roberts, 2002). The National Board of Certified Counselors (NBCC) was created by ACA to be an independent specialized credentialing body which can help set counselors apart from similar professions (National Board of Certified Counselors, 2007). The NBCC focuses on promoting quality

counseling through certification. In addition, the NBCC promotes professional counseling to private and government organizations.

The NBCC also offers specialty certification in several areas: school counseling, clinical mental health counseling, and addictions counseling (NBCC, 2007). However, due to the specialized groups of counseling professionals the professional identity of counselors can be critically challenged due to the unique qualifications and standards for each specialty (*Counseling Today*, 2007). For example, certified addictions counselors are required to have HIV/AIDS training and passed the National Certified Addiction Counselor Examination which test candidates' knowledge in the areas of pharmacology of psychoactive substances and professional issues related to alcoholism and drug abuse treatment (National Association of Alcohol and Drug Abuse Counselors, 2007). Whereas, school counselor have their own association, American School Counselor Association (ASCA), which requires them to adhere to a specific legal and ethical code. Also, school counselor requirements for certification is different from state to state (ASCA, 2007).

Developing a professional counselor identity can also be difficult for counselors because the counseling profession shares components with the psychology profession (Gelso & Fretz, 2001). Both professions share an emphasis on developmental processes, the person-environment matrix, and the scientist-practitioner attitude; and both professions attract students who work primarily in service delivery after graduation. The two professions always have shared substantial overlapping memberships and theoretical bases (Brown & Srebalus, 1996). Counseling and psychology researchers and scholars have been especially likely to maintain memberships in both the American Counseling Association and the American Psychological Association (Hershenson & Power, 1987).

Becoming a Licensed Professional Counselor (LPC) is another form of certification and way of establishing a professional counselor identity according to Pistole and Roberts (2002). There are more than 90,000 LPC's in 48 states and the District of Columbia (ACA, 2007). In order for counselors to become licensed, they must meet state licensure requirements which typically, but not exclusively include a master's or doctoral degree in counseling from a national or regionally-accredited institution of higher education. Licensure requires an internship and coursework on human behavior and development, effective counseling strategies, ethical practice, and other core knowledge areas. Also, a completion of a minimum of 3,000 hours of post-master's supervised clinical experience, performed within two years, and periodic completion of continuing education credits/hours after obtaining licensure is mandated (ACA, 2007). The final step for licensure is the passage of the National Counselor Examination (NCE) or a similar state-recognized exam (Licensed Professional Counselor Board).

However, even with the inception of counseling licensure counselors still struggle with their professional identity (Hansen, 2003). Since LPC's education and training standards are similar to marriage and family therapists and clinical social workers, the professional counselor's identity can be blurred (LPCB, ACA, 2007). Although the majority of professional counselors identify themselves as LPC's, licensure differs from state to state. For example, many qualified counselors working in the state of California are denied access to licensure, even though the requirements for LPC licensure are comparable to those of Marriage and Family Therapists (MFTs) and Licensed Clinical Social Workers (LCSWs) (California Coalition for Counselor Licensure, 2007). The ACA has established a specific branch of public policy to legislate and fight for the rights and licensure of counselors. That counselor licensure has been so hard to

achieve further illustrates the difficulty counselors have in defining their own professional

identity and selling it to the public (Ritchie, 1990).

Another element that is used to help strengthen the counseling profession and

professional identity of counselors-in-training is Chi Sigma Iota (CSI, 2007). Established in

1985, CSI espouses professional counseling as an international honor society for students,

professional counselors, and counselor educators. The mission of CSI is to "promote scholarship,

research, professionalism, leadership, and excellence in counseling, and to recognize high

attainment in the pursuit of academic and clinical excellence in the profession of counseling"

(CSI, 2007, p. 2).

The Council for Accreditation of Counseling and Related Educational Programs

(CACREP) is an accrediting body that was established 26 years ago to assist the counseling

profession maintain higher standards (CACREP, 2001). The mission of CACREP is to advance

the counseling profession through "development of preparation standards, encouragement of

excellence in program development, and accreditation of professional preparation programs"

(CACREP, 2001, p. 9).

CACREP standards are written to assist students in developing a professional counselor

identity and master the knowledge and skills to practice effectively. Included in the CACREP

requirements is a curriculum experience and demonstrated knowledge in professional identity.

The development of a counselor's professional identity has also been cited in CACREP as most

critical in the clinical supervision experience.

Impact of Supervision on Developing a Professional Identity

Clinical supervision is an essential element in the development of a supervisee's

professional identity (Bernard & Goodyear, 2004; CACREP, 2007). The supervision of clinical

practice has had a place in the training of analysts, counselors and social workers particularly, since almost the beginning of therapeutic practice and times of Freud (Jacobs et al., 1995). Much of the early supervision process was through communication via letters and personal meetings, nothing that resembles the formal structures of supervision that are to be found today (Fleming & Steen, 2003). As the demand for training in psychoanalysis grew, it became more important to move beyond the old apprenticeship model. Formal training courses were developed by an organizing body, with the development of a syllabus, admissions criteria, criteria for assessment and other systematic education procedures. In 1924, the Congress of the Berlin Institute published the requirement that candidates have at least two years of clinical work as part of their education (Fleming & Steen). Years later, CACREP established similar guidelines for counseling programs to follow.

Although skill enhancement frequently is the specified goal, the supervision process also encourages greater self-awareness and fosters an integrated professional and personal identity related to the roles and tasks of counselors (Holloway, 1995). CACREP describes clinical supervision as "a tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in practicum and internship and facilitates the learning and skill development experiences associated with practicum and internship. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients" (2001, p. 12). Part of the supervision requirements for practicum and intern supervisees entails individual supervision (a member of the counseling profession and a supervisee), triadic supervision (a member of the counseling profession and two supervisees), and group supervision (a member of the counseling profession and more than two counseling students) (CACREP, 2001).

.   Supervision is mandatory for all students in master's programs that adhere to CACREP

standards (CACREP, 2001). CACREP's purpose is to promote the professional competence of

counseling and related practitioners through establishing a strong professional identity. Since

clinical practicum is the first time supervisees operationalize their role as a counselor (Howard,

Inman, & Altman, 2006) and intern supervisees encounter an experimental and turbulent

experience leading to growth (Stoltenberg et al., 1998), clinical supervision is a significant stage

for counselors-in-training forming a professional identity.

        Under the requirements of CACREP, practicum supervisees must complete a minimum

of 100 hours of supervised experiences to meet training standards. The supervision experience

for practicum supervisees includes: (a) forty hours of direct counseling services for clients, (b)

one hour per week of individual and/or triadic supervision by a program faculty member, a

student supervisor, or a site supervisor working in bi-weekly consultation with a program faculty

member, (c) one half hours per week of group supervision provided by a program faculty

member or a student supervisor, (d) supervision of program-appropriate audio/video recordings

from counseling sessions, and/or to receive live supervision of the interactions with clients, and

(e) summative and formative evaluation of counseling performance.

        After successful completion of practicum, supervisees must complete 600 hours of

supervised experience in an internship (CACREP, 2001). The internship includes all of the

following: (a) 240 hours of direct counseling services, (b) an average of one hour per week of

individual and/or triadic supervision by a program faculty member, a student supervisor, or a site

supervisor, (c) an average of one and one half hours per week of group supervision provided by

program faculty member, (d) opportunity to participate in professional activities (e.g., record

keeping, assessment instruments, supervision, information and referral, in-service and staff

meetings), (e) supervision of program-appropriate audio/video recordings from counseling

sessions, and/or to receive live supervision of the interactions with clients, and (f) summative and

formative evaluation of counseling performance.

Newly trained counselors (e.g., practicum and intern supervisees) are faced with forming

a professional identity within a contradictory and complex array of overlapping and related, but

separate, human service delivery paths according to Hansen (2003). Development of a

professional identity, especially initially, may be a confusing task, because an aspect of identity

is distinguishing one's own profession from others. Identity includes a solid understanding of the

profession's distinctiveness, including both inclusive (i.e., who we are) and exclusive (i.e., who

we are not) aspects (Heck, 1990). An understanding of the history and philosophy of the

counseling profession, professional roles, organizations, credentialing, advocacy for the

profession and the client, and legal and ethical standards are also aspects incorporated in the

professional identity (CACREP, 2001).

Developmental Supervision Theories

According to developmental theories/models of counselor supervision, supervisees

progress through stages when developing a professional identity (Hill, Charles, & Reed 1981;

Loganbill et al., 1982; Stoltenberg & Delworth, 1987). The developmental perspective gives

supervisors a better understanding of how supervisees evolve into a competent counselor with a

strong professional identity. By knowing the developmental level of a supervisee, supervisors

can assist in providing the adequate amount of supervision (Bradley & Ladany, 2001).

According to O'Byrne and Rosenberg (1998) "the goals of supervision broaden beyond

the acquisition of skills or technique; a professional identity is fostered through an apprenticeship

with mutual influence, an appreciation for diversity and the shared cocreation of meaning" (p.

38). Similarly, Bordin (1983) emphasized the importance of the bond between the supervisor and supervisee, the agreed upon tasks that will be part of supervision, and the degree goals have been mutually derived and agreed upon as critical components of the supervision experience. A strong supervisory relationship consists of mutual agreement on the goals of supervision (e.g., mastery of specific counseling skills), mutual agreement on the tasks needed to reach the goals of supervision (e.g., observing counseling skills in audiotapes), and an emotional bond involving mutual liking and caring between the supervisor and the trainee (e.g., mutual care, trust and respect) (Bordin).

The developmental transformation during the supervision process is movement towards enhancing professional identity (Bradley & Ladany, 2001). Supervisee's professional identity evolves or transforms as they progress and have more clinical experience and supervision (Skovolt & Ronnestad, 1992). Since clinical practicum is when beginner supervisees operationalize their role as a counselor (Howard, Inman, & Altman), it is critical for supervisors to be aware of their supervisee's developmental stage to provide the optimal supervision and guidance.

Developmental theories/models of supervision offer a comprehensive picture of the complex interplay of factors resulting in the emergence of supervisee professional identity and maturity (Loganbill et al., 1982; Skovolt & Ronnestad, 1992; Stoltenberg et al., 1998). In the supervision literature, there are a few developmental models that emphasize the importance of supervisees developing a professional identity (e.g., Blocher, 1983; Loganbill et al.; Skovholt & Ronnestad; Stoltenberg & Delworth, 1987). In this section, the developmental models of Hogan (1964), Hill, Charles, and Reed (1981), Loganbill, Hardy, and Delworth (1982), Blocher (1983), Hess (1987), Stoltenberg and Delworth, and Skovolt and Ronnestad will be discussed.

Hogan's Four-Level Model of Counselor Development

Hogan's (1964) four-level model of counselor development has been described as the most influential within the area of supervisee development by Skovholt and Ronnestad (1992). Over 40 years ago, Hogan designed a supervision model consisting of four levels of development. In level one, supervisees are insecure and dependent on the supervisor for guidance. Level one supervisees are also highly motivated to learn, which is primarily done through imitation. During level two, supervisees must work through feeling dependent on the supervisor and struggling to find their own autonomy. In this stage, the supervisee's motivation fluctuates considerably. In Hogan's level three, supervisees have established professional self-confidence and more insight into their own motivation for clinical work. The fourth level consists of supervisees experiencing personal autonomy and more insight into their own motivation.

Hogan (1964) suggested different supervisory interventions for the four levels of supervisee development. In level one, supervisors teach, interpret, support, and provide awareness training for supervisees. Supervisors still provide support in level two while helping supervisees work through their ambivalence concerning dependency and autonomy. In level three, supervisors share, exemplify, and confront supervisees. Supervisors provide sharing and mutual confrontation in level four.

The Counseling Student Model of Hill, Charles, and Reed

Hill, Charles, and Reed (1981) developed a four-phase model of counselor development, similar to Hogan's (1964) four-level model, which includes: sympathy, counselor stance, transition, and integrated personal style. In the first phase of counselor development, sympathy, the supervisee focuses solely on giving positive support and sympathizing with the client. During

the counselor stance phase, supervisees search for a method to conceptualize and understand their clients better in order to provide therapeutic interventions. This leads into the transition phase where supervisees use new knowledge from clients, supervisor, and theories to modify their existing counseling method. In Hill's last phase, integrated personal style, supervisees incorporate techniques and theory into a consistent personal style much like Hogan's fourth level where supervisees are more autonomous.

<div align="center">The Developmental Model of Loganbill, Hardy, and Delworth</div>

The Loganbill, Hardy, and Delworth Model (1982) was one of the first comprehensive developmental models to be published which is still used today (Bernard & Goodyear, 2004). In the Loganbill et al. model, the supervisee evolves in a cycling and recycling process through eight stages at an increasingly deeper level: stagnation, confusion, and integration. During the stagnation stage, supervisees are unaware of their own inadequacy in professional functioning, the supervision process, or one's own stagnation. In the stagnation stage, the supervisee, similar to Hogan's (1964) level one, is typically dependent upon the supervisor. In stage two, confusion, the supervisee fluctuates between feelings of competence in professional counseling to feelings of incompetence and failure. Attitudes toward the supervisor often change from positively toned dependency to disappointment and anger. According to Loganbill, the confusion stage is very important for supervisees because it allows them to alter their old way of thinking and behaving, and provides the opportunity for new learning to develop. Similar to Hill, Charles, and Reed's (1981) last stage, integrated personal style, Loganbill's stage three, integration, is characterized by a reorganization, integration, a new cognitive understanding, flexibility, and an ongoing monitoring of the important issues of supervision. Supervisees have a more realistic awareness of their professional counseling skills concerning their shortcomings and areas for growth in this

stage. In the integration stage, supervisees have more realistic expectations in terms of

supervisory goals, perceive the supervisor more realistically, and are able to assume

responsibility for the content and process of supervision (Loganbill, 1982).

<p style="text-align:center">The Cognitive Developmental Approach of Blocher</p>

Blocher (1983) who builds his supervision model on the psychology of learning,

behavioral change, and on human cognitive development, views supervision as a teaching-

instructional process aimed at higher levels of cognitive functioning. Blocher criticizes model

categories, such as those described by Hogan (1964) that is teacher, interpreter, supporter, and

confronter. According to Blocher, these categories have limited utility as schema for categorizing

goals, he argued that the ultimate focus of supervision should be "on the acquisition of new more

complex and more comprehensive schemas for understanding human interaction" (p. 29). He

emphasized the importance of the supervisory relationship and open and honest communication

as process goals for supervision. Similar to Bordin's (1983) supervisory working alliance and

focus on goals, task, and bond, Blocher also argued for a continually changing mutual contract

where goals and objectives are made explicit and altered dependent upon the needs of the

supervisee.

A valuable contribution from Blocher is his description of the developmental learning

environment needed for professional counselor identity. He conceptualized this developmental

learning environment with the seven basic person-environment dynamics of challenge,

involvement, support, structure, feedback, innovations, and integration.

<p style="text-align:center">The Supervision Focused Model of Hess</p>

Hess described supervision as a "relationship in which one person's [supervisee] skills in

conducting counseling and his or her identity as a counselor are intentionally and potentially

<p style="text-align:center">26</p>

enhanced by the interaction with another person [supervisor]" (1987, p. 256). After reviewing the past literature on the psychological needs of supervisees, Hess designed a supervisee developmental model with four stages. In stage one, inception, supervisees begin to define their role as counselor and what counseling entails, set boundaries, and develop basic skills. During the second stage, skill development, supervisees are able to adapt the didactic and experiential materials being mastered to the client's particular needs. Other stage characteristics include assuming an apprentice role, beginning identification with a theoretical orientation, a philosophy of human nature, and some degree of autonomy (Hess).

Stage three of Hess's consolidation, comprises of the supervisee integrating the knowledge previously acquired, realizing that one's professional identity is in part defined by his or her skills, and the role of counselor personality recognized. Also in this stage, supervisees experience refinement of skill and competence. Hill et al. (1981) transition phase parallels Hess's stage three in that both reflect the supervisee's ability to assimilate past knowledge and experience into a personal style. In the final stage, mutuality, Hess proposes the supervisee emerges as an autonomous professional, comparable to Hogan (1964) and Hill et al. (1981), who engages in the give and take of peer consultation and is able to create unique solutions to problems. Potential concerns of supervisees at this stage are burnout and stagnation. Hess' final stage contradicts with the Loganbill et al. Model (1982) that claims supervisees stagnate during the beginning stages of development. A similarity between the Loganbill et al. Model and Hess's is that supervisees can reexperience features from earlier stages, in an ascending spiral function, when learning a new or unfamiliar set of skills. For example, an autonomous supervisee in the mutuality stage may experience characteristics from the skill development stage when learning a new theoretical model.

The Integrative Developmental Model of Stoltenberg and Delworth

In the Integrated Developmental Model, Stoltenberg et al. (1998) proposed three levels of supervisee development in which supervisees display varying degrees of motivation, autonomy, and awareness. Knowing the developmental level of the supervisee helps supervisors make decisions about the optimal supervision environment across several factors: (a) the balance of supportive versus challenging interventions needed; (b) the degree of structure provided; (c) the amount of teaching, skill development, and direct suggestions needed; and (d) the degree to which supervisees' personal reactions are explored.

In the first level of development, Stoltenberg describes supervisees as anxious, highly motivated, and dependent on their supervisors for advice and guidance. This level parallels Hogan's (1964) supervision model level where supervisees are highly motivated yet dependent. Supervisee's primary focus is on the self while dealing with anxiety about performance and evaluation. Supervisor provides structure and encourages the early development of autonomy and appropriate risk-taking. The supervisor's tasks include containing anxiety and providing a role model. In the second level of development, supervisees have acquired sufficient skills and knowledge to focus less on themselves and to increase their focus on the client (Stoltenberg).

The second level of the Integrative Developmental Model according to Stoltenberg proposes supervisees have acquired sufficient skills and knowledge to focus less on themselves and to increase their focus on the client. The supervisee's motivation and autonomy vary at this stage, much like Hogan's level two and Hess' skill development stage, depending on levels of confusion and ambivalence. Supervisors are suggested to reduce the amount of direct instruction and allow the supervisee to influence the degree of structure needed. Additionally, the supervisor

can provide more challenge relative to support and begin to examine the counselor's personal reactions to clients (Stoltenberg).

During level three, supervisees develop the ability to balance the client's perspective appropriately while maintaining self-awareness. Supervisee's motivation stabilizes as they begin to function as a relatively autonomous professional similar to Loganbill et al. (1982) third stage integration. Supervisors during this level follow the supervisee's lead in determining the content of supervision (Stoltenberg).

The Evolving Professional Identity Supervision Model of Skovolt and Ronnestad

Of all the supervision models, only one has empirically researched the development of counselor's professional identity, The Evolving Professional Identity Supervision Model of Skovolt and Ronnestad (1992). Skovholt and Ronnestad conducted a grounded theory study to develop a stage model focusing on counselor development. The study was centered on the professional life span of counselors and how professional and personal sources influence counselors. The researchers gathered data from 100 participants using in-depth, semistructured interviews. Five groups of twenty participants included (a) first-year graduate students who were in one of four graduate programs in two universities; (b) advanced doctoral students in one of three graduate programs in two departments of the University of Minnesota; (c) practitioners with the doctorate and approximately five years of postdoctoral experience; (d) practitioners with the doctorate and approximately 15 years of postdoctoral experience; and (e) practitioners with the doctorate and approximately 25 years of postdoctoral experience Skovholt and Ronnestad discovered twenty themes of counselor development.

They found that over the long-term career, counselor's developmental process varies greatly. At times the developmental process is continuous and other times it is more of an intense

change process, perhaps highlighted by a specific critical incident, followed by a period of slow change (Skovholt & Ronnestad, 1992) Skovholt and Ronnestad also found counselor's professional identity follows a recycling loop in which themes are repeated at increasingly deeper levels. The concept of recycling is compatible with Hess (1987) and Loganbill et al. (1982). For example, a theme such as lack of confidence in one's ability may be predominant in the first year of graduate school, then may reemerge five years later, and then again twenty years later.

In a later modification of their model, Ronnestad and Skovholt (2003) argue that supervisees develop a professional identity as they get more experience. The authors suggest the only way of studying the development of a supervisee's professional identity is by comparing supervisee results at different educational experience levels. However, there is limited research to support this position of supervisee professional identity development. Similarly, Holloway's (1992) review of the clinical supervision literature found that the most reliable way of studying supervisees is comparing very beginning supervisees (practicum supervisees) with more advanced, intern level supervisees.

Empirical Research on Intern and Practicum Supervisee's Professional Identity Development

A few authors have found significant empirical research on practicum and intern supervisee's development of a professional identity. In a qualitative study, Howard, Inman, and Altman (2006) studied first year master's supervisee's journals that were kept throughout a semester. The journals were qualitatively analyzed using grounded theory methodology. The researchers found five major themes that were influential learning moments that made a

significant contribution to the supervisees' professional growth: professional identity, personal reactions, competence, supervision, and philosophy of counseling.

Howard et al. (2006) described professional identity as personal identification with the counselor role, recognition of unfamiliar elements of their new role, level of satisfaction with their decision to pursue a counseling career, and feelings of being limited or restricted by their supervisee status. Personal reactions were expressed as self-awareness moments wherein supervisees became aware of internal reaction of emotions toward a client, a deeper level of awareness of how supervisee reactions to clients could affect supervisee behavior and the course of therapy. Competence was defined as experiences that had an impact on supervisees' sense of counseling self-efficacy. Howard et al. described supervision as a relationship between supervisee and supervisor, and philosophy of counseling as experiences in which supervisees conceptually understand the theory and process of counseling.

Further, Nelson and Jackson (2003) studied eight Hispanic graduate counselor education students who were enrolled in practicum/internship to identify the components necessary for the development of a professional identity. A qualitative, phenomenological approach was used to explore the development of professional identity. Participants were interviewed, and their stories were interpreted using grounded theory methodology of analysis to identify common themes. The researchers identified seven themes necessary in developing a professional counseling identity: knowledge, personal growth, experience, relationships, accomplishments, costs, and perceptions of the counseling profession. Although Nelson and Jackson's study had significant findings there was no comparison among practicum or internship supervisee's needs or developmental level in forming a professional identity. Also, the research findings were

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concentrated on counseling classes taken, supervision, and the influence of supervisee's family on professional identity.

McNeill and Worthen (1996) qualitatively researched intermediate to advanced level doctoral counseling psychology students in internship and their experience of good supervision events or satisfaction with supervision. McNeill and Worthen conducted one semi-structured interview to be transcribed and analyzed to find similar themes in participant's experiences. They found a strong supervisory relationship consisting of warmth, acceptance, respect, understanding, and trust contributed to a good supervision outcome and refined professional identity. Also the authors found what constitutes good supervision varies according to the developmental level of supervisees. McNeill and Worthen concluded that future research should focus on the developmental perspective of supervisees in supervision and the influence of the supervision relationship.

In her study of counselor interns, Weaks (2002) using a phenomenological approach performed semi-structured interviews to explore supervisees' development of a professional identity in supervision. Weaks analyzed interview transcripts of nine supervisees through grounded theory methodology. The researcher found grounded theory approach to be the most appropriate in order to draw out participants' own personal meaning of what supervision meant to them. Through her data analysis of the interviews, Weaks found supervisees require three core conditions in supervision necessary for developing a professional identity: equality, safety, and challenge. Equality was defined as mutuality, consultative relationship between supervisee and supervisor, and relationship of shared beliefs and values between supervisee and supervisor. Safety was defined as the supervisee feeling free to express oneself. The last condition Weaks found, challenge, was described as new awareness and insight encouraged by the supervisor.

Auxier, Hughes, and Kline (2003) conducted a qualitative study on master's degree counselor education students that were completing an internship to explore their identity development experiences. The authors used a grounded theory approach to generate a theory that conceptualized the counselor's-in-training formation of an identity. They theorized that counselors-in-training develop an identity through a recycling identity formation process.

The recycling identity formation process, similar to the developmental supervision models of Hess (1987) and Loganbill et al. (1982) and the empirical research on counselor development of Skovholt and Ronnestad (1992), has three interacting components: conceptual learning (listening to lectures, reading, and submitting papers), experiential learning (learning that occurred during counseling techniques classes, practicums, internships, and small group experiences), and external evaluation (receiving information and feedback from peers, supervisors, professors, and clients about their personal and counseling behaviors) (Auxier et al., (2003). The cyclical processes of conceptual and experiential learning and external evaluation assisted counselors-in-training develop an identity through identifying, clarifying, and reclarifying their self-concepts as counselors. The authors concluded that their findings were similar to developmental stage models that suggest counselor identity development is a growth process wherein counselors-in-training cycle through experiences and eventually assume a counselor self-identity (Hess; Loganbill et al.; Skovholt & Ronnestad).

Summary

This chapter has provided a review of the literature on and the importance of counselors developing a strong professional identity. Not only is it significant for counselors to have a firm professional identity, but it also appears that a well-formulated professional identity will promote and strengthen the status of the profession. It will enable counselors to articulate differences

among similar professions and emphasize the uniqueness of the counseling profession. An important component in assisting counselors with their professional identity is the supervision process.

While research studies have expanded the literature on the importance of the development of a professional counselor identity, there is a lack of empirical research on master's counseling intern and practicum supervisees' development of a professional identity across the two educational levels of experience in supervision. For example, Nelson and Jackson (2003) focused on Hispanic students and included the experiences outside of supervision (e.g., counseling classes taken and the influence of supervisee's family). While McNeill and Worthen's (1996) study focused on two educational level of experiences (intermediate to advanced level supervisees), beginning practicum supervisees were not discussed. McNeill and Worthen also found several themes that influence the development of a professional identity, but their findings were with counseling psychology doctoral students. Howard, Inman, and Altman's (2006) study had significant findings, but were from practicum supervisees only. Whereas Weaks' (2002) study consisted of internship supervisees and their professional identity there was no discussion concerning beginning practicum supervisees.

A more complete portrait of practicum and internship supervisee's development of a professional identity in supervision is needed to extend the knowledge base on supervision and identity development. Investigations into the needs of supervisees at different educational levels are important for counselor educators and supervisors. With an understanding of the specific needs of supervisees, counselor educators and supervisors can provide the optimal learning environment to assist supervisees in forming and establishing a strong professional identity.

CHAPTER THREE

METHODOLOGY

In this chapter, the methodology used in my study is described. Organization of this chapter includes the following subsections: purpose of the study, role of researcher, the overarching research question and subquestions, rationale for utilizing qualitative methodology, setting and sampling, methods of data collection, and method of data analysis.

Purpose of the Study

The purpose of this study was to explore how practicum and intern supervisees across the two educational levels (practicum and internship) experience the development of a professional counselor identity in supervision. To date, only theoretical writings and hypotheses have addressed the developmental stages intern and practicum supervisees experience while forming a professional identity. There is no empirical research exploring intern and practicum supervisees' development of a professional identity across these two experiential levels of supervision.

The goals of this study were to examine (a) whether intern supervisees experience the same five critical incidents in their development of a professional identity as practicum supervisees (Howard et al.) and (b) whether practicum supervisees require the same three core conditions necessary for developing a professional identity that intern supervisees experienced (Weaks).

Role of Researcher

Qualitative researchers have a critical role in data collection and analysis since they are the sole instrument of the research (Moustakas, 1994). Therefore, it is important for researchers to be aware of their biases and assumptions that may influence findings of their investigations (Creswell, 1998). From my review of the literature, experience as a supervisee developing my

own professional identity as a counselor, work as a supervisor, and role as the researcher, I had several biases and assumptions concerning my study.

My primary assumption was that the development of a supervisee's professional identity in supervision is crucial to the professional counselor identity. As such, I believed the supervision process is imperative to the formation of supervisee's professional identity. Most of the research concerning the development of a professional identity has focused on supervisees in general, with little to no cross-comparison of developmental level or needs. I believe that as supervisors and counselor educators we can assist supervisees in their development of a professional identity if we know their developmental level and what type of environment is needed.

I also have biases regarding the supervisor/supervisee relationship. My bias is similar to what Bordin (1983) has stated about a strong working alliance consisting of the emotional bond between supervisor/supervisee and mutually agreed upon tasks and goals of supervision. My bias is that supervisors that build a strong working alliance with their supervisees can better assist the development of the supervisee's professional identity.

As a supervisor, I have observed how the practicum experience is the first time supervisees are able to form a professional identity through counseling with clients, the supervision relationship, and transferring their personal and academic knowledge into operationalizing their identity as a professional. The internship is the next step for many supervisees into the workplace. I have seen how this major transition can disrupt the formation of a professional counselor identity by conflicting roles, (e.g., case management and administrative duties, supervision under social worker or psychologist, and insertion of the medical model instead of wellness model), if a strong identity is not developed in supervision. My bias is that

practicum and intern supervisees are at different developmental levels and each requires distinct interventions for identity development. I find it important to recognize how practicum and intern supervisees compare across the two experiences and the needs they have for developing a professional counselor identity in supervision.

From a supervisee's standpoint, I have received clinical supervision for seven years. I began supervision as a practicum supervisee at the University of Louisiana at Monroe. As an intern, I received supervision at the University of Louisiana at Monroe, the University of New Orleans, and a private paid supervisor. I have a Master's degree in community counseling and I am currently a full-time doctoral student in counselor education at the University of New Orleans. I am also working on my certification and licensure as a Licensed Professional Counselor and Licensed Marriage and Family Therapist.

From a professional perspective, I have been a supervisor at two different universities and I have over two years of supervisory experience. I supervised practicum and intern supervisees individually and in groups at the University of Louisiana at Monroe. I am currently a supervisor of practicum and intern supervisees at the University of New Orleans. Since I conducted interviews on supervisees, I had to change roles from supervisor to researcher. To minimize my impact on the research study, I bracketed (Creswell, 1998) and set aside my values, assumptions, and biases by journaling my thoughts, feelings, and reactions from the beginning of data collection and analysis process. This allowed me to be more objective during data collection and analysis.

I am a Caucasian male with a physical disability, spinal cord injury, which requires me to use a wheelchair. Having to use a wheelchair entails me to depend on others for certain daily

activities. This affected my research by me needing assistance from participants to turn on my audio recorder, move a chair from table, and open a door for me to enter.

Research Questions

The overarching research question for the proposed study was: How do practicum and intern supervisees across the two varying levels (practicum and internship) experience the development of a professional counselor identity in supervision?

The derivative subquestions were:

- Are there distinct developmental differences between intern and practicum supervisees in forming a professional identity? More specifically, do practicum supervisees experience equality, safety, and challenge in the supervision process and do interns experience professional identity, personal reactions, competence, supervision, and philosophy of counseling?

- What experiences in supervision influence the development of an intern/practicum supervisee's professional identity?

- What experiences in supervision hinder the development of an intern/practicum supervisee's professional identity?

Building on the conceptual framework and questions asked in similar studies (McNeil & Worthen, 1996; Weaks, 2000) semi-structured interview questions were designed by me to illicit descriptions of experiences from the views of practicum and intern supervisees in supervision. Semi-structured interview questions included:

- What has your supervision experience been to date?

- Please describe your supervisory relationships.

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- What experiences in supervision have been most/least important to you in your

   development as a counselor?

- Please describe your professional development in supervision.

- What has been the role of supervision in your learning to be a counselor?

- What do you do to make sense of the input you receive from supervisors when it does not

   fit with how you see yourself? What about when the input fits with how you see yourself?

- Describe your attitude toward your learning experiences in supervision and how those

   attitudes may have changed during your time in supervision.

- How have your experiences as a supervisee influenced your becoming a counselor?

- How did your expectations of supervision change from the beginning of the semester,

   midterm, to the end of supervision?

The Nature of Inquiry

According to Creswell (1998), qualitative research is an exploratory process based on

systematic inquiries that investigate a social or human problem. Qualitative research is based on

a phenomenological orientation (Moustakas, 1994). A strong foundation built on an

understanding of the philosophical underpinnings of qualitative research is essential for

qualitative researchers. Qualitative research is used to explore and understand participant's

words and actions in a specific context representing the situation as experienced by the

participants (Maykut & Morehouse, 1994). Qualitative methodology is conducted when (a) there

is little known about the topic; (b) there is a need to present a detailed view of the topic; (c) the

data are collected through interviews and observations; and (d) the focus is on the participants'

perspectives, their meaning of a phenomenon (Creswell).

Phenomenology was an appropriate method for this research because the goal of the study was to determine what an experience means for practicum and intern supervisees in supervision and to provide a comprehensive description of how they develop a professional identity. Since I am not an expert in the area of professional identity development in supervision, I had to rely on the narratives and my observations from the intern and practicum supervisees to gain a full understanding of their experience. By utilizing phenomenology, I was able to explore the supervision experiences of practicum and intern supervisees to discover what experiences are meaningful to them in developing a professional identity. I tried to give a detailed description of the "essence" or "central underlying meaning of the experiences" of practicum and intern supervisees.

Phenomenological inquiry can provide a rich source of information about the subjective experiences of participants (Bernard & Goodyear, 2004). A phenomenological approach is a focus on understanding the meaning events have for persons being studied. From the phenomenological position, the individual and his or her world are seen as co-constituted. According to Valle and King (1978), participants cannot be studied without taking into account their experiences in the world. A philosophic orientation to inquiry can "aid in forming a frame of reference about the nature of qualitative inquiry and help form a platform upon which to build a hands-on practical guide for conducting a qualitative research project from beginning to end" (Moustakas, 1994, p.1).

Previous research on professional identity development also has used phenomenological inquiry (e.g., Howard, Inman, & Altman 2006; McNeil & Worthen, 1996; Weaks, 2000). Therefore, it seemed logical and appropriate to follow in the methodology of related research.

This way the study had more validity and generalizability since it is a continuation of similar documented and published scholarly research.

METHOD

Setting and Sampling

In qualitative research, participants are carefully selected for inclusion, based on the possibility that each participant will expand the variability of the sample. Purposive sampling increases the likelihood that variability common in any social phenomenon will be represented in the data, in contrast to random sampling which tries to achieve variation through the use of random selection and large sample size (Maykut & Morehouse, 1994).

Since qualitative researchers seek quality from participants and not quantity, participant selection is designed to "identify participants who can provide information about the particular topic and setting being studied" (Gay & Airasian, 2000, p. 209). Purposive sampling was used to find participants for the study that meet the required standards. Participants in the study met the following criteria: (a) Have completed a master's practicum or internship in supervision and (b) are pursuing a master's in community or school counseling (c) are attending a CACREP university (d) have been supervised by a doctoral student or counselor educator in a university setting (e) and come from different cultural backgrounds (e.g., race, gender, age, disability).

Before participant selection begins, the researcher must negotiate entry into the research setting and secure the cooperation of the research participants (Gay & Airasian, 2000). In order to recruit participants for this study, I received approval from the University of New Orleans Institutional Review Board (IRB). After gaining approval from the IRB, I accessed participants through the coordinator of practicum and internship from the University of New Orleans. I then had the coordinator request volunteers that have completed a master's practicum or internship in

supervision. Four practicum and three intern supervisees were chosen to be interviewed. After

the participants had been selected, I gained the participant's written permission to be in my study

(Creswell, 1998).

<div align="center">Measures to Ensure Confidentiality</div>

Special protection was made for using students from the University of New Orleans. To

maintain confidentiality, participants' identities were concealed through the use of pseudonyms.

Security was maintained by storing observation notes, audio-taped interviews, and transcripts in

a locked filing cabinet. A professional, trained in medical and law transcription, transcribed the

interviews. I maintained ownership of these tapes and keep them with transcripts in a locked and

secure cabinet. After the tapes were transcribed and analyzed, they were destroyed.

<div align="center">Group Profile</div>

All participants were master's counseling students attending the University of New

Orleans, a southern Louisiana university in New Orleans. Research participants were five

females and two males with ages ranging from 23 to 57. One female was African American and

the rest Caucasian. Three participants were working a full time job while completing their

practicum and internship. The other four were currently unemployed. Four of the participants

were in the last month of practicum, one was beginning internship, and the other two had just

finished internship and were anticipating graduation. There were two participants in school

counseling and five in community counseling each working at various sites from addiction

clinics to a children's group home. Participants were receiving supervision, as required by

CACREP standards and UNO's Counselor Education Program requirements, from doctoral

students, licensed professional counselors, social workers, and psychologists.

UNO is a CACREP approved program which requires a specific supervision protocol which includes individual and group supervision. CACREP describes clinical supervision as "a tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in practicum and internship and facilitates the learning and skill development experiences associated with practicum and internship. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients" (CACREP, 2001, p. 12). Part of UNO's supervision requirements for practicum and intern supervisees entails individual supervision (a member of the counseling program and a supervisee), on-site supervision (a supervisor at work site and supervisee), and group supervision (a doctoral student and more than two counseling students).

The requirements of CACREP for practicum supervisees consist of a minimum of 100 hours of supervised experiences to meet training standards. The supervision experience for practicum supervisees includes: (a) forty hours of direct counseling services for clients, (b) one hour per week of individual and/or triadic supervision by a program faculty member, a student supervisor, or a site supervisor working in bi-weekly consultation with a program faculty member, (c) one half hours per week of group supervision provided by a program faculty member or a student supervisor, (d) supervision of program-appropriate audio/video recordings from counseling sessions, and/or to receive live supervision of the interactions with clients, and (e) summative and formative evaluation of counseling performance.

After successful completion of practicum, supervisees must complete 600 hours of supervised experience in an internship (CACREP, 2001). The internship includes all of the following: (a) 240 hours of direct counseling services, (b) an average of one hour per week of individual and/or triadic supervision by a program faculty member, a student supervisor, or a site

supervisor, (c) an average of one and one half hours per week of group supervision provided by program faculty member, (d) opportunity to participate in professional activities (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings), (e) supervision of program-appropriate audio/video recordings from counseling sessions, and/or to receive live supervision of the interactions with clients, and (f) summative and formative evaluation of counseling performance.

In Table 1, a list of the seven counselors-in-training that participated in my study are included along with their demographics: (a) sex, (b) age, (c) ethnicity, (d) employment, (e) major, and (d) supervision status. At UNO, students have the choice of pursuing a master's in school or community counseling. The school counseling track allows students to work in school settings providing mental health counseling, advising, and advocating for students from pre-K to high school. The community counseling program provides students with the fundamental and knowledge to work as mental health counselors in the general public. Also listed is participants' employment status. Many of the participants worked jobs requiring them to have a full time status of 40 or more hours a week. Other participants decided to not work or were unable to for various reasons.

Table 1
Participant Group Profile

Name	Sex	Age	Ethnicity	Employment	Major	P/I
Sally	F	33	Caucasian	Full time	School	Practicum
Mike	M	25	Caucasian	Full time	Community	Practicum
Jill	F	24	Caucasian	Unemployed	School	Practicum
Dustie	F	23	Caucasian	Unemployed	Community	Practicum

(Table 1 continued)

John	M	57	Caucasian	Unemployed	Community	Internship
Sue	F	27	African-Amer.	Unemployed	Community	Internship
Tiff	F	34	Caucasian	Full time	Community	Internship

Note. Names are all pseudonyms.

Data Collection Methods

In qualitative studies, it is advantageous to use a variety of methods of data collection to achieve a better understanding of the participants, and to increase the credibility of the research findings (Maykut & Morehouse, 1994). The data of qualitative inquiry are most often participant's words and actions, and thus requires methods that allow the researcher to capture language and behavior (Creswell, 1998).

In-depth Interviews

Typically in phenomenological inquiries in-depth interviews are used to collect relevant data from participants on the topic being studied. The phenomenological interview involves an informal, interactive process and utilizes open-ended comments and questions (Moustakas, 1994). Interviews clarify the meanings participants attribute to a given phenomenon. Interviews permit researchers to verify, clarify, or alter what they thought happened, to achieve a full understanding of an incident, and to take into account the experience of participants. Interviews help the researcher see situations through the eyes of the participants (Sherman & Webb, 2001).

For this study, seven individuals who met the sampling criteria were interviewed. One 60-minute semi-structured interview was conducted individually in person. Each semi-structured interview followed an interview protocol (see Appendix A) and was audio recorded, coded, and transcribed into an electronic file. A second, follow-up interview was conducted with each

participant to serve as a member check and clarify information gathered (Creswell, 1998). The

follow-up interview was conducted over the phone, through email, and face-to-face.

<center>Personal Observations</center>

Ely (1991) argues that interviewing cannot be separated from looking, interacting, and

attending (observation) to participants. Gay and Airasian (2000) assert that observations assist

the qualitative researcher in gaining depth and breadth into participants' insights and

experiences. Personal observations comprise the researcher's thoughts and feelings of

participants' verbal and non-verbal communication (Creswell, 1998).

Further, Maykut and Morehouse (1994) operationalize observations as the task of

attentive listening and keenly observing what is going on among participants in a given situation,

organization, or culture in an effort to more deeply understand their experience and them.

According to Sherman and Webb (2001) the observer should record any and every observable

event that might contribute to an understanding of the phenomenon. The combination of

interviews and observations from the field increases the likelihood that the phenomenon of

interest is being understood from various points of view and ways of knowing (Maykut &

Morehouse, 1994). My observations which were audio recorded included: (a) the location of the

interview, (b) the participant's demeanor before, during, and after the interview, (c) facial

expressions and emotional reactions, (d) changes in verbal expression and tone of voice, (e) body

language while expressing thoughts or feelings.

Data Analysis Methods

A qualitative approach to data analysis entails identifying themes and constructing ideas

as they emerge in an attempt to reduce the data into codes or categories (Creswell, 1998). Data

analysis requires researchers to select and interpret the data by weaving descriptions,

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participant's words, fieldnote quotations, and their own interpretations into a rich valid and generalizable descriptive narrative (Strauss & Corbin, 1990).

Prior to beginning data analysis, it is important for researchers to bracket their assumptions and opinions concerning the study in order to allow the participant's world view to be heard (Moustakas, 1990). Since qualitative data analysis is cyclical and not a linear process of interpretation, analysis should occur as soon as any data collection begins (Creswell, 1998). Starting data analysis as soon as data are collected allows the research design to emerge over time providing direction for subsequent data collection (Maykut & Morehouse, 1994).

For my study, interview transcripts were analyzed using a grounded theory approach (Strauss & Corbin, 1990). This method, similar to phenomenology, seems to be the most appropriate in order to draw out participants' personal meaning of how practicum and intern supervisees across the two varying educational levels experience the development of a professional counselor identity in supervision. This data analysis method was also used successfully by other researchers (Auxier, Hughes, & Kline 2003; Weaks, 2000) upon whose work this study is built. Grounded theory data analysis (Strauss & Corbin) comprises the reduction of data into three procedures: (a) open coding, (b) axial coding, and (c) selective coding.

<center>Open Coding</center>

Open coding is the process of reducing the collected data into initial themes or categories (Creswell, 1998). This step in the coding process occurs through a close examination of the data to produce concepts, themes, and ideas that correspond to the data (Strauss, 1987). During open coding, I sorted the data into emerging themes and compared them for similarities and

differences. From there, I developed categories of information to search for the phenomenon being studied.

Axial Coding

Once initial themes are discovered and categorized, the researcher begins the next phase of data analysis, axial coding. In axial coding, similar concepts or themes are linked together to identify a single category based on their homogeneous conditions within similar contexts. Axial coding consists of the researcher breaking one category into subcategories and comparing the interrelationship of that category. This might be in terms of the phenomenon being studied, the causal conditions that lead to the phenomenon, context of the phenomenon, and the actions and interactions of the researcher and participants. Axial coding involves ensuring that the concepts account for all the data and developing connections between the concepts (Flick, 2002). In this phase, I continuously asked questions about the meaning of the data and emerging concepts and continuously made comparisons to differentiate data and concepts throughout the study (Strauss & Corbin, 1998).

Selective Coding

The last phase in the coding process consists of identifying specific core categories from the categories discovered in the axial coding phase. Selective coding is the process of selecting the core category, systematically comparing it to other categories, and confirming those connections (Strauss & Corbin, 1990). During selective coding, I built a story that connects the subcategories and categories around the core category. I then validated those relationships against the collected data.

Validity and Transferability

Validity is a requirement for effective qualitative research (Cohen, Manion, & Morrison; 2000). Validity is the meaning that participants give to data and inferences drawn from the data that are important for researchers (Hammersley & Atkinson, 1983). In qualitative data, validity can be addressed through the "honesty, depth, richness and scope of the data achieved, the participants approached, extent of triangulation and the objectivity of the researcher" (Cohen et al., 2000, p. 105). In qualitative data the subjectivity of participants, their opinions, attitudes and perspectives together contribute to a degree of bias. Validity, then, should be seen as a matter of degree rather than as an absolute state (Gronlund, 1981). Therefore, it is recommended (Cohen, et al., 2000) for qualitative researchers to strive to minimize invalidity and maximize validity. An important component of validity is triangulation (Creswell, 1998).

Triangulation

Triangulation is a research technique that uses two or more methods of data collection, as apposed to a single-method approach, to study aspects of human behavior (Cohen, et al 2000). This process involves supporting evidence from different sources to further understand a theme or perspective (Creswell, 1998). Triangulation is a powerful way of demonstrating validity in qualitative research because it gives the reader more than one source to verify the researcher's findings (Campbell & Fiske, 1959). Triangulation is also an important verification procedure in qualitative methodology that establishes dependability, transferability, and credibility of findings.

Gay and Airasian (2000) described triangulation as a form of cross-validation that examines similarities in data by comparing different participants, settings, and methods to identify recurring results. Denzin (1978) identified three steps in triangulation: (a) comparing

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multiple sources of data; (b) comparing results of multiple independent sources of data; and (c) comparing multiple methods of data analysis. In this study, data was collected through interviews, observations, and memos. I utilized member checks and bracketed my subjectivity to validate my findings. I also searched for alternative explanations to my findings in the literature.

Bracketing Researcher Subjectivity

In qualitative inquiry, the researcher's biases, assumptions, and role as researcher should not be written out of the text (Creswell, 1998). This relates to the development of the research question and it permeates all parts of the qualitative research process. The qualitative researcher is inextricably immersed in the research; thus qualitative research requires a high level of 'reflexivity' or self-reflection about one's part in the phenomenon under study (Darlington & Scott, 2002). It is critical for qualitative researchers to become cognizant of their subjectivity in order to analyze the research findings more objectively. This can be accomplished by researchers bracketing their subjective influences (Sherman & Webb, 2001).

Phenomenological research requires interpersonal interaction, in which researchers observe their own behavior as well as the behaviors of their participants. Researchers must become aware of their own preconceptions, values, and beliefs so that "past associations, understandings, facts, biases, are set aside and do not direct the interview" (Moustakas, 1994, p. 116). Only when researchers are aware of their own 'mind-set' and bracket their own values can the search to understand the world of others begin (Moustakas). In an attempt to contain researcher subjectivity, Glesne (1999) recommends a reflective journal and member checks. I have bracketed my biases and assumptions, addressed my personal experiences as a supervisor, supervisee, and role as the researcher in the section above to be more objective in the data collection and analysis process. Also, I journaled my thoughts, feelings, and reactions at the

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beginning of the data collection process through the data analysis to bracket any preconceptions, values, or biases.

Member Checks

Member checks are the most important way to establish credibility (Creswell, 1998). Member checks also assist qualitative researchers by allowing participants to review and clarify the interview transcripts and interpretations to validate the accuracy of the participants' ideas (Lincoln & Guba 1985). Maykut and Morehouse (1994) found that members' feedback is very valuable and sometimes helps researchers see or emphasize something missed. In this study, I sought the feedback from participants about my findings as they emerged throughout the data collection and data analysis. I used the member checks to clarify my interpretations of the participant's interviews.

Rich Data

Rich data are thick detailed descriptions of the research setting and participants (Maxwell, 2004). Through rich data, the reader recreates the experience of an educational setting for those who were not there. Description should transport the reader to the scene, convey the pervasive qualities or characteristics of the phenomenon, and evoke the feeling and nature of the educational experience. Thus, the description should be filled with concrete data from a variety of sources and yet must also be written in a style that captures and communicates the nature of the educational experience (Sherman & Webb, 2001). Rich data are detailed and varied enough that they allow the reader to determine the transferability of a study's conclusions (Creswell, 1998). For this study, data was presented as thick description of the university setting, interviews of participants, and interviewers observations of participants so that readers can draw their own conclusions.

Transferability

According to Darlington and Scott (2002), one of the issues for qualitative research is the degree of generalizability of findings across settings. Generalizability is defined as the results of a study transferring to another setting (Creswell, 1998). Therefore, it is important for the researcher to acknowledge the limitation of the study's findings in terms of the context in which they were obtained and give the reader sufficient information about this context. The reader needs to be aware of this so that they can make allowances when extrapolating the findings to other settings (Darlington & Scott, 2002).

Using rich, thick description of the contexts, processes, participants, and findings the current study allows readers to transfer the collected and analyzed information to similar settings. The transferability and generalizability of the data will also be expanded by having participants in this study from different counseling specialties and different cultural backgrounds backgrounds. Also, by using an array of data collection methods, a variety of tests for validity, the review of the literature, and the research findings generalizability was supported.

Summary

The goal of this research was to understand the experiences of practicum and intern supervisees across the two varying educational levels as they develop a professional counselor identity in supervision. There are developmental theories that suggest supervisees develop a professional identity in stages. However, there have been no empirical findings that validate these developmental theories. It is hoped that the results of this study clarify the developmental theories concerning the development of practicum and intern supervisee's professional identity. The findings should assist supervisors and counselor educators who work with practicum and

intern supervisees to provide the optimal supervision environment at various developmental

stages to supervisees.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

Introduction

The purpose of this chapter is to present the findings that emerged from participants'

responses to the main research question: How do practicum and intern supervisees across the two

educational levels (practicum and internship) experience the development of a professional

counselor identity in supervision? Results presented in this chapter reflect my interpretations

from data collected in the form of two rounds of in-person individual participant interviews. My

personal observations of the participants' verbal and nonverbal behaviors and their environment

were added to convey the significant qualities or characteristics of the phenomenon.

The goals of this study were to examine: (a) whether intern supervisees experience the

same five critical incidents (professional identity, personal reactions, competence, supervision,

and philosophy of counseling) in their development of a professional identity as practicum

supervisees (Howard et al., 2006) and (b) whether practicum supervisees require the same three

core conditions (equality, safety, and challenge) necessary for developing a professional identity

that intern supervisees experienced (Weaks, 2002).

This chapter is organized into four sections. The first section includes the data collection

process and the step-by-step method and forms used to screen and gather information from

participants. In the next section, participant profiles were created to introduce participants and

the criteria each participant was required to meet before taking part in my study. Also, the second

section includes a detailed description individual participants and interview locations. The third

section contains the first round of initial interviews and research questions sought from

participants. In the last section, the data analysis methodology is reexamined and participants'

interviews are analyzed for general categories or themes relevant to understanding practicum supervisees' perceptions of the process of developing a professional counselor identity in supervision.

Data Collection

Research participants were recruited from UNO, an urban university in a post Hurricane Katrina environment, located in the lakefront area of New Orleans. The faculty practicum/internship coordinator, a tenure track faculty member from UNO was contacted to recruit practicum and internship students for my study. The practicum/internship coordinator sent an email via the university counseling listserv describing my study and recruiting volunteers. Interested students, in turn, emailed me, the investigator. After potential volunteers interested in participating in the study approached me through email, I screened them to see if they fit the needed criteria which included: (a) were completing a master's practicum or internship in supervision (b) were pursuing a master's in community or school counseling, (c) were attending a CACREP university, (d) had been supervised by a doctoral student or counselor educator in a university setting, and (e) and came from different cultural backgrounds (e.g., race, sex, age, disability).

Seven volunteers responded, that were all included in the study, and were then emailed three forms which included an Oral Script, Participant Consent, and Personal Characteristic Questionnaire (see Appendices B, C, and D) to read over and/or sign before participating in the research. The Oral Script described my study and informed participants of the estimated time needed from them and that program faculty would not know the participants in the study nor would any information be provided to anyone responsible for evaluations, grades, etc.

The Participant Consent Form listed the risks associated with this study, benefits of participating, confidentiality of participant's identity, and that participants were able to withdraw from participation at any time. The participants were asked to read and sign the Participant Consent Form and bring it to the interview. Before the interview, I reread the Participant Consent Form to participants and answered any questions. Then I had them sign another copy, one for them and one to be stored for security purposes. The Personal Characteristic Questionnaire was the last form to be completed. It provided information on participant's demographic background.

Data collection consisted of individual face-to-face interviews and my observations. All profile information gathered was from the initial interview. The interviews were semi-structured and utilized open-ended questions to obtain participants' perceptions. Each semi-structured interview followed an interview protocol (see Appendix A) and was audio recorded, coded, and transcribed into an electronic file. Participants who volunteered and signed a consent form (see Appendix C) agreed to be interviewed for an initial 45-60 minute face-to-face interview and one follow-up interview to verify my data analysis.

Participant Profiles

Participant profiles were constructed to introduce and facilitate a visual image associated with each participant interviewed for this study. The participants in the study met the following qualifications: (a) were completing a master's practicum or internship in supervision, (b) were pursuing a master's in community or school counseling, (c) were attending a CACREP university, (d) had been supervised by a doctoral student or counselor educator in a university setting, (e) and came from different cultural backgrounds (e.g., race, sex, age, disability). Participants were given pseudonyms, except for one female who wanted to choose her own, and any identifying information was kept confidential to further enhance confidentiality.

To give a thick detailed description and better understanding of participants' experiences, the researcher's personal observations were recorded. My observations included: (a) the location of the interview, (b) the participant's demeanor before, during, and after the interview, (c) facial expressions and emotional reactions, (d) changes in verbal expression and tone of voice, and (e) body language while expressing thoughts or feelings.

To gather background information on participants, the Personal Characteristics Questionnaire (see Appendix D) was filled out by each participant before the interview. In the questionnaire, participant's general demographic information was collected to give a descriptive representation of the seven participants that volunteered for this study. The diversity of the participants is presented in Table 1 (see Chapter 3).

<div align="center">Individual Profiles</div>

In this section, individual profiles for each of the seven participants are presented. These profiles were obtained from information I collected and observed during the initial interviews. Each profile includes a detailed description of the interview, interview location, as well as participants' personal characteristics associated with their identity as a counselor-in-training in the supervision process.

Participant 1: Sally

After gaining permission from the IRB, I contacted the faculty practicum/internship coordinator at the University of New Orleans. The faculty practicum/internship announced my study via counseling listserv requesting volunteers for my study. Sally was the first individual to respond to the announcement and contact me through email and the first participant I interviewed. Sally is a 33-year-old practicum student at UNO in the last month of supervision. She is a white female in school counseling and doing her practicum at an elementary school in

the New Orleans area. Sally was receiving group supervision from a female doctoral student with a community counseling background, individual supervision from female, near the same age as she, with a school counseling background, and on-site supervision from a professor at UNO.

The interview took place at 4:20 pm in the UNO Library. I waited for Sally outside, in front of the library, on a sunny, breezy, and warm day. In front of the library which overlooks a large grassy lawn and Lake Pontchartrain, there were several metal tables with students studying and chatting. When Sally arrived, she was very apologetic for being 20 minutes late for the interview. She was out of breath from rushing from her child's school meeting. She was visibly anxious and breathing heavy with her hair distraught and hands slightly shaking. She seemed very remorseful and relieved I had not left by the surprise on her face and the inflection in her voice when she said, "Thank you so much for waiting on me!" Since Sally was late getting to the interview, I only had a short time to interview her because she had supervision at 5 pm.

While waiting to catch the elevator, Sally talked, with an apparent intense look on her face, about how some of her classes had been a struggle. The interview was conducted on the second floor in the back of the UNO Library in a secluded area behind the bookcases. Dingy red shag carpet covered the second floor of the library with white tiled flooring in the hall leading through the double doors to the interview site. There were several tall, green metal bookcases filled with old tattered reference books scattered throughout the second floor. While walking to the back of the library, Sally and I discussed her current job as a secretary for a law firm. She talked about how difficult it was for her to work full-time, take care of three children, and do her practicum. She said she was considering quitting or working part-time to focus more on school and her upcoming internship because she did not think she could handle a full-time job, taking care of three kids, and a full schedule of classes. By the way her voice trembled and her brow

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was furrowed, Sally appeared flustered and deeply concerned when discussing her future endeavors.

Before and during the interview, Sally kept an intense and stoic demeanor by rarely smiling and keeping her hands clinched tightly in a fist. The interview felt rushed to me because Sally had an appointment with her university supervisor. I was nervous and feeling anxious and trying to rush because this was my first interview and I was unsure of how to properly conduct an interview. The interview questions were open-ended (see Appendix A) and centered on her relationship with her three supervisors: on-site, group, and university. Sally seemed nervous and a little reluctant to answer certain questions at first, but then opened up a little and became more animated when discussing her frustration in her practicum group supervisor.

When we concluded the interview, I looked Sally in the eye and thanked her for participating in my study and taking time out of her busy schedule to meet with me. She looked down at the ground and gave a smile out of the corner of her mouth and said shyly that she was eager to participate in my study and was looking for opportunities to be a part of the counseling program. On the way down the elevator, Sally discussed her fears and concerns surrounding her possibility of applying to the doctoral program in counselor education at UNO. I empathized with her and related my fears of not getting accepted into the doctoral program and not being able to handle the course work.

Participant 2: Mike

Mike is a shy, soft spoken 25-year-old, Caucasian male practicum student in his last month of practicum. Mike, accompanied with his fiancé, met me in front of the library. After introducing her to me, Mike kissed her on the cheek and told her goodbye before following me through the automatic doors into the library. The interview took place on the second floor of the

UNO Library in a study room. While walking to the study room, Mike talked about, with noticeable excitement, how he was going to be an extra in an upcoming movie that was being filmed in New Orleans.

The study room was in an isolated area in the back of the library. When entering the study room, Mike and I noticed a quiet, dimly lit, small, ten by seven dirty room with coke splattered on the wall by the trash can. Inside the white cinder block walled room, there were no windows except for a small see through glass on the door. Mike sat on a large wooden chair at a small table with graffiti covering it.

Throughout the interview, Mike appeared nervous by his constant hesitation in answering questions and lack of eye contact he gave to me. He sat through most of the interview with his arms crossed and his chair quite a distance from me. When asked a question, Mike would usually stumble over his words and say "um" often. Mike even mentioned during the interview how he says "um" frequently when nervous while working with clients. I tried to make Mike feel more comfortable by sitting back in my chair and talking in a low non-aggressive tone. Mike described his individual supervisor, an older male doctoral student with a community counseling background, as someone laid back and with a similar personality as his. Mike talked with apparent delight and gave multiple descriptions of how much he has learned from his individual supervisor and how good of a relationship they had. Even though it was Mike's individual supervisor's first time to supervise, Mike felt extremely comfortable with and confident in his supervisor's ability.

Mike did not go into as much detail concerning his on-site supervisor, a male addiction counselor, other than discussing how his supervisor pushed him at times and challenged him in supervision which made him uncomfortable. At the conclusion of the interview, I shook Mike's

hand and jokingly asked if the interview was that tough for him to endure. He smiled and looked up at me and said "nah." We rode together down the old creaky elevator and Mike's fiancé was waiting with a smile when the doors opened.

Participant 3: John

John, a 57 year old Caucasian male in community counseling, was the oldest participant to volunteer for my study. He had just begun his first semester as an intern working at a children's home. Due to a malfunction with the audio equipment, this was the second meeting for John and me. John was understanding about rescheduling a second interview and even related a story of how he had problems when he first started audio recording clients. John came to the interview straight from his internship site and was waiting on me in front of the library. He was formally attired, wearing khaki pants and a long sleeved, button down Polo shirt. John greeted me with a friendly smile and shook my hand when he saw me. As we walked to the study room for the interview, John seemed excited and eager when discussing his up coming graduation in community counseling on December 2008.

The interview was conducted on the first floor of the UNO Library in a small study room. The study room had stained white cinder block walls and one large glass window that allowed a view of people walking past the room. Inside the study room was a large, aged particle board table with two wooden chairs. Throughout the interview, John was understandably distracted by loud students talking as they walked by and the sounds of furniture being moved on the second floor above us.

During the interview, John's nonverbal behaviors, especially his body language, appeared to be calm, with his voice remaining at an even pitch when answering my research questions. He also appeared comfortable by the way he gave good eye contact and said my name often while

discussing his supervision experience. After the interview was completed, John leaned back in his chair, crossed his leg, and with a gentle smile that lit up his whole face said, "That's it?"

Participant 4: Sue

Sue is an amicable 27-year-old African American female who had just completed her internship and was about to start her first job as a counselor. Sue met me in front of the Goodwood Library in Baton Rouge, Louisiana. She was smiling and greeted me with a firm friendly handshake. She was casually dressed wearing blue jeans and a grey UNO t-shirt and had her hair pulled back in a pony tail. We chatted for a while before the interview about her upcoming move and job in Washington, DC. Walking through the glass doors of the library, Sue stopped to help an elderly woman pick up some dropped books and then held the door for her.

After entering the library, I stopped at the front desk and asked if there were any study rooms or quiet secluded places. The librarian said to check the auditorium. The auditorium was located in the back corner of the library. Adjacent to the auditorium were tall wooden book cases partially filled with books and a narrow aisle where three people were at computer desks. Entering the placid auditorium I noticed a long wooden table with lots of different colored chairs. There also was an American flag standing in a flagpole in the corner with a large projector screen on the dingy white wall.

I observed Sue's empathic behavior by the way she helped the elderly lady with her dropped books and made sure that the aisles were clear enough for my wheelchair to get by. Sue seemed to be congenial and kept a smile on her face throughout our initial meeting and the interview. She also appeared to have an upbeat and positive demeanor that was very noticeable by her relaxed posture and the way she talked about negative supervision experiences in a positive light. There were moments during our interview that Sue would emphasize the

importance of what she was saying by uttering my name, looking me in the eye, and touching my arm.

At the conclusion of the interview, I asked Sue if she had anything else she would like to add. She adjusted in her chair, thought for a moment, smiled, and then said, "Nope, I think that's everything." As we went through the double glass doors exiting the library, I shook her hand and thanked her for participating.

Participant 5: Jill

When I met Jill, she was casually attired, wearing a black t-shirt, blue jeans, and a pair of white Nike running shoes. Jill is a petite, loquacious 24-year-old, Caucasian female in the school counseling program. She is in the last month of her practicum which she was doing at a New Orleans charter school. Jill and I first met inside the UNO Library lobby. Upon entering the library lobby, I first noticed the abundance of students from diverse ethnic backgrounds (see Table 2 and 3 for ethnic diversity of UNO).

The interview took place on the third floor in the back of the UNO Library in a small dank study room. The study room was in a cove which required passage through double wooden doors and by students sitting at round tables studying and using computers. Lofty, green bookcases, that touched the ceiling, partially filled books led to the study room. Jill noticed and made a joke about some of the bookcases that were surround with hog wire for unknown reasons.

When entering the small 8 X 5 study room, I immediately became aware of obscenities and graffiti scribbled over the white cinder block walls. Jill made a reference about how "spooky" the study room seemed. There was wadded paper scattered along the floor and the

room contained no trash can. A wooden desk stretched and attached along the back wall and three chairs were all that filled the diminutive study room.

When Jill sat down, she pulled her chair very close to me almost touching her knees to mine. Jill was the most vocal and animated of all the participants that I interviewed. Whereas, it only took 30 to 40 minutes to interview most of the participants, the interview with Jill lasted over an hour. She was very outspoken and seemed comfortable answering all interview questions by her direct eye contact with me and the way she leaned forward to speak. Throughout the interview, Jill would, in a bubbly demeanor, gesture with her hands and employ expressive facial expressions to discuss her supervision experiences. At one point, I became lost in the interview because she was discussing two different stories all at once. I asked for clarification, which she provided by discussing each story in detail and adding sarcastic comments in a whisper to try and add humor to the story. After the interview concluded, Jill seemed visibly tired from talking by the way she sat back in her chair slouching and taking deep breaths.

Participant 6: Tiff

After several attempts to meet, Tiff and I met one week following the end of the spring 2008 semester. She was through with her classes and internship, but still volunteered to participate in my study. Tiff came to the interview straight from her job which is also where she had completed her internship. She was dressed in relaxed attire wearing khaki Capri pants, a white sweater blouse, and still had her name tag from work attached to the bottom of her blouse which had a picture of Tiff smiling. Tiff is a 34-year-old, Caucasian female in the process of graduating from the community counseling program.

Tiff and I met on the first floor of the Bicentennial Education Center in a private conference room. The interview took place in the late afternoon, and the sun was shining brightly

through two narrow, tinted windows that lit up the conference room. A lengthy green chalk board with multiple drawings in various colors extended against the front wall. Hanging on the back wall of the conference room was a Picasso painting of *Guernica* which displays body parts of animals and humans in agony. Tiff sat with her back to the painting at a long dark wooden table that took up the majority of the conference room.

Before the interview began, I thanked Tiff for making time, in her apparent busy schedule, to meet with me. She smiled and said she was more than happy to help me. Tiff gave constant eye contact throughout the interview and was prompt with her responses. She did not seem nervous and her body language was open, conveying confidence. By the way Tiff discussed confronting her supervisor about their communication problem and her frank way of speaking to me in the interview, Tiff appeared to be a candid individual.

Participant 7: Dustie

Dustie is a bubbly 23-year-old, Caucasian female in community counseling. She had just finished her practicum at a New Orleans public mental health center which she raved about during the interview. Since the spring semester at UNO had already ended, Dustie and I had to find another meeting spot for the interview. We agreed to meet in Gonzalez, Louisiana at Starbucks Coffee after Dustie said she felt comfortable meeting there.

As I waited in the windy and gloomy weather outside of Starbucks Coffee shop, I noticed a male driving a brown SUV with Dustie in the passenger seat. When Dustie saw me, she smiled and seemed in high spirits by the way she said my name in a jovial and high pitched tone. She introduced me to her husband and asked if it was okay if he sat in on the interview. I agreed and followed the two of them inside the establishment. Upon entering the coffee shop, I first became aware of the cacophony produced by coffee beans being grinded and the cappuccino machines

fizzing. I followed Dustie and her husband past the coffee counter filled with pastries, around a large colorful sofa, to the back of the coffee shop which was vacant and contained a couple of rigid and uncomfortable chairs.

Dustie appeared eager to participate in the interview by telling me that on her way to the meeting she had been thinking of what kind of questions I might ask. I informed Dustie that everything she discussed during the interview would be kept confidential and she would be given an alias to conceal her true identity. She then said, in an effervescent demeanor while smiling, that she had always liked the name "Dustie" and would like that as her alias. In the course of discussing her future employment and school curriculum, Dustie seemed to take pride in mentioning that she was one of the youngest students in the master's counseling program.

Dustie seemed precocious for her age in the way that she discussed, in a somber tone, a serious client issue that required her to utilize crisis intervention and help from her supervisor. During the interview, I observed Dustie's apparent passion for counseling by her expressive body language and intense eye contact she gave while talking about the personal struggles she overcame to finish her practicum. After the interview concluded, Dustie said, in a jovial tone, she could not wait until I finished so that she could go to my dissertation defense and graduation. I concurred with her and said, "I cannot wait to get it all over with, myself!"

<div align="center">Interview Locations</div>

All but two interviews took place on the University of New Orleans (UNO) main campus. Sally, Jill, Mike, and John were all interviewed at the UNO Earl K. Long Library. Tiff and I met in the Bicentennial Education Center which is where the master's counseling program is located. Since Sue and the researcher both lived in Baton Rouge, Louisiana, approximately one hour from New Orleans, the Goodwood Library, a local East Baton Rouge Parish library,

was chosen to conduct our interview. Due to schedule and time constraints, Dustie and I met in Gonzalez, Louisiana at Starbuck's Coffee shop because it was half way between where she lived, Houma, and where I lived, Baton Rouge.

The royal blue and silver colored sign protruding out of the grassy and flower covered ground with University of New Orleans written on it is one of the first sites to be seen entering the universities main campus. The University of New Orleans' main campus is a former United States Navy air station base on the south shores of Lake Pontchartrain. The half-century-old UNO located in New Orleans, Louisiana is an institution of higher education still recovering from the devastating effects of Hurricane Katrina. UNO occupies a 195-acre campus near an upscale and affluent residential area in New Orleans. UNO is recognized as the first racially integrated, public university in the South. UNO is located in the southeastern part of Louisiana adjacent to a brackish salt-water lake, Lake Pontchatrain. There are approximately 12,000 students; 9,000 undergraduate and 3,000 graduates enrolled at UNO (UNO, 2008). About 9.1 percent of UNO students come from 49 other states and 97 other countries. The racial composition of the undergraduate student body of UNO since 2004 is provided in Table 2.

Table 2
UNO Student Racial Composition

Year	Black	Native	Asian	Hispanic	White	Not Given
2006	1888	41	591	682	5358	341
2005 postK*	1023	21	241	308	2741	105
2005 preK*	3282	70	727	887	7105	615

(Table 2 continued)

2004	3280	57	737	873	7230	718

*Note. PreK and postK identify before and after Hurricane Katrina.

In Table 3, recent enrollment numbers and percentages of international and out-of-state graduate and undergraduate students is shown. Historically, international and out-of-state students have each accounted for between 4 and 5% of the total enrollment. Those percentages have been increasing slightly post-Katrina presumably because of increased out-of-state recruiting, larger scholarships, and increasing enrollments in graduate programs (UNO, 2008).

Table 3
UNO International and Out-of-State Students

Year	Int'l	Out-of-State	Total	Enrollment	Percent
2007	629	703	1332	11363	11.7%
2006	604	558	1162	11747	9.9%
2005 postK*	464	419	883	6684	13.2%
2005 preK*	892	1016	1908	17142	11.1%
2004	857	968	1825	17350	10.5%

*Note. PreK and postK identify before and after Hurricane Katrina.

The UNO Earl K. Long Library, named after a colorful Louisiana politician, is an aged, white brick, monolithic three story building located in the center of the main campus of UNO. The UNO Library faces a massive levee on the south shores of Lake Pontchartrain. A large grassy lawn, the size of a football field, with several full grown magnolia, pine, and oak

trees separates the library from Lake Pontchartrain. During school hours, there are a large number of students sitting around black metal tables, walking, and biking under the large covered walkway that overhangs the front of the library.

The three story brick Bicentennial Education Center is close to the UNO Earl K. Long Library. Soaring pine trees that litter pine needles and pine cones over the student trekked side walk are aligned in front of the Education Center. When facing the front of the Education Center, there is a transparent glass stretching from the first floor to the third giving an eye-catching view inside the massive building.

The aged Goodwood Library is the main branch in Baton Rouge, Louisiana and is nearby a middle-class neighborhood and large soccer field surrounded by a metal cyclone fence. A busy four lane road with large pink and white flowered crate myrtles straddling the median is the view in front of the library. Upon entering the modest library parking lot, the first thing that is recognizable is a seven-foot-tall, white stone statue standing in a rock garden surrounded by small green shrubs. The front of the library had a small ledge covering two concrete benches that were facing each other.

Starbucks Coffee shop in Gonzalez, Louisiana is located directly off of a heavily congested U.S. Interstate 10. The bright green lettered coffee shop is approximately thirty minutes east from the state capitol, Baton Rouge, and 45 minutes west from New Orleans. Starbucks sits on the exterior of an immense orange and white painted outlet mall with an abundance of lively shoppers. Before entering the Starbucks parking lot, you must traverse through a busy Wendy's restaurant and Chevron gas station.

Individual Interviews

For the initial interviews, I met face-to-face individually with all seven participants at four different locals. The information contained in the first round of interviews addressed the central research question: How do practicum and intern supervisees across the two educational levels (practicum and internship) experience the development of a professional counselor identity in supervision?

The derivative subquestions sought after were: (a) Are there distinct developmental differences between intern and practicum supervisees in forming a professional identity? More specifically, do practicum supervisees experience equality, safety, and challenge in the supervision process and do interns experience professional identity, personal reactions, competence, supervision, and philosophy of counseling? (b) What experiences in supervision influence the development of an intern/practicum supervisee's professional identity? (c) What experiences in supervision hinder the development of an intern/practicum supervisee's professional identity?

This study built on the work Howard, Inman, and Altman (2006), and Weaks (2002) examined: (a) whether internship supervisees experience the same five critical incidents in their development of a professional identity as practicum supervisees (Howard, Inman, & Altman) and (b) whether practicum supervisees require the same three core conditions necessary for developing a professional identity that intern supervisees experienced (Weaks).

Analysis of Interviews

Data obtained from the initial interviews were converted from audiotapes to transcripts by a professional transcriber. Data analysis involved an exhaustive examination of the transcribed audio taped interviews. To analyze the transcripts grounded theory methodology was

used which consisted of open coding, axial coding, and selective coding (Strauss & Corbin, 1998).

In the open coding stage, codes were constructed from phrases or words in the transcripts that seemed to reflect participant's experience in supervision. To better understand the process of developing a professional counselor identity in supervision from the two varying educational levels, practicum and internship supervisees' transcripts were separated and analyzed separately. Then open coding procedures were utilized to organize the information into general categories or initial themes regarding the participants' perceptions.

Next, I utilized axial coding to relate concepts that belonged to each category. In this stage, similar concepts or themes were linked together to identify a single category based on their homogeneous conditions within similar contexts (Strauss & Corbin, 1998). Finally, I utilized selective coding to systematically relate the themes to each other, validate those relationships, and fill in categories that needed further refinement.

In the following section, practicum and internship participants are discussed separately to give a clearer understanding of each supervision experience.

<center>Practicum Supervisee Categories</center>

The researcher asked practicum supervisees to reflect on their supervision experience. The analysis procedure previously described yielded a number of general categories or themes relevant to understanding practicum supervisees' perceptions of the process of developing a professional counselor identity in supervision. Four major themes with sub-themes complementing the major themes emerged from their comments.

Listed in Table 4 are the four themes and sub-themes, in order of occurrence, which transpired from the grounded theory analysis of participants' comments. The themes are listed in

the frequency in which they emerged from the open, axial, and selective coding process. For example, Openness, Bond, Feedback, Challenge, and Equality were all initial themes that were discovered in open coding. In axial coding, Openness, Bond, Feedback, Challenge, and Equality were all linked together because of similar concepts with the major theme Supervision Relationship. Selective coding was used to relate the major themes of Supervision Relationship, Professional Identity, Expectation of Supervision, and Philosophy of Counseling.

Table 4
Frequency of Themes by Practicum Participants

Theme	Dustie	Jill	Sally	Mike
Supervision Relationship				
Openness	5	2	3	10
Feedback/Corrective Feedback	5	4	2	9
Bond	4	3	1	5
Challenge	4	4	1	2
Professional Identity	9	16	11	1
Expectation of Supervision	7	7	2	3
Supervisee's Expectation				
Supervisor's Expectation of Supervisees				
Philosophy of Counseling	3	2	0	5

Category 1: Supervision Relationship. The process of supervision that involves an alliance formed between supervisor and supervisee.

Category 2: Philosophy of Counseling. Experiences in supervision which supervisees conceptually understood the theory and process of counseling.

Category 3: Professional Identity. Personal identification with the counselor role, recognition of unfamiliar elements of their new role, and level of satisfaction with their decision to pursue a counseling career.

Category 4: Expectation of Supervision. Supervisees' preconceived notion of what the practicum supervision experience would entail, and supervisors' expectation of supervisees in supervision and in clinical counseling session.

Each category will be examined separately. The categories are presented in the order of their occurrence in which the participants replied. All names in the text have been given pseudonyms to conceal identities.

<div align="center">Category 1: Supervision Relationship</div>

The most common theme from practicum students' responses is that the supervision relationship between supervisor and supervisee is integral for the formation of a professional counselor identity. This finding is supported by Weaks (2002) which the current research was based and prior research (McNeill & Vaughn, 1996) emphasizing the importance of supervision relationship between supervisor and supervisee. The supervision relationship referred to aspects of the supervision process that involved an alliance formed between the supervisor and supervisee. Participants' responses indicated that specific similarities or properties existed in the supervision relationship: (a) openness, (b) bond, (c) feedback/corrective feedback, (d) challenge, and (e) equality.

Each category will be examined separately. However, in the actual conversations, the themes feedback and openness were often intertwined. For example, consider these comments

from Sally as she responded to the statement, "Describe the feedback you received from your supervisors."

> Sally: Dr. Johnson is very good at um, giving positive feedback, but I don't think she is as open to give feedback about what does not work for her, unless she does it so smooth that I don't even pick up on it. Sarah is awesome at both. She is very open; she just lays it out on the table.

Openness

Based on participants' experiences, openness in the supervision relationship is an essential element to the process of supervision. Openness involved the supervisor creating an environment that allowed supervisees to feel comfortable disclosing not only client information, but personal issues they were struggling with. The theme of openness is similar to the findings by Weaks (2002) on internship supervisees needing safety to feel open to expressing oneself in supervision. In describing the most beneficial aspects of their supervision experience, practicum supervisees stated supervisors' openness as being crucial for the supervisory relationship. For example, Mike discovered that his individual supervisor's personality created an environment that allowed him to feel more open in the supervision relationship.

> Mike: James [individual supervisor] kinda makes me feel more open, I guess, just the way he kinda is.

Sally also expressed the importance of her supervisors creating an environment that allowed her to be relaxed and comfortable opening up. Sally described her supervisory relationship with, Jenny, her on-site supervisor as an evolving process. Sally's relationship with Jenny took time for her to feel comfortable and for the both of them to

build rapport. Sally found that her on-site supervisor's relaxed demeanor permitted her to feel more open and relaxed in their supervision session.

> Sally: I feel very comfortable with them [supervisors], very very comfortable, all three of them. Jenny [on-site supervisor] is relaxed. She makes you feel relaxed when you are around her. Once you are around her, the more you are around her, you feel comfortable with her.

Sally's individual supervisor's openness to all discussion matters and focus on balancing flexibility and structure in supervision was conducive to Sally opening up to her supervisor.

> Sally: Susan [individual supervisor], she is very open to talking about anything. Um, she is flexible to an extent. She will stay on to make sure we meet when we need to meet throughout the whole time, um, but she is flexible as far as what we talk about. She kinda lets me, just kinda, I bring in anything.

Many of the duties of supervisors require them to focus on supervisee's professional clinical performance and the welfare of the client. Though, practicum supervisees in this study needed more from their supervisors than professional assistance. Throughout the interview with practicum students, many participants discussed the need for their supervisor to assist with professional and personal needs. For example, when asked, "So, coming into supervision, what do you think were some of your needs that you felt were important to you as far as supervision and working with your clients?" Dustie related a story describing some of her personal struggles she needed her supervisor to help with.

Dustie: I needed a supervisor who was open, not only to my growth as a counselor but just as a person. Being married and being away from Dave [Dustie's husband] and having to travel and taking that into consideration too that I had a lot of personal things going on and most of them were very receptive to that. So, just their [supervisors] ability to help me with individual problems as well as professional things that came up.

Similarly, Mike needed a supervisor to be open to discussing personal issues as well. Mike's personal needs many times outweighed his need for professional assistance. Mike related how he felt during the practicum semester and some of the personal struggles he needed his supervisors for throughout his practicum.

Mike: It has been a really rocky semester, challenging, hard in all aspects. For me personally, um, I have a full time job, on top of the full time school, with a part time counseling. So, like pretty much every night I don't get home until after 9:00. There have been very long days for me, it has been very stressful doing everything, trying to keep up with everything, but at the same time telling myself that it will be worth it. So that is why when I was relating to James [individual supervisor] and Steve [on-site supervisor], that's why it is good for me to have that kind of supervision to be able to talk to somebody. I don't mind talking about how my practicum is going, but some days I just need to talk about personal stuff and they are always open to that.

All practicum participants were required to attend group supervision (performed by a doctoral supervisor at UNO, consisting of 5-8 students), individual supervision (performed by a doctoral student supervisor at UNO) and on-site supervision (performed

by supervisor at practicum site). Dustie described the differences in her group supervision and individual supervision. She seemed to capture the importance of group supervision and how it applies to the needs of the group and not necessarily individual needs. Although Dustie needed an individual supervisor to be open to exploring her personal issues and growth, she was comfortable focusing on the group's needs and clinical issues in group supervision and not on her personal concerns.

> Dustie: With my group supervisor it wasn't all about me like in my individual with my onsite, it was about the group. And so we didn't really present our personal issues too much. I think it was nice taking a break from it sometimes. Not having to explore. Being able to take I guess that element out of it for a change and just discuss the basics. The clients.

Focusing on the here-and-now, for example, being open to the present needs of supervisees was important for Mike. Mike's group supervisor being open to the present moment in supervision allowed Mike and his group members to address imperative issues that were not always on the agenda for supervision. Mike recognized this supervision style in his group supervisor and found it significant to his professional identity development.

> Mike: Mary seemed like she always had a plan coming in and eight out of ten times, things did not go according to that plan. She would tell us before the next meeting, she would say, "Next week maybe we can talk about theory." Then the next week we would have an issue with the faculty or something like that and it would be the whole time that we would talk about that. Not to say that she was

not willing to talk about that but she was open to the interpretation of that

happening, just going with what we needed at the moment.

Mike seemed to capture the essence of being open to the here-and-now supervision

process when asked what he had gained from his practicum supervision experience.

Mike: Um, I guess one thing that I have learned from all of the supervisors is the

idea of openness to change.

Bond

Along with openness, participants also acknowledged the importance of having a

strong bond with their supervisor in the supervisory relationship. The theme of bond was

not supported by Weaks or Howard et al., but both studies indirectly discussed the

importance of a strong relationship between supervisor and supervisee. A strong bond in

the supervisory relationship, as described by participants, occurred when supervisors

connected with the participants' emotional worlds, went out of their way to assist

supervisees, and were able to be trusted and relied upon. For example, while describing

her bond with her individual doctoral supervisor, Jill, with noticeable emotion, disclosed

a story about a crisis situation involving a fellow colleague and how her individual

supervisor went out of her way to help. The story exemplifies the strong impression a

supervisor has of a supervisee.

Jill: She [individual doctoral supervisor] is great. Yea, so I feel really close to

her. I feel if I did have a problem, she would help me if I called her. Like my

colleague at my school, her supervisor is Jenny and she was actually having a

problem with a student and she tried to contact Jenny. Jenny told her to just

document it, and the student was having a breakdown and my colleague was like

'I don't know what to do.' This has never happened so I called Shelly [individual supervisor] and Shelly came up to the school, sat with us while the police were called. While the parents showed up, she helped us talk to the parents and police. She did not have to do that!

Dustie had a similar situation where her on-site supervisor went out of her way to help her. Dustie's supervisor took her to her own private practice and gave her career advice. In describing her supervisory relationship with her on-site supervisor, Dustie recounted that significant moment and how it strengthened her bond with her on-site supervisor.

Dustie: I think I had a pretty good bond with her [on-site supervisor]. I was very sad to realize that I wouldn't have her any more. And I guess it was because she was in a position where I want to be one day with a private practice, and I actually went to her office and sat there and she kinda gave me the ends and outs of how to start a private practice so I felt a very nice bond with her.

Mike compared his relationship with his individual doctoral supervisor to his on-site supervisor. He found a stronger bond with his individual supervisor because of the supervisor's open demeanor and relaxed personality which parallels Mike's own personality. Mike also believed that his relationship with his individual supervisor had progressed beyond the supervisor/supervisee status.

Mike: Um, he [individual supervisor] is very laid back, um, I guess he is more open, kinda just whatever I want to talk about. Ya know. Pretty much, that's how he starts. He will pretty much say every time, 'What is going on with you today?' I just let him know, um, either what has been happening that week. It is more of a, kinda, it seems like more of a personal relationship than me and Steve [on-site

supervisor] have. Um, I just feel like it is a kinda personal bond that I can go to

him, not just now, but over the course of the next semesters if I need help.

Jill's individual supervisor began the first supervision session by asking about her

personal life, telling her what she expected from her, and disclosing her on clinical

experiences. Jill found the forthrightness of her supervisor helped her adjust to the new

supervision environment. The way Jill's supervisor initiated the first supervision session

also allowed them to set the foundation for their relationship.

> Jill: The first session [supervision] we had she said, 'I just want to get to know
>
> you.' So, we just sat and talked. She said, 'I want you to feel comfortable talking
>
> to me – this is what I expect from' and stuff like that. She laid out her
>
> expectations and we just talked. I thought it was really cool because she told me
>
> about her experiences too.

Participants' description of the supervision relationship supported Bordin's (1983)

findings that an emotional bond between supervisor and supervisee is needed for the

supervisory working alliance. Although two of Bordin's requirements for a supervisory

working alliance, mutually agreed upon tasks and goals of supervision, were discussed by

participants, they were not emphasized as a necessity in the supervision relationship. For

example, Dustie related a story concerning her group supervisor trying to get group

members to perform role plays. Dustie did not see the benefit or necessity of the task so

far along in the practicum semester.

> Dustie: There was one time when my group supervisor, it was the second to last
>
> group supervision, she wanted us to do role plays and I didn't see the benefit of
>
> doing it and I decided that I wasn't going to submit myself to something that I do

all week, I do for a couple of hours each week. So, I told her I don't see how this

is going to be helpful.

Feedback/Corrective Feedback

A finding that was not discussed directly by developmental supervision models

was the feedback/corrective feedback process in supervision. Participants in the current

study perceived the exchange of feedback and corrective feedback from supervisor and

supervisees to be an important part of the supervision relationship. Support of practicum

supervisees need for feedback/corrective feedback was not found in Weaks or Howard

research. Feedback referred to encouragement and advice between supervisor/supervisee

and supervisee/supervisee. Corrective feedback was perceived as clarifying

communication between supervisor/supervisee and supervisee/supervisee. Participants

discussed corrective feedback as open discussion intended to encourage thoughtful self-

examination and/or to express the feedback giver's perception of the need for change on

the part of the receiver. Although not always wanted, participants believed receiving

corrective feedback was needed and an integral part of the supervision process which

further developed their counseling skills and professional identity.

Mike described the criteria he needed to receive corrective feedback from a

supervisor without taking the corrective feedback personally as criticism. He emphasized

the critical part a strong supervisory relationship between supervisor and supervisor has

on a supervisee receiving corrective feedback. Since Mike already had a strong

relationship with his supervisor, he knew that the corrective feedback from his supervisor

was to help him be a better counselor and not criticism. Mike explained an experience he

had with his on-site supervisor giving him corrective feedback concerning his need to change his counseling style with certain clients.

> Mike: Um, it [receiving corrective feedback] depends on the person. It depends on how well I know them. It depends on the role I have with the person. I know that Steve [on-site supervisor] is not going to intentionally say something to try to get me mad, irritated, and frustrated. He is trying to look out for what is best for me from his own personal experiences and stuff like that. In that particular situation that is what he was referring to. I think that is why I took it the way I did. If it was somebody that I didn't know and they phrased it that way, it would have been different.

Dustie emphasizes the importance of Mike's sentiments concerning the supervisory relationship affecting the feedback process. It seems to be significant for supervisors to build a strong supervisory relationship with supervisees in the beginning for corrective feedback to be perceived as helpful. While answering the question, "How would you describe your relationship with your supervisors?" Dustie illustrated an experience that affected her relationship with her on-site supervisor. Dustie explained how she was resistant to changing her counseling style, even though her supervisor was persistent in her using a different approach. This experience initially had a negative influence on her relationship with her on-site supervisor. Though Dustie kept an open mind and eventually applied the feedback from her supervisor, her supervisory relationship improved.

> Dustie: At first I would say it [supervisory relationship] was very strained because I was resistant to going there but I was open to the feedback. So I took it

[feedback] and I applied it the best I could and then eventually our relationship

got a lot better but in the beginning it was pretty strained.

Similar to Mike and Dustie, Jill gave some insight into how the delivery of corrective

feedback can best be received by practicum supervisees. While asked, "Have you ever

received corrective feedback that you did not agree with?" Jill said she had received

corrective feedback from her individual supervisor, but did not oppose it. One reason that

she did not disagree with her supervisor's corrective feedback could have been because

the supervisor did not judge her when delivering the corrective feedback. Jill mentioned

that she never felt "persecuted" when receiving corrective feedback. She also wanted the

corrective feedback in order to better her counseling skills. Jill gave an example of her

individual supervisor giving her corrective feedback on her questioning skills with a

client.

Jill: I have gotten [corrective feedback] but I did not disagree with it. She

[individual supervisor] said, 'Why did you ask that question?' and I said, 'because

I just want to know more information.' She never gave me feedback I disagreed

with. I did not feel persecuted. I want somebody to say when you are doing it

wrong so I will know what to do better.

Sally compared the feedback and corrective feedback delivery styles of her on-

site supervisor and individual supervisor. While not receiving corrective feedback from

her on-site supervisor, Sally appreciated that her individual supervisor was open to giving

both positive and corrective feedback.

Sally: Dr. Johnson [on-site supervisor] is very good at um, giving positive

feedback, but I don't think she is as open to giving feedback about what does not

work for her, unless she does it so smooth that I don't even pick up on it. Susan [individual supervisor] is awesome at both. She is very open; she just lays it out on the table.

When receiving corrective feedback from a supervisor, it was easier for participants to accept the corrective feedback when combined with positive feedback. Sally commented on how she noticed her individual supervisor always including positive feedback with corrective feedback which helped her not feel "crushed."

Sally: Um, she [individual supervisor] made sure that she put the positive and the corrective in there. It is never just corrective. I think that probably helped. You are not completely crushed.

During a supervision session with his on-site supervisor listening to Mike's clinical session, Mike received pertinent corrective feedback about his verbal jargon used in counseling sessions that he was not aware of doing.

Mike: James [individual supervisor] was giving me some feedback that I say 'um' a lot or that I say 'uh uh.' He noticed that I said that every two minutes. I was just so completely unaware because I was into what she [client] was saying. It is weird though because I usually like when I am talking to someone else on a personal basis, I don't usually do that. So it was weird to see in a different setting, in a clinical setting like that, that it would be coming out, um, so I guess it was one of those insight moments. I didn't even know that I was doing that when it was happening.

When asked how it was receiving the corrective feedback from James, Mike felt it was something that "needed to be said" to assist him in developing his counseling skills.

Mike: It wasn't uncomfortable or anything. It was something that needed to be

said because if I didn't realize it, it might have distracted the client in the future.

It is certainly not something that I normally do. It was comfortable for me doing it

at the time but it is not something that I normally do.

Similarly, Dustie had an insightful moment that she would have not been aware of had it

not been for the corrective feedback from her on-site supervisor. Also, the language and

delivery of corrective feedback had a direct affect on how Dustie interpreted the

corrective feedback from supervisors. Dustie discussed how she believed her supervisors

supported her while giving alternatives as corrective feedback instead of demands.

Dustie: They [supervisors] were always supportive of the decisions I made in the

session. If they thought that something would have been more helpful, they were

open in telling me that but they never said, 'This is wrong to do or you should

never do this.' It was just ya know, 'You could have done this instead.' There

was a time a client brought in some wedding photos and I looked through them

and said, 'What a pretty dress and what pretty flowers and gosh, your

photographer was so great.' And she [on-site supervisor] said, 'That would have

been a great opportunity to explore with her what was her wedding day like for

her – what did it mean for her to get married at such an older age – was she

looking forward to getting married – was she scared to get married?' It really

opened my eyes. I could have used a whole session to explore with her different

things.

Mike related an experience he had with his on-site supervisor giving him

corrective feedback. In this instance, Mike discussed receiving corrective feedback that

made him feel uncomfortable. The corrective feedback focused around Mike's struggle

confronting clients as he described, "I am not very good at confronting people. I have a

hard time with people that are overly aggressive."

> Mike: He [on-site supervisor] understood that but made it seem that I could not
>
> use that as an excuse anymore because you are going to meet all types of people
>
> in all types of ways and you can't allow them to have control over you and make
>
> them feel that they are running the show. That was very powerful!

After being asked if it was difficult for him to accept the corrective feedback from his on-

site supervisor, Mike replied, "Yes…"

> Mike: It was because it was a part of my personality and it is like telling
>
> somebody that they should change; when it is not really what you are saying
>
> trying to get them to realize something. I knew that was what he was doing but I
>
> took it that I do not feel comfortable with that, but I knew that I have to.

> Jill felt empowered and more confident as a counselor-in-training when able to

contribute to the needs of her group supervision members by giving them feedback.

> Jill: I got something out of group just from the group. Being able to help them
>
> made me feel more confident. When we were talking and I would say, 'Maybe we
>
> should try this' and they would say, 'That is a great idea!' I liked that aspect of it.

Challenge

> Similar to participants' need for feedback and corrective feedback in the

supervision process, participants described their perceptions of challenge from their

supervisor as a significant component of the supervision relationship. The theme of

challenge is described as new awareness and insight of counseling skills encouraged by

the supervisor. Practicum supervisees in the current study needing challenge are in line with Weaks discovery of internship supervisees requiring challenge in the supervisory relationship.

Participants' responses indicated that being challenged by their supervisor allowed them to explore new techniques and build confidence and competence in their counseling style. Challenging a practicum supervisees' theoretical orientation can promote growth and assist in professional counselor identity. For example, Dustie described an experience when her on-site supervisor challenged her to try a different theoretical orientation with a specific client, other than her preferred theoretical orientation. Dustie was resistant to changing her theoretical orientation and perceived her supervisor as "pushing" her into something she was uncomfortable doing. In the end, Dustie tried the suggested theoretical orientation and grew professionally from the experience.

> Dustie: I felt that she [on-site supervisor] was pushing me in a direction that I wasn't comfortable with going. I felt that I am going into this and if this is what comes naturally to me is to help this client problem solve, then maybe that is my theoretical orientation that I should go by. And I felt that she was pushing me in a different direction ….Yea, but ultimately I appreciated her pushing me to do that because it really helped my growth in the long run and I noticed that my counseling style now is so different.

Jill had an analogous experience with her individual supervisor challenging the validity of her theoretical orientation with the elementary school students she was working with. In her first supervision session, Jill remembered how her individual doctoral supervisor

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challenged her reason for choosing her theoretical orientation. Jill found insight in being able to discuss her theoretical orientation with her supervisor.

> Jill: She [individual supervisor] was like, 'What is your theoretical orientation?' And we talked about it and she was like, 'Well do you think it is viable to use that theory in the school setting?' and we talked about the validity.

After being asked, if his supervisors challenged him in any way, Mike related an experience when his individual supervisor gave him different hypothetical client issues and asked him how he would handle the situation. Mike's individual supervisor, James, first let Mike try to figure out the situation, giving him time to assess and analyze the situation on his own, and then related what he had learned from similar situations as a former supervisee. Mike found it to be an insightful experience. Note that Mike's supervisor did not point out that there was a definitive "right" or "wrong" answer to the hypothetical situations, but left it for interpretation.

> Mike: James gave me a lot of different scenarios. He would not give me an answer. He would just say, 'How would you handle that?' It was a lot of new things that I had not really heard of before so I would take a stab at it and then he would say 'I see where you are coming from – this is what I have learned through my experience.' I would not say that it is something that I should work on personally but it was still a learning experience how I took it.

One practicum participant discussed the importance of her supervisor challenging her to be more autonomous. Jill's individual supervisor had an attitude that challenged Jill to be more accountable and responsible as a counselor. For example, Jill described a story about a difficult student with multiple issues at the school where she was doing her

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practicum. She was uncomfortable and unsure of what to do and decided to address the issue in supervision.

> Jill: She [individual supervisor] listens to me rant and then she tells me, 'What are you going to do about it?' It is just that kind of attitude like 'suck it up.' She has been great.

Dustie's on-site supervisor challenged her to think and assess clients' situation utilizing a higher order of analysis. Her supervisor encouraged her to conceptualize clients' issues and explore the meaning of their statements instead of focusing on clients' direct needs. For instance, Dustie had a client that had weight issues and was considering taking Yoga. In supervision, Dustie discussed her first action would be to assist the client in gaining Yoga resources, but her supervisor challenged her to explore the significance of the client taking Yoga.

> Dustie: Just pushing me to explore the feeling behind what was going on with a client and what meaning they had behind it rather than, 'Oh, you like Yoga, let me get you Yoga resources.' But, more help the client explore why Yoga was important to them.

Jill commented on how she needed her supervisor to challenge her in order for her to develop her professional identity as a counselor. She needed her counseling skills challenged to help her understand and conceptualize what she was doing in a counseling session. Jill made a statement that emphasized the significance of her supervision training and learning experience before she graduates and starts a counseling career, "This is my chance to learn before I get out there." Her statement also portrays the dependence on supervisors to provide proficient supervision.

Jill: I need somebody to really listen to my tape or what I am saying and say, 'Why did you do that?' I need you to question so that I can learn. This is my chance to learn before I get out there.

Equality

Although equality in the supervision relationship was not a major theme for all practicum participants, it was discussed by Mike. Similar to Weaks (2002), equality was defined as mutuality, consultative relationship between supervisee and supervisor, and relationship of shared beliefs and values between supervisee and supervisor. Mike expected his relationship with his supervisors to be equal. He found that when his individual supervisor disclosed personal information and had struggled with similar issues allowed him to see his supervisor as a "real person." This new insight made Mike believe his supervisory relationship was one of equality and not the supervisor being above him.

Mike: It is a back and forth relationship which you kinda expect with your supervisor. You don't expect them to be completely open and talk, ya know, all about them and stuff, but he [individual supervisor] did relate. He gave me some personal information about his family, about how he started the program, and all that he is going through. It makes me feel that he is having some of the same struggles that I have sometime and he is a real person too rather than above me.

Throughout the interview, Mike mentioned the importance of having a mutual relationship with his supervisor. In describing the beneficial components of his relationship with his individual supervisor, Mike indicated that being able to trust his supervisor and treated as an equal was crucial for his growth as a counselor. Mike also

saw a parallel process between the relationship he had with his supervisor and the benefits it could have with the counselor and client relationship. The way Mike's supervisor opened up and shared personal information helped to normalize his own struggles which he saw as a valuable tool for modeling with clients.

> Mike: I guess one other thing that was beneficial was, um, in the case of James [individual supervisor], he was not too open about himself but he was open to the point to let me know that he was not above me. He was on my same level kind of deal. He is not there really to be a supervisor. It is more like somebody that you can trust and go to to talk about things. It doesn't just have to be your practicum stuff. Here for you when you need to talk and I think some of his personal experiences, he didn't go real in depth about them, but it just let me know that he is a human and has had some of the same trouble that I am going through. I think that still might be beneficial when you have a client to not get too much into your personal life because you do not want them in that world but to let them know I have mistakes too and mistakes are normal. Things are going to happen. That kind of thing.

In conclusion, based on the analysis of practicum supervisees' transcripts equality in the supervision relationship is not significant for professional identity development. This finding parallels Stoltenberg (1998) supervisee developmental theory which describes beginning practicum supervisees dependent on supervisors for guidance in supervision. Other supervision models (Hill, Charles, & Reed, 1981; Loganbill et al. 1982) correspond to Stoltenberg and my finding of practicum supervisees not requiring equality in the supervision relationship.

Category 2: Philosophy of Counseling

The next theme that emerged in order of frequency from participants' comments was philosophy of counseling. Philosophy of counseling related to experiences in supervision which supervisees conceptually understood the theory and process of counseling. Practicum supervisees' in my study need for philosophy of counseling relates to Howard et al. (2006) finding of practicum supervisees having meaningful experiences in supervision which supervisees conceptually understood the theory and process of counseling. Through out their supervision experience, participants learned how to incorporate specific counseling skills when needed, utilize a variety of theoretical orientations, balance boundaries with clients, etc. which helped them conceptualize the counseling process. These supervision experiences gave participants a firm foundation in understanding the process and theory of counseling and developing their own personal style of counseling.

Dustie felt she learned a valuable lesson in her supervision experience that helped her better understand the counseling process. She went through a developmental progression of learning how to have healthy boundaries with clients. Before starting practicum clinicals, Dustie had passion and empathy for clients and their situations, but lacked the ability to separate herself from their issues. Through the supervision process, she gained insight that helped her believe it was okay to separate her emotions from clients.

> Dustie: When I decided I wanted to get in the field there was this like gut wrenching hurt for what these people had gone through and now it is not there anymore. So I was wondering if I would find that feeling somewhere else. But I know it is good to be able to separate myself from my clients and not go home and dwell over what they have to say. So that is a good thing.

Mike had an experience in group supervision which he described as beneficial to his growth as a counselor. He talked about an instance when the group supervisor had a planned agenda, but chose to focus on the present needs of the supervision group because they were struggling with an unexpected issue. He learned from the group supervision encounter and saw the benefits of focusing on a client's present needs instead of always staying with the planned agenda. When asked if it was difficult expecting something in supervision and then it changing, Mike explained:

> Mike: No, it was fine for us [supervision group members] because we were getting to talk about what we needed to talk about, and I think she [group supervisor] was aware of that even though she had something that she had planned out she still learned what we were going through, learned more about us. I think that is going to be very beneficial as a counselor. Even though you have something that you may want to talk to a client about, you might have a game plan but the client does a 180 on you and you have to stay with the flow because it is their time. That is one thing that I learned.

After having her onsite and individual supervisors together to view her clinical session with a client, Dustie felt comfortable and confident enough to tell her individual supervisor she did not agree with her advice. At that moment, Dustie believed as if she understood the process of counseling.

> Dustie: It was at that moment that I was able to say 'Ya know, I don't think that will work with that client' rather than saying it in my mind. I actually said it out loud.

Dustie's sudden development of autonomy is an example of Hess's (1987) final stage of supervisee's development of a professional identity, mutuality. In the mutuality stage, Hess proposes that supervisees emerge as autonomous professionals who engage in the give and take

of peer consultation and are able to create unique solutions to problems. Dustie had evolved and developed her professional identity to the point of knowing what her client needed instead of being guided and directed by her supervisor.

Jill's individual supervisor had a significant impact on her ability to understand the theory and process of counseling. While discussing her theoretical orientation with her supervisor, Jill gained insight into how she was developing professionally as a counselor.

Jill: And then I told her [individual supervisor] about my theoretical orientation and we discussed how that would help and hinder. She really got me into thinking about 'This is really developing myself.'

Mike described what he had learned throughout his practicum supervision and applied it to his counseling philosophy to help him develop his own personal style. Mike conceptualized the counseling process with the analogy of, "taking out a hammer if a nail needs to be hammered in." His statement refers to utilizing specific counseling techniques with certain clients when needed.

Mike: I am not trying to pinpoint every little thing and apply it to every situation. I am more learning to take things as they come and be more open to situations as they arrive and based on what I have learned just use them as tools. Maybe like taking out a hammer if a nail needs to be hammered in. Not using them in the whole session or using a specific technique through the whole process. I feel that opening my mind up to that gives me a little more leeway and helps me learn a little more about my skills and how good I am and what I need to work on.

Category 3: Professional Identity

Professional identity was defined by practicum participants as personal identification with the counselor role, recognition of unfamiliar elements of their new role, and level of satisfaction with their decision to pursue a counseling career. Participants in the current study were comparable to Howard's discovery of practicum supervisees requiring similar needs in professional identity. My study also adds to Skovolt and Ronnestad (1992) longitudinal research on supervisees in that practicum supervisees in my study evolved or transformed their professional identity as they progressed and had more clinical experience and supervision.

When asked how she would describe her supervision experience now that it was over, Dustie explained it as being "life enhancing." She expressed how she was able to identify with the counselor role through self-exploration personally and professionally. She also mentioned being unsatisfied at times with her decision to pursue a counseling career. Being required to consistently examine and reexamine what she did in a counseling session often times caused Dustie to become frustrated and jaded. Overall, she found the self-exploration she performed in supervision contributed to her growth as a counselor.

> Dustie: I would say it [supervision experience] has been life enhancing because it really gave me the opportunity to look at myself. I never spent three and a half hours each week just looking at what I am doing. I never do that and so to be given that opportunity to look at what I am doing professionally, what I am doing personally, it was great. And there were a lot of times that I was just sick of it. I didn't want to just sit there and examine myself, but I think that contributed to my growth.

Mike's individual supervisor gave him probing questions that helped with his personal identification with the counselor role. His individual supervisor questioned him early in the supervision process which made Mike ponder his decision for using certain techniques with clients.

> Mike: He [individual supervisor] asked me a lot of when we first met about maybe three or four weeks, he would ask me a lot of um, kinda personal questions geared toward counseling like what my theory pretty much is, about like what therapeutic methods I like to use.

Dustie expressed an experience she had discussing her dissatisfaction with her decision to pursue a counseling career. She addressed her frustration of feeling "disgusted" with the counseling program and her clients with her individual supervisor. Dustie's supervisor was able to assume a counselor role and help Dustie sort out her feelings. Through dialogue with her supervisor, Dustie was able to put in to perspective her feelings and able to work on separating her personal life from how she leads her professional career.

> Dustie: I remember there was one time I met with my individual supervisor and I said, 'I am feeling disgusted and disgusting' and she said, 'Well, those are two different words that have two different meanings, so let's talk about one – why you feel disgusted.' I said, 'I am sick of the program; it is not what it was when I started. I hate it! I don't know why I am still here. I am sick of seeing my clients. I really don't care about what problems they come in with. I am feeling disgusting because physically I felt like I was resting enough, but I felt like I wasn't eating right and it was a strain.' It was a physical strain on my life and I was sick of it

all! It was like they say, 'counseling for being a counselor.' Like, I don't know how they say it, but counseling for being a professional counselor is more and more how are your personal problems contributing to your professional growth.

Both practicum school counseling participants, Jill and Sally, had significant conflicts in developing their professional counselor identity as school counselors. For example, describing the uncertainty of her new role as a counselor, Jill commented on her difficulty beginning her practicum and working with students as a school counselor. Jill portrayed her practicum experience with the analogy of reading a book to learn how to fish, but the uncertainties that entail actually trying to catch a fish. The analogy illustrates the ambiguity and fear Jill had with taking what she had learned in counseling classes and trying to actually apply it to her students.

> Jill: (laugh) like I'm gonna destroy this person psyche. Um, you study in a book how to fish and then you sit there with a pole in your hand and you have to catch your dinner. How do you catch it? So you just read all these books and then you are sitting there in front of somebody. What do you do? How am I gonna help this person? I just did not realize I was going to deal with so much death. I mean like I knew there would be passing of a grandmother but this is like my kids come to me their father was shot 24 times. Just so much death and being overwhelmed with that and dealing with that culture shock, ya know, like I wasn't expecting it. Um, how can I help these kids and I am trying to help them get over it and then like 10 days later, their uncle was shot. They don't teach you how (laugh), just learning the difference of what you are taught in school and what you deal with in real life.

Sally tussled with the uncertainties of her new role as a school counselor-in-training. She hade persistent concerns of "messing up" or doing something "wrong" with her students. While working at her elementary school, Sally had a struggle dealing with her role as a school counselor which impacted her development of her professional counselor identity. It was through the guidance of and dedication for the professional identity of school counselors that her on-site supervisor assisted Sally with her challenge. Sally's individual supervisor being an experienced school counselor herself attributed to Sally's development of strong foundation as a school counselor. Sally described her growth as a counselor from the beginning of the practicum semester.

> Sally: Wow! Not even one semester is over yet but major changes, major changes in, um, I had a very much, much more naive outlook than I thought I did in the beginning. I remember how scary it was in the beginning. I didn't know if I was going to say the right thing, or I was constantly worried I was going to mess up with these people, like these children and um, I think with getting experience and then also when something would go off in my mind like, 'Oh, maybe I did that wrong.' This is my first semester working with real people and that's scary, but um, also I think supervision with Jenny being my supervisor she is very, um, she is very strong as far as professional identity with school counselors.

When asked if there had been anything personally that had affected her or may have been a conflict in developing her professional identity as a counselor, Jill eagerly disclosed a struggle at her school practicum site.

> Jill: Yes! We [school counselors at her school site] do classroom instructions and as a reward for finishing units, we take the kids outside and we took them outside

one day and I was talking with a few of the girls and some boys started throwing

stuff at us. I was the only one out there. The teacher was supposed to come out

there with us and she just left so I had to discipline the boys to stop. I said, 'Look,

they want to tell me some things, I want you to give me five minutes' and they

just kept on wanting attention. I said, 'I promise, just five minutes but if you keep

interrupting,' and they just kept throwing things and another boy got angry at him

because he hit a girl in the head. I am not a disciplinarian and I had to tell their

vice-principal and the young boy got in trouble. I hated that I got him in trouble.

In dealing with the above situation, Jill discussed how significant her individual

university supervisor was in helping her understand her role as a school counselor. Jill

found encouragement and gained confidence from her individual supervisor.

Jill: She [individual supervisor] told me that I really needed to talk to the

administrator about how I should not be left alone with students like there should

be a teacher in there. It is not the teacher's off hour. They should actually be

teaching the kids. I talked to the principal and I said, 'This can't happen, I have

probably destroyed my relationship with this young boy because now he may not

come and talk to me because I got him in trouble.'

Sally related a similar experience she had at her school site that made her question her

role as a professional school counselor.

Sally: I was asked to watch a classroom one day. It doesn't seem like a big deal

but going in there I realized these kids are starting to get loud and I can't like

correct them. I was afraid to correct them. I did not feel comfortable with it

because some of the students in there I see, I was counseling.

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In relation to the Howard study, there were differences in the definition of professional identity. The Howard study defined professional identity as "personal identification with the counselor role, recognition of unfamiliar elements of their new role, level of satisfaction with their decision to pursue a counseling career, and feelings of being limited or restricted by their supervisee status" (2006, p. 10). Practicum supervisees in my study did not mention feelings of being limited or restricted by their supervisee status as did practicum supervisees in Howard research.

Category 4: Expectation of Supervision

An unanticipated finding in this study was supervisees' expectation of supervision. This finding was unforeseen because there was no mention of expectation of supervision by practicum supervisees in the reviewed literature or research. Supervisees' expectation of supervision consisted of their preconceived notion of what the practicum supervision experience would entail, and supervisors' expectation of supervisees in supervision and in clinical counseling session. All participants were asked about their expectations of the supervision process before beginning practicum and if those expectations were met.

Participants' expectation of the supervision process seemed to directly affect their perceptions of and early experiences in supervision. It appears that when practicum supervisees have preconceived notions of the supervision experience and their expectations are not met they are disappointed and view supervision negatively. For example, Jill's expectations of group supervision were guided by her previous experiences in a supervision class.

Jill: I didn't know what the group was supposed to be like. It [group supervision] is how your group supervisor sets it up. Somebody came into one of the classes the semester before, my supervision class, and he talked about how he let his supervisees play music and bring pictures from home and everything like that and I thought it was going to be such a great experience. And it was so cut and dry and kinda boring. I had to keep myself awake during it because talking about all the relationships and she would go off on a tangent, group settings. My expectation of group was very different from what it turned out to be. I was expecting a lot more creative things than I got and I was expecting a lot less leader talking and more of us talking like presenting a round table almost like you go in an agency like a case consultation. I was expecting that.

Dustie had a similar expectation of group supervision and felt letdown when her supervision did not match up to her previous group experiences. She was disappointed by the lack of structure in her group supervision and the ambiguity of her role as a group member. She also mentioned being jealous because she believed her prior group experiences to be more structured with a set agenda and rewarding.

Dustie: I would say, I hate being negative Nancy (laugh) but my group supervision I am very jealous because there wasn't a set structure. It wasn't like how I had previously experienced groups, where you had a check-in and a check-out. You kinda knew what the agenda was. It [group supervision] wasn't anything like that. I just kinda went in there not knowing if I was going to be a role player or if I was going to present a case or if I was going to do an activity where I write about the strengths of other people in the group so. It could have been better.

Jill had the opposite expectation and experience in her group supervision. Jill expected her group supervision to be more flexible and "free-flowing." From her comments, Jill appeared to need a supervisor that was aware of the present moment instead of following the planned agenda.

> Jill: Yeah, and I was thinking it [group supervision] would be more free-flowing, kinda like who ever had a concern that week, like a case that they really need help with. I thought that was what it [group supervision] would be more like, um, but it's not, it is very structured.

Unlike Jill and Dustie, Mike came into supervision open minded without any expectations of how practicum supervision would be. He even described himself as "different" from his other cohorts in practicum supervision because he tried not to have any expectations of supervision. Mike gave the analogy of "rolling with the punches" to illustrate how he adjusted to the uncertainty of supervision and how he fit supervision into his work and class schedule.

> Mike: I think I might have been a little bit different. I did not try to come in with any expectations. I guess if I did have any they probably would have been just kinda anxious, maybe confused about what is going to be happening just because it was a new experience. Usually when I go into something, I don't try to set an expectation because if it doesn't get met, I don't want to be disappointed and vice versa. Um, so I guess the initial thing would be anxious confused kinda of deal. Once I got into it [supervision], maybe one or two weeks into it, just because I was having to schedule times and kinda roll with the punches, just getting into classes, um, just working out the kinks with everything, um, and once a week it

progressively became easier. I guess this is going to be the routine and then that just became the theme as the weeks progressed.

Early on in her practicum supervision, Sally did not understand the need for the combination of three supervisors three and a half hours a week. She was unable to comprehend the importance of supervision on the development of her professional identity until later on in the practicum semester. Midway through the practicum semester, Dustie found she needed and depended on her supervisors for assistance with client issues and even her own personal struggles.

> Sally: I thought it [supervision] was ridiculous at the beginning, so it was like I said before, three supervisors, three hours, three and a half hours a week. I was like why can't I just have one. I just totally didn't understand and I took a class on supervision and still didn't. I didn't grasp how important it is to have supervision.

Some of the participants' supervisors had expectations of what they wanted from supervisees in the supervision session and counseling sessions. For example, Jill related a story about her first supervision with her individual supervisor and how she began the session balancing rapport building with her expectations of Jill. Jill mentioned how she thought her individual supervisor began their first session in the "right" manner by giving her expectations of what she wanted from Jill during supervision. Knowing what her supervisor expected from her, prepared Jill for what she needed to do in supervision and cleared up any ambiguity that might otherwise cause anxiety.

> Jill: The first session she [individual supervisor] said 'I just want to get to know you.' So, we just sat and talked. She said, 'I want you to feel comfortable talking to me – this is what I expect from' and stuff like that. She laid out her

expectations and we just talked. I thought it was really cool because she told me about her experiences. I think she started it out right – with the expectations.

Jill also described a specific example of an expectation her individual supervisor had for her during counseling sessions. Jill explained how she discussed with her supervisor her difficulty using therapeutic silence and asking "why" too often in counseling sessions with clients. Her supervisor encouraged her to work on her skills and gave Jill an ultimatum to stop asking "why" by the last taped counseling session with her clients. By Jill's supervisor telling her what she expected from her, Jill gained motivation to work harder to improve her counseling skills.

> Jill: My weakness is I am really bad with silence. I kinda get nervous. I tend to ask 'why' which is not good…and she's [individual supervisor] like, 'I am expecting you by your last tapes, I don't want to hear 'why' at all, I want to hear silence.' I knew what my weakness was and what I should work towards and then she really reinforced the idea.

In line with Weaks study, all practicum participants in my study experienced challenge and safety as significant for their professional identity development. My findings are also supported by developmental supervision theories (Blocher; 1983; Charles & Reed, 1981; Hess, 1987; Hill, Loganbill, Hardy, & Delworth, 1982; Stoltenberg & Delworth,) which propose supervisees in early stages of development need a balance of direct support and trust from supervisor while being challenged to try new counseling skills. Though Weaks theme of equality was discussed by one practicum participant in the current study, equality was not found to be crucial for practicum supervisees' development of a professional identity.

The discovery of practicum supervisees' requirement of supervision relationship, personal reactions, professional identity, and philosophy of counseling in supervision experience are all supported by Howard et al. research on practicum supervisees. Howard et al. theme of competence was not directly related to the needs of practicum supervisees' professional identity development in the current study. However, practicum participants in my study did comment on experiences in supervision and clinical settings in which they had a sense of counseling self-efficacy.

<center>Internship Categories</center>

In this section, internship supervisees' perceptions of developing a professional counselor identity in supervision are discussed. Internship participants were asked the same question as practicum participants, to reflect on their supervision experience. Similar to practicum participants, four major themes with sub-themes emerged from internship participants' comments. Listed in Table 5 are the four themes and sub-themes, in order of occurrence that developed from the analysis of participants' comments. The order of occurrence was used to represent the themes internship supervisees found to be most significant in their development of a professional identity in supervision.

Table 5
Frequency of Themes by Internship Participants

Theme	Sue	Tiff	John
Supervision Relationship			
Feedback/Corrective Feedback	9	7	13
Challenge	4	14	3

(Table 5 continued)

Confrontation	2	10	1
Openness	5	4	2
Bond	4	3	5
Equality	3	5	3
Professional Identity	6	17	3
Philosophy of Counseling	5	7	6
Expectation of Supervision			
Supervisee's Expectation	5	2	2

Category 1: Supervision Relationship. The process of supervision that involved an alliance formed between supervisor and supervisee.

Category 2: Professional Identity. Personal identification with the counselor role, recognition of unfamiliar elements of their new role, level of satisfaction with their decision to pursue a counseling career, and feelings of being limited or restricted by their supervisee status.

Category 3: Expectation of Supervision. The preconceived notion of what the internship supervision experience would be like for supervisees.

Category 4: Philosophy of Counseling. Experiences in supervision which supervisees conceptually understood the theory and process of counseling

<div align="center">Category 1: Supervision Relationship</div>

The supervision relationship between supervisor and supervisee was the most significant theme from internship students' responses concerning the formation of a professional counselor identity. The supervision relationship was determined to be the most important to internship

supervisees by the number of times participants mentioned it in interviews and the impact the relationship had on supervision experiences. The supervision relationship referred to aspects of the supervision process that involved an alliance formed between the supervisor and supervisee. Participants' responses indicated that specific similarities or properties existed in the supervision relationship: (a) openness, (b) bond, (c) feedback/corrective feedback, (d) challenge, (e) confrontation, and (f) equality.

Openness

In describing the most beneficial aspects of their supervision experience, internship supervisees stated supervisors' openness as being crucial for the supervisory relationship. Openness involved the supervisor creating an environment that allowed intern supervisees to feel comfortable disclosing client information. A difference found in practicum and intern supervisees' definition of openness was that intern supervisees did not mention needing supervisors to explore personal issues. Intern supervisees appeared to be more focused on client issues. The current study follows with Stoltenberg (1987) developmental theory which describes developmentally advanced supervisees needing less assistance from supervisors on personal issues and more on client issues.

Since supervisees at UNO have three different supervisors (group, on-site, and doctoral supervisor), supervisees have the option of utilizing assistance from the supervisor they feel most comfortable with or that is most experienced in a particular area. At times, supervisees even request help from one supervisor on issues with another supervisor. For instance, Sue commented on an experience where she struggled with her role on an assignment her on-site supervisor gave her. Sue was asked by her on-site supervisor to be a process observer in a clinical group. After not understanding what her

on-site supervisor wanted from her, Sue decided to ask her individual doctoral supervisor for help. Due to her close relationship with her individual doctoral supervisor, Sue felt more comfortable addressing the assignment issue with her individual doctoral supervisor.

> Sue: She [individual doctoral supervisor] really explained to me a little bit more about what she wanted, which she wanted me, well my role shifted from me being more involved in the group to being like a process observer and then when she first told me, I said, 'OK, I kind of know what that is, but not really.' So, she [on-site supervisor] tried to explain it to me, but I totally did not get it and then I talked to my individual supervisor about it and she broke it down to me in more of a way that I could understand it.

When asked what she thought was the most beneficial aspect of supervision, Tiff quickly, with emphatic emotion, commented on having a supervisor that was open and treated her with respect. Tiff picked up on two themes, openness and respect, that were woven throughout intern participants' discussion on the supervision relationship. Tiff needed her supervisors to balance creating a safe and open environment for open discussion while treating her with respect.

> Tiff: The most beneficial thing I would say is respect, general respect for your supervisee and openness.

The group supervision process requires supervisors to assist in creating an environment that allows for openness between supervisor/supervisee and supervisee/supervisee. Sue described her group supervisor creating a conducive environment which allowed her to feel comfortable and at ease opening up and

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expressing herself to the group supervisor and group members. Sue sensed from her group supervisor that she could openly discuss client issues without being judged.

Sue: I really liked the way that it [supervision relationship] was really comfortable talking to him [group supervisor] and he allowed me to say whatever I had to say and it was like a really wide open situation.

Bond

Intern participants accredited a strong bond with their supervisor in the supervisory relationship as being crucial for their professional development as counselors. A strong bond in the supervisory relationship, as described by participants, occurred when supervisors connected with the participants' emotional worlds, went out of their way to assist supervisees, and were able to be trusted and relied upon.

While describing her supervisors and how they were all doctoral students at UNO, Sue expressed how she appreciated the bond she had with her supervisors and how they related to her. Having an on-site supervisor that was a doctoral student at UNO was advantageous for Sue because she believed her supervisor understood any struggles she had with classes, assignments, the program, etc. Sue appeared to take special pride in her relationship with her on-site supervisor. She discussed how her cohorts rarely saw their on-site supervisor compared to her having an on-site supervisor being available for and flexible to Sue's needs.

Sue: I think I have heard people say that their on-site supervisors that they never see them or they really don't understand what is going on. I really like the fact that her [on-site supervisor] being in the program and her having done it at UNO, like her masters, she knew what I was going through. So it made it [supervision] a

lot easier where I was like, 'Can I leave 30 minutes early today because I've got all this stuff that I need to do?' It wasn't a big deal because she totally understood where I was coming from.

John discussed how he needed and benefited from his on-site and individual doctoral supervisor balancing relationship building with professional training. He described both supervisors as working to make sure he received professional training in a friendly and safe environment.

> John: She is very professional. She is friendly and relational, but she is also very professional. There is a good balance. Then of course I have supervision here at the university. My individual supervisor is also very professional and also very personable. Ideal fit, both of them.

When asked about her relationship with her supervisors, Sue commented on having a stronger bond with her individual doctoral supervisor than her on-site supervisor. Sue discussed how her and her individual doctoral supervisor worked well together because they had similar personalities and discussed issues openly.

> Sue: The one [supervisor] that I think worked the best as far as like individual supervisor, my university supervisor, he and I from day one, we both had the same personality and had the same way that we would want things to go as far as, it was like an open floor for me to say whatever I had to say and he could come in and say, 'Let's talk about this…' or 'We talked about this, so let's talk about that a little more.'

Tiff discussed how the bond between supervisor and supervisee was key to the development of her professional identity. Tiff also described a parallel process between

the supervisee/supervisor and counselor/client relationship and the importance of establishing a bond with each. Tiff commented on how the "connection" between supervisor and supervisee is just as significant as it is between counselor and client.

> Tiff: The connection [between supervisor and supervisee] is very important. Very important! In order for somebody to be able to grow, I think it is just as important as a client and a therapist is. How can you work together if there is no rapport? How can you work together as supervisor and supervisee if you don't have a connection somehow? You have got to find a connection somehow, someway. Sometimes it is jut not there. Unfortunately, I have found that at [Tiff's clinical site]. I have a supervisor that I don't connect with. Do I make it work? Yea. Does she make it work? Yes.

Similarly, while describing his relationship with his on-site supervisor, John mentioned the importance of the bond between supervisor and supervisee. John explained he observed his on-site supervisor exhibiting passion, empathy, and interest in him and other supervisees which he found fostered his professional development as a counselor. In addition, John mentioned his on-site supervisor self-disclosing personal and professional information that helped him bond with his supervisor.

> John: She [on-site supervisor] is very passionate about helping people – loves people, very empathic. But she is also very interested in those that are in supervision and training. She has a lot for supervisees and shows it out of self-disclosure.

Feedback/Corrective Feedback

In addition to having a strong bond with their supervisor, participants perceived the exchange of feedback and corrective feedback from supervisor and supervisees to be an important part of the supervision relationship. Feedback referred to encouragement and advice between supervisor/supervisee and supervisee/supervisee. Corrective feedback was perceived as clarifying communication between supervisor/supervisee and supervisee/supervisee. More specifically, participants discussed corrective feedback as dialogue intended to encourage thoughtful self-examination and/or to express the feedback giver's perception of the need for change on the part of the receiver.

Sue delineated how her group supervisor processed the feedback exchange in leading her internship group supervision. She described the majority of feedback coming from group members with minimal from the supervisor. She portrayed her group supervisor as assuming a facilitative role while focusing on the group as a whole and interpersonal communication instead of directing feedback to each individual member. Sue explained how her group supervisor would comment and give feedback to the group, but she emphasized how the group supervision was focused on the group, not the group supervisor or an individual member.

> Sue: The supervisor might ask us a little probing question, but then it was like, 'Okay, group members what do you think?' So really most of the feedback was coming from the group members with a minimal amount of feedback from the supervisor, a good amount of feedback, but it wasn't like over the top. It wasn't just where the supervisor was telling you and then, 'Okay, next group member.'

Many participants discussed being appreciative of the corrective feedback given by supervisors they had strong supervision relationships with. John received corrective feedback from his individual and on-site supervisors on an issue he was unaware of until addressed by supervisors. After viewing his clinical tapes, John's supervisors pointed out that his relationship with his younger clients was more of a father figure role. He was surprised and oblivious to his relationship with his younger clients. John commented on how he would not have been able to progress any further with those clients had it not been brought to his attention by his supervisors.

John: I was thankful for it [corrective feedback]. I could not have gone to the next level with them [clients] if I had not dealt with it.

When the feedback process between supervisor and supervisee has not been established early on in the supervision relationship, disputes can arise. For example, Tiff told a story about a conflict with her on-site supervisor and gave possible reasons for her and her on-site supervisor's failure to communicate. She talked about her supervisor never discussing how the supervision and feedback process would be conducted. Tiff was unaware of what to expect from her supervisor. Tiff described her supervisor as being younger than her, inexperienced as a supervisor, and in a different clinical background, but she believed what led to the conflict was her supervisor's lack of respect for Tiff and the "delivery of what she was saying to me."

Tiff: So it [supervision with on-site supervisor] has been a lot of trial and error and it mainly dealt with communication and respect issues. She [on-site supervisor] is younger than I am, probably right at 30, um, but I am pretty much her first go-around for supervision… she is a licensed clinical social worker. There are gonna be things that she is going to need to tell me to grow, what have you. But I feel, when my intuition tells me that it doesn't come from a good place, then I just think that it was worth addressing. It

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was in fact that and, um, it was also her delivery of what she was saying to me. Not what

she said, but how she said it. So, a lot of the delivery.

When asked, "What would you say made it easier for you to take their corrective

feedback that they gave you?" John commented on the way corrective feedback was "packaged."

For John, having a trusting relationship with his supervisors was essential for him to receive

corrective feedback and not take it personal as criticism. From the beginning of supervision, John

felt supported by his supervisors and that they wanted him to be the "very best counselor." He

also discussed the importance of his supervisors balancing feedback and corrective feedback

which assisted in his professional development.

> John: I think the way they [supervisors] packaged it [corrective feedback]. We have a
>
> trust relationship, and I knew that they were for me and were very supportive and wanted
>
> the best for me. They want me to be the very best counselor, or therapist that I can be.
>
> They assured me of that. They use very supportive words from the get-go. They let me
>
> know that they wanted that quality to my profession and I appreciate that. They balanced
>
> correction with encouragement. That was very obvious. Even when they did correct me,
>
> the correction in and of itself was not the goal of the correction.

Similar to John, Sue discussed the importance of feeling supported by her supervisors when

receiving feedback and corrective feedback. For Sue, the feedback exchange between

supervisees in group supervision was as sequential if not more important than the feedback

from the group supervisor.

> Sue: I think all of them [supervisors] have really supported me and done their best to
>
> make sure that I was able to say what was going on, process it, and get feedback from

either them or in group supervision, my other group mates, as far as feedback is concerned.

Equality

Based on participants' experiences, equality in the supervision relationship is an essential element in the internship supervision process. Equality was defined as mutuality, consultative relationship between supervisee and supervisor, and relationship of shared beliefs and values between supervisee and supervisor. My study parallels and supports Weaks' (2002) finding of internship supervisees requiring equality in supervision relationship. Developmental models (Loganbill, Hardy, & Delworth, 1983; Stoltenberg, 1981) contribute to empirical research proposing supervisees in advanced developmental stages [internship] take more ownership in supervision.

When asked the question, "What would you say about supervision now from looking back throughout your practicum and intern experiences?" Tiff emphasized how important it was for her to be treated as an equal by all her supervisors in internship and even in practicum.

> Tiff: It [supervision] is a very very useful tool and, um, I'm only hoping that once I start supervising that I can be what I have been given and then some. Um, I think the main thing that I really like about supervision and the right kind of supervisor is when you are seen as an equal. You're seen as you are both learning from each other. It is not 'I'm your supervisor – you must meet me when I say meet and where we meet.' It has never been like that with her [individual supervisor]. And I just think that you don't allow a person to grow as much.

Sue described her evolving relationship between her and her on-site supervisor. Since Sue had the opportunity to keep the same on-site supervisor throughout her practicum and

internship, she noticed her role as a supervisee change from a counselor-in-training in practicum to more of a "colleague" in internship.

> Sue: I would say with my onsite supervisor, I think in the progression of the semesters, she has come to treat me less as a supervisee and more like a colleague. That was something definitely again as I progressed through all the semesters, I noticed maybe it was just us getting more comfortable with each other, um, as each semester went, I can see her treating more as a colleague than a supervisee.

Sue also described how her relationship with her on-site supervisor developed and evolved from her first internship to her second. Sue had insight in to the process of her supervisor giving her more and more responsibility from the first to second internship. She mentioned how she thought she had more of a colleague than supervisee relationship with her supervisor in her second internship. While asked what changed in her relationship with her on-site supervisor that gave her the indication of her being treated more as a colleague as opposed to a supervisee, Sue related an experience when her supervisor "let go of the reins a little bit." This illustration portrays the trust Sue's supervisor had in her abilities and the freedom and responsibility that comes with trust. Sue gained confidence and empowerment in her counseling skills and ability from this experience.

> Sue: My first internship semester, she [on-site supervisor] would ask me to do a group or to co-facilitate a group actually. I thought I did that, but it was like I never got the opportunity to really get in there and co-facilitate the group because I was thinking it has probably been a while since she has or co-facilitated a group. She was one of those kind of people that get in their routine and get use to being in charge of everything and it is hard to let go of the reins a little bit. I got the opportunity to lead a group and that really

turned into her taking over the group after about 30 minutes, but then in my second

internship, she allowed me to take a group and she was out the door. So that was

definitely like just trusting that I can do it without her presence. It felt pretty darn good

(laugh). It was great having that responsibility but then also knowing that she felt like I

could handle it. I think I did pretty good on my own.

Equality in the supervision relationship can be instrumental in a supervisee's professional

development. For example, Tiff described her professional growth as a counselor being directly

related to her individual supervisor treating her as an equal. Tiff commented on how her

individual supervisor had treated her with respect and as an equal since the beginning of

supervision which had an impact on the cohesion between her and her supervisor.

Tiff: My supervisor here at UNO has been fantastic! I believe that everything has been

good with her because of her general respect for me as a person. She doesn't see me as

somebody below her – she sees me as her equal and that is how she has always treated

me. It has allowed me to grow.

Challenge

Similar to participants' need for feedback and corrective feedback in the

supervision process, participants described their perceptions of challenge from their

supervisor as a significant component of the supervision relationship. The theme of

challenge is described as new awareness and insight of counseling skills encouraged by

the supervisor. My research findings are similar to Weaks' (2002) discovery of internship

supervisees needing challenge in supervisory relationship for professional identity

development.

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John commented how he felt challenged by his on-site supervisor and other

supervisors. He described his on-site supervisor as "wanting things done well" but never

putting into words exactly what she wanted from him. John could not specifically pin

point what his supervisors did or said that made him feel challenged, but described his

supervisors as expecting him to grasp the counseling process and develop professionally.

>John: So, um, she [on-site supervisor] is also some what of a perfectionist. She wants
>
>things done very well. They [supervisors] just expect me to grasp it. They expect me to
>
>do better. No, it wasn't a heavy thing of putting these requirements on there or anything,
>
>but I can just tell that they want to see me progress and enjoy.

Unlike John's experience of being challenged by his supervisors in supervision, Tiff explained

how her supervision relationship with her on-site supervisor was one of "complacency." Tiff felt

she needed to be challenged by her supervisor to strengthen her counseling skills.

>Tiff: I think it [supervision relationship] was just sort of complacency. Um,
>
>(pause) to be quite honest I didn't feel like she [on-site supervisor] was setting
>
>that good of an example for me and (pause) not to sound snotty but I feel we are
>
>so much more well prepared here [UNO].

Sue illustrated an experience when she felt challenged by her on-site supervisor to

take over a clinical group. When given the assignment, Sue believed her supervisor was

challenging and testing her abilities as a counselor. Sue described noticing a "shift" in her

relationship with her supervisor after competently handling the assignment.

>Sue: I almost felt like when she [on-site supervisor] gave me that assignment she was
>
>almost like, 'Here we go, let's see what is going to happen.' I think hearing the feedback
>
>from the clients and then seeing that I was ready, willing, and able and excited about the

next group and really into it and I wasn't scared about the whole thing, I think that was

when the shift turned to us being more colleagues. Because she felt more confident in my

abilities and more relaxed just because maybe she knew that if she happened to not be

there, that she knew that I could take over.

John described how he gained insight from his two individual supervisors on a "blind

spot" in his clinical work with children. John being a father of four automatically assumed a

father figure role with his younger clients. It was not until his supervisors brought it to his

attention that he had an unhealthy relationship with his younger clients that he realized what he

was doing.

> John: Well, being older and having four sons and being a father, my private proclivity is
>
> to establish a father-like relationship with the youth and that is not necessarily good.
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> They respect me because I am older but they are not my children and I am not the parent.
>
> That was a blind spot that I did not see. Both my supervisor at UNO and at [clinical site]
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> picked up on that and, uh, it is something that we have worked on. My two individual
>
> supervisors challenge me.

Confrontation

An area of distinction found between practicum and internship supervisees' supervisory

relationship was the theme of confrontation. Confrontation was defined as experiences in

supervision relationship when supervisees confronted supervisors to voice their opinion and to

let supervisors know what they needed for professional growth in the supervision process.

Internship supervisees' need of confrontation in the current research was not supported by

Weaks' (2002) or Howard et al.'s (2006) study. The internship supervisees in the study appeared

to have established their professional self-confidence enough to tell supervisors what they

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needed for their development as counselors. Confrontation relates to the supervision stage

models of Hill, Charles, and Reed's (1981) and Loganbill et al. (1982) characterizing supervisees

as reorganizing, integrating, a new cognitive understanding, flexibility, and an ongoing

monitoring of the important issues of supervision. Supervisees in this stage have a more realistic

awareness of their professional counseling skills concerning their shortcomings and areas for

growth in this stage. In this stage, supervisees have more realistic expectations in terms of

supervisory goals, perceive the supervisor more realistically, and are able to assume

responsibility for the content and process of supervision (Loganbill et al., 1982).

When an ethical dilemma arises in supervision, internship supervisees often times are

compelled to confront the situation. For instance, John had an experience in his group

supervision where he believed his trust and confidentiality had been compromised by his group

supervisor. The issue focused around John's group supervisor encouraging group members to

voice their frustrations and concerns about the counseling program. The group supervisor

disclosed the group member's discussion to other faculty members and students which left John

and other group members feeling "betrayed." John commented on how he confronted his group

supervisor and even addressed the issue in his evaluations of the supervisor.

> John: Well, I don't like to criticize. I don't like to make comments in regard to someone
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> that is not present and can not address their issues or conclusions that I have come to, but
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> I was required to in my group supervision class. We were as a group, and um, I made it
>
> very very clear in the beginning that if I were to address some issues about the program
>
> that it would have to remain confidential. Well I did that and it did not remain
>
> confidential. It was actually written up in my evaluation and um, I thought that was very
>
> ethically wrong. Not only me, but other members of my group did the same thing and it

was also on their evaluations. We all felt like we had been betrayed. And we were very generous with our response. I mean I talked to my supervisor personally and I let her know that. Well, she never got back with me on it. No, she just kind of dropped it. It was late one night she talked to a couple of other students until 10:00pm. I had expected her to address that issue with me again but she hasn't addressed it with any of us.

Sue had a similar experience in her group supervision where she felt the need to confront and encourage other group members to take an active role in changing the dynamics of their group supervision. Sue appeared to feel a sense of ownership in her internship supervision group and used her experiences in past supervision groups to set a standard for how she believed a group should function.

Sue: It was my first semester of internship. My supervisor was very long winded and basically everything was almost a reason for him to tell a story about something that he knew of. It became less of a group supervision. It almost felt like we went around and everybody shared, but it was almost like when you were sharing, you were just sharing with him [group supervisor] because he was the only person that I was giving feedback to because the group members did not really have a chance to chime in or it was kinda like everyone was just so tired because they had heard him talk for the first hour. It was like, 'OK, I am ready to go.' At least that is the way that I felt. To say that it was a group, it was really more like a bunch of people sitting together talking to the supervisor, one-on-one. That totally did not work for me. We [group members] actually toward the middle of the semester, I talked about it with my group members, 'This is not working for me.' I just came from this awesome practicum group [semester before]. The group [internship supervision group] is at 7:30pm and at that time I was commuting and I was like, 'I don't

want to be here.' I don't want to be getting home at 10:30pm because he has been talking all this time. So we started to come in there and try to be a little more pro-active and I think he kinda took notice of it. For about two or three groups after that happened, he fell back a little bit more. But then after that, he jumped right back in and it was same thing all over again.

While describing a "communication" issue in the supervision relationship with her on-site supervisor, Tiff elaborated on how she took initiative and confronted her supervisor to relieve the conflict. Tiff believed her on-site supervisor was not focusing on her professional growth, but was criticizing her personally. Tiff's "intuition" was what led her to address the matter with her on-site supervisor and eventually including the unit supervisor in on the conflict.

Tiff: Sure, there has just been some instances where I did not feel that her [on-site supervisor] techniques, for lack of a better word, were from a good place. I did not feel that she was, uh, coming from an angle of growth. I believe it was from an angle of just trying to find something that I was doing wrong for some reason. I thought it was definitely more personal than it was professional. We had a very nice talk, she and I did with my unit supervisor and we got it all straight. I initiated it because I give people 150 percent respect and I feel like I always, I just feel like, I feel like I am seen as good team player on that team. I always pull my weight. I do what is asked of me, however, if my supervisor, I understand things are gonna happen. There are gonna be things that she is going to need to tell me to grow, what have you. But I feel, when my intuition tells me that it doesn't come from a good place, then I just think that it was worth addressing.

Category 2: Professional Identity

The internship supervision had a significant influence on participant's development of professional identity as counselors. Internship supervisees in my study experienced professional identity the same as practicum supervisees in Howard et al.'s (2006) study. Professional identity was described by participants as personal identification with the counselor role and recognition of unfamiliar elements of their new role. Participants discussed how their professional identity as counselors was challenged through their clinical work in internship. The participants explained how the supervision experience and supervisors were influential in assisting with and also at times hindering their professional identity.

As supervisees choose their practicum or internship site, they may have an on-site supervisor with a background in social work, psychology, psychiatry, etc. If a supervisee is not supported by a supervisor with a strong professional counselor identity, conflicts can arise that may cause supervisees to question their professional identity. Tiff illustrated her frustrations and professional identity challenges when asked, "Have you noticed anything that may have been a conflict as far as your counselor identity and your on-site supervisor being a social worker?"

> Tiff: Yes indeed! I have constantly had to remind her [on-site supervisor], and myself, of my purpose. My purpose is not to be a case manager. My purpose is to be therapist. And my purpose is to provide therapy and to meet with these people weekly for an hour to utilize my counseling skills and to have therapy with them not to check on their SSI, um, see when their meds are due, see if they need any food. And that is where the big difference is! It has been a challenge; professional identity has been a challenge there [intern site] because it is mostly social workers and the premise of the team is more from a case management basis.

After being asked to describe her personal identification with the counselor role, Sue emphasized the importance supervision had on her developing a professional identity as a counselor. Sue talked about the distinction between learning what to do with a client in a class and actually operationalizing her counselor role in practicum and internship. She said the one-on-one support and guidance from her individual doctoral supervisor helped her develop her professional counselor identity.

> Sue: I definitely think supervision has helped me identify just because even though you have the classes and know what approach you are going to use, it is helpful to have that one-on-one time with someone telling you the ins and outs or telling you what your strengths are and things that you can work on. I think out of supervision, my individual supervisor helped me the most with that.

> Tiff was doing her internship at a clinical center with the majority of staff being psychologists, psychiatrists, and social workers overseeing and working with clients. She explained how working with psychologists, psychiatrists, and social workers which use the medical model challenged her professional identity as a counselor. Being outnumbered by specialist using medical model, Tiff discussed how she had to constantly remind herself that she is supposed to see clients from a wellness perspective. Even though she believed she had a much better conceptualization of mental health due to her counselor training, Tiff felt as if she did not have anyone at her clinic site to support her way of thinking.

> Tiff: It [working with specialists using medical model] is a professional identity challenge. I have to remind myself constantly that I am not coming from a medical model, I am coming from a wellness perspective. It is not black and white. This is a gray issue and I am not going to see how sick you are and then see what we need to do to

make you better. We are going to see where you are, see what we have to work with together to utilize the skills that you already have, but you just forgot that you had. But, I would love to come out and say to a group full of social workers, and psychiatrists who all have the medical model, 'Hey, can we just look at this from a wellness perspective for once?' But, I can't because I am outnumbered. But the way that we [counselors-in-training] are taught is so much better. It really is. We have so much more insight into these people than these other illness model people whatever is in them that could never even touch. Amazing, really is. I have a lot of clinical judgment challenges because of my training.

<center>Category 3: Expectation of Supervision</center>

Similar to practicum participants, the expectation of supervision was described by internship participants as the preconceived notion of what internship supervision experience was like for them. Though, two exceptions exist between practicum and internship participants' definition of expectation of supervision. Internship participants were able to give experiences and comparison of expectations about practicum and internship supervision. Also, there was no mention or themes surrounding internship supervisors' expectation of supervisees in supervision and in clinical counseling session. There was no research or findings in the reviewed literature on internship supervisees' expectation of supervision.

Participants had varied expectations of supervision and gathered their preconceived notions from sometimes unreliable sources. For example, John commented on how he had the "wrong impression" of supervision before starting his internship which led him to think of it as a "burden." With a bewildered look on his face, John described how he was unsure why he expected supervision to be a negative experience.

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John: I had the wrong impression. Somebody said something to me that just caught the wrong thing or something. I wasn't really excited about it [supervision]. I thought it [supervision] was more of a burden than a blessing. I came into it [supervision] with a certain degree of skepticism and maybe even a little bit defensive, apprehensive. But, um, I think that was wrong. It wasn't a good thing for me. I don't know why I picked it up. Definitely, I am not that way but I was a little apprehensive.

Tiff explained how she learned what to expect from practicum and internship supervision through her colleagues and not her professors. Her admission emphasizes the important role students have and how students can influence each other's expectations. Tiff believed she was inadequately prepared by professors for supervision because she knew the terms of supervision, but did not know their definition or "how they all go together." Tiff kept referring back to professors not "laying it out" meaning she did not receive enough preparation to go in to practicum and/or internship. Despite her lack of information and preparation on practicum and internship, Tiff conceptualized the whole practicum/internship experience by stating, "You learn how to grow and learn how this whole process becomes so much more natural."

Tiff: To be quite honest with you, um, the majority of the stuff that I learned about practicum and internship in general, I don't feel like I learned from my professors here [UNO]. I learned from my colleagues. Because I personally feel that they don't explain it well enough. They just don't lay it out. You know the word practicum, you know the word supervision, you know the word internship site but you don't really know how they all go together. So that just builds up that much more anxiety about it. And you are already nervous as it is because you are about to sit in front of a client and you feel so responsible to utilize all the skills and everything else that you have learned, but I

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personally with my own experience and I have talked to other students and they don't

feel like they [faculty] tell us enough. They just don't lay it out. So once I started, I was a

nervous wreck. I really was. Nervous wreck – had my first client, I was nervous as all get

out when I got in the room with the little girl. It ended up being OK. (pause) I just feel

like no matter what, you learn how to grow and learn how this whole process becomes so

much more natural.

When asked if her supervisors did anything to help ease her anxieties, Tiff gave an emphatic

"Yes!"

Tiff: Yes, absolutely! [individual supervisor] was wonderful. I did my practicum in the

summer semester so I had to complete direct hours at an agency type setting where if you

don't show up, you don't get the direct hours. Um, that was stressful but she [individual

supervisor] was very good and guiding me and just making me feel like I wasn't so alone

in this whole new realm of what I was doing.

Besides the anxiousness mentioned by all internship participants, Sue described her early

experiences of supervision as a "hassle." She talked about the ambiguity of having three

supervisors and which one she was supposed to discuss certain issues with.

Sue: When I first started, I was just really nervous not knowing what the whole

supervision process was about of course. But then, um, getting into it at first was kinda a

hassle like, I might have something to say well, am I going to say it to all three of these

people? Am I going to say it to one?

Category 4: Philosophy of Counseling

Philosophy of counseling was described by internship participants as experiences in

supervision which they conceptually understood the theory and process of counseling. This

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finding supports the research question of Howard et al. (2006) study on which internship supervisees experience philosophy of counseling similar to practicum supervisees. Participants commented on the importance of their supervision experiences and how supervisors encouraged them to comprehend and fully understand the philosophy of counseling. For example, when asked, "Have your supervisors helped in any way of how you understand the counseling process?" Sue described an insightful moment in supervision with her individual doctoral supervisor that helped her conceptualize the counseling process. Sue talked about a client she was struggling to help and could not find a problem with her client. Sue's supervisor helped her to realize that as a counselor she is not supposed to "fish for problems or to make people have problems."

> Sue: I would say just in conceptualizing my cases, but then also like I had a problem that I talked to my individual supervisor about. I was working with a client and he was very laid back. I really saw myself in him. My supervisor helped me come to the realization that we are not here to fish for problems or to make people have problems.

While thinking back over her practicum and internship supervision experiences, Tiff, with perceived contemplative expression on her face and eyes gazing in deep thought, discussed how important it is for supervisors to emphasize the theory of counseling. She believed practicum and internship supervisors should work with supervisees to build a firm conceptualization of theoretical orientation. Tiff explained how she felt she needed more of a conceptual understanding of theoretical orientation from her supervisors. She said she knew basic tenets of certain theories, but did not feel confident enough to competently switch her theoretical orientation to fit the needs of her clients.

Tiff: I honestly think that there should be more of an emphasis on theoretical orientation as part of the practicum and internship. I know it is a part of it, but it is not emphasized the way that it should be. You really need to know it. I know it, but I am not an expert or I wouldn't say, 'This is what my client has; this is the CBT [cognitive behavioral therapy] approach that I am going to use.' I know the basis. I know that I like it, but do I just know that I can hone in on it and know this is my theory of choice. This is why I am using it. This is the technique. No, I can't.

John was helped by his supervisors to understand the counseling process. John described several areas of growth for him as a counselor that he explored and worked on in supervision. Throughout his supervision experience, John learned to be more professional as a counselor which entailed building a strong relationship with clients and not focusing as much on giving clients "heavy information."

John: I think I have become a lot more professional. I think the fact that I relate to a client…there is a client relationship and more…that has been a big help to me. Um, also I have been overly cognitive. I am much much less heavy information, more allowing my client to respond and give them counseling rather than giving important information to my client. I am not extremely cognitive behavioral like I was. I was too heavy in that area. I was talking too much and not hearing enough.

Similarly, Tiff gained valuable knowledge from her supervision experiences that allowed her to grasp the counseling process. Tiff described her development as a supervisee in supervision and understanding of counselor role as a personal and professional growth experience. When asked to comment on her practicum and internship experiences and how she saw herself developmentally and personally, Tiff sat back in her chair, took a long pause, and gazed towards

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the ceiling as if to reflect on her supervision journey. After contemplating the question, she

related how she transitioned from being "very mechanical" to "whatever happens" with her

clients.

Tiff: Yea, I would say that this whole experience has been about 40 percent personal, 60

percent professional growth. Um, (pause) when I first started practicum, I was a nervous

wreck. I was very mechanical in my reflecting, in my summarizing, in my using good listening

skills. What are we going to do at the middle? If this doesn't happen, what is my Plan B? If in

the middle of the session, I have ten minutes left – very mechanical. Now [in internship] it is

just like, what ever happens, you are just there. You kind of have a plan, but it is never going to

go as planned and you are there with them. All they want is a true listening ear and somebody

that they know cares for them. It is really all you have got to do.

In answering the research question, "How do practicum and internship supervisees across

the two educational levels (practicum and internship) experience the development of a

professional counselor identity in supervision?" it was found that practicum and internship

supervisees have similarities and distinct developmental differences in their supervision

experiences. Listed in Table 6 are the four themes and sub-themes, in order of occurrence that

developed from the analysis of practicum and internship participants' comments in the current

study. Also, in Table 6, a summary is given of the relationship of themes from my study

compared to the conceptual framework from which this study is built on Weaks (2002) and

Howard et al. (2006).

Table 6

Comparison of Themes by Participants in Current, Weaks, and Howard et al. Study

Current Study		Weaks	Howard
Practicum	Internship		
Supervision Rel.	**Supervision Rel.**	**Supervision Rel.**	**Supervision Rel.**
Feedback/Corrective F.	Feedback/Corrective F.	_	_
Challenge	Challenge	Challenge	Personal Reactions
_	Confrontation	_	_
Openness	Openness	Safety	_
Bond	Bond	_	_
	Equality	Equality	_
_	_	_	Competence
Professional Ident.	**Professional Ident.**	**Professional Ident.**	**Professional Ident.**
Philosophy of Coun.	**Philosophy of Coun.**	_	**Philosophy of Coun.**
Expectation of Sup.	**Expectation of Sup.**	_	_

The findings of internship themes in my study presented in Table 6 support all of the themes in Weaks' (2002) study on internship supervisees. Practicum supervisees in the current study experienced challenge and safety, but unlike Weaks research practicum participants did not discuss equality as significant. Also, the themes that emerged from practicum and internship supervisees in my study support Howard et al.'s (2006) study on practicum supervisees except for the theme of competence. Similar to Skovolt and Ronnestad (1992) longitudinal research on

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supervisees, practicum and internship supervisees in my study evolved or transformed their professional identity as they progressed and had more clinical experience and supervision.

The current study also builds on and adds to developmental models of supervision which propose that supervisees progress through stages when developing a professional identity (Hill, Charles, & Reed 1981; Loganbill et al., 1982; Stoltenberg & Delworth, 1987). For instance, practicum supervisees in my research required more support and a stronger bond with their supervisor compared to the more autonomously functioning internship supervisee. This finding is in line with developmental models (Hill, Charles, & Reed 1981; Loganbill et al., 1982; Stoltenberg & Delworth, 1987) proposing that supervisees in the early stages of development [practicum] need more direct assistance and guidance from supervisors.

Summary

This chapter has provided characteristics of the participants and the results of the study. Included is a detailed description of the data collection process and the step-by-step method and forms used to screen and gather information from participants. Also in this chapter, the data analysis methodology is discussed to provide an overview of how participants' interviews were analyzed for general categories or themes. The themes discovered from practicum and internship supervisees' transcripts are related to the research questions and past literature and research. In Table 6, the themes that emerged in the current study are displayed and the differences and similarities in themes between the conceptual framework of Weaks (2002) and Howard et al. (2006) are compared.

In Chapter 5, the findings detailed in this chapter are discussed. The relationship between this study's findings and existing research and developmental models on supervisees' development of a professional counselor identity in supervision will be presented. Information

will be provided in Chapter 5 about limitations of this current study and implications for future

research.

CHAPTER FIVE

DISCUSSION

Introduction

Chapter five includes a summary and discussion of the findings of my study. The results of the study are discussed and linked to prior research. Limitations of the study are detailed and implications of the study for supervisors and counselor educators are provided. In addition, implications for future research of the development of counselor professional identity of practicum and internship supervisees conclude the chapter.

Purpose of the Study

The purpose of this study was to explore how practicum and internship supervisees across the two educational levels (practicum and internship) experience the development of a professional counselor identity in supervision. This study did not examine participants' experiences in developing a professional counselor identity outside of practicum or internship experience. To follow in the methodology of related research (Howard, Inman, & Altman, 2006; Weaks, 2002) my study focused on practicum and internship experiences exclusively. This way the study had more validity and transferability since it is a continuation of similar documented and published scholarly research.

The goals of this study were to examine (a) whether internship supervisees experience the same five critical incidents in their development of a professional identity as practicum supervisees (Howard, Inman, & Altman, 2006); and (b) whether practicum supervisees require the same three core conditions necessary for developing a professional identity that internship supervisees experienced (Weaks, 2002).

The derivative subquestions explored were:

- Are there distinct developmental differences between internship and practicum supervisees in forming a professional identity? More specifically, do practicum supervisees experience equality, safety, and challenge in the supervision process and do interns experience professional identity, personal reactions, competence, supervision, and philosophy of counseling?

- What experiences in supervision influence the development of an intern/practicum supervisee's professional identity?

- What experiences in supervision hinder the development of an intern/practicum supervisee's professional identity?

Significance of Study

This study is significant in that it assists counselor educators and supervisors in understanding the experiences of practicum and intern supervisees across the two educational levels in developing a professional identity in supervision. Presently, curriculum experience and demonstrated knowledge of a professional counselor identity is a core requirement by Council for the Accreditation of Counseling and Related Educational Programs (CACEP). The supervision experience provides an opportunity for the supervisee to participate in a variety of counseling activities (e.g., clinical counseling, record keeping, information and referral, in-service, and staff meetings) that a professional counselor is expected to perform. Practicum supervisees are required to complete a minimum of 100 hours of supervised experiences to meet CACREP training standards. After successful completion of practicum, supervisees must complete 600 hours of supervised experience. Even though practicum and internship are required and assist in developing a professional counselor identity, there is no empirical research

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comparing intern and practicum supervisees' development of a professional identity across the two experiences in supervision.

The study was important to understand the optimal supervision environment at various developmental stages for supervisees. Much of what was known about intern and practicum supervisee's identity development in supervision has been theoretical. With the study, I explored the development of the professional identity of practicum and intern supervisees by examining their experiences across the two educational levels in supervision. My study was essential because empirical research was needed to clarify the relationship between supervisees' development of a professional identity in supervision.

Discussion of Findings

Built on the work of Auxier, Hughes, and Kline (2003), Howard, Inman, and Altman (2006), Loganbill, Hardy, and Delworth (1983); McNeill and Worthen (1996); Stoltenberg et al. (1998), and Weaks (2002) this study specifically addressed practicum and internship supervisees' perceptions of developing a professional counselor identity in the supervision process across the two experiences (practicum and internship). This research inquiry was meant to connect theory and the limited research comparing the professional counselor identity development of practicum and internship supervisees in supervision.

All practicum and internship participants in my study were attending the University of New Orleans, a CACREP accredited program. CACREP describes clinical supervision as "a tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in practicum and internship and facilitates the learning and skill development experiences associated with practicum and internship. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients" (CACREP, 2001,

p. 12). Due to the counseling program at the University of New Orleans' requirements, specific supervision protocol is required which includes individual supervision by an on-site supervisor (a supervisor at work site and supervisee), university supervisor (a member of the counseling program), and a group supervisor (a doctoral student and more than two counseling students).

The seven participants who volunteered for my study met all of the requirements for CACREP and UNO practicum and internship. Discussion of findings from participants' interviews is presented in the following sections as they relate to the key themes discovered through grounded theory analysis (Strauss & Corbin, 1998): supervision relationship, professional identity, expectation of supervision, and philosophy of counseling.

Supervision Relationship

In addressing the research question, "How do practicum and internship supervisees across the two educational levels (practicum and internship) experience the development of a professional counselor identity in supervision?" the supervision relationship was crucial for both practicum and internship supervisees. The most common theme identified in my study by practicum and internship participants' responses was that the supervision relationship between supervisor and supervisee was integral for the formation of a professional counselor identity. In each of the seven transcripts examined, participants referred to the quality of the supervisory relationship as crucial and pivotal for professional identity development. The finding of the quality of the supervisory relationship is supported by McNeil and Worthen (1996) and Nelson and Jackson (2003) study on internship and practicum supervisees needing a strong supervisory relationship for their development of a professional identity. Also, Bordin (1983) suggested that a strong supervisory relationship between supervisor and supervisee can enhance professional identity development. The supervision relationship was defined by participants in my study as

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the process of supervision that involves an alliance formed between supervisor and supervisee. This definition is consistent with Weaks (2002) qualitative study on intern supervisees and Howard et al. (2006) exploratory study on practicum supervisees in that both required a strong supervision relationship for developing a professional counselor identity. Practicum and internship participants' responses in my study indicated that specific similarities or properties existed in the supervision relationship: (a) openness, (b) bond, (c) feedback/corrective feedback, (d) challenge.

Though there were similarities in practicum and internship supervisees' requirements for supervision relationship, distinct developmental differences between practicum and internship supervisees' needs in supervision relationship were found. For instance, confrontation and equality were significant for internship participants in supervisory relationship, but were not needed by all practicum participants. These developmental differences are discussed more in-depth in the equality and confrontation section.

Openness

Practicum and internship supervisees in my study found openness in the supervision relationship to be important for their professional identity development. Openness involved the supervisor creating an environment that allowed supervisees to feel comfortable disclosing not only client information, but personal issues they were struggling with. The theme of openness in the current study is similar to the findings by Weaks (2002) that internship supervisees need a safe supervision environment created by supervisor to feel open to express oneself in supervision. The parallels between my study and Weaks answer the research question, "Do practicum supervisees experience safety in the supervision process?" Though Weaks' study found internship supervisees needing openness, practicum supervisees in my study described

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requiring openness as more important to their development than internship supervisees. Practicum supervisees believed openness was the most necessary element in the supervision relationship. In the current research, openness was fourth in importance behind feedback/corrective feedback, equality, and confrontation for intern supervisees.

Another significant contrast between practicum and internship supervisees was the requisite of openness involving the supervisor creating an environment that allowed supervisees to feel comfortable disclosing personal issues they were struggling with. In my study, internship supervisees did not need as much assistance from supervisors with personal issues as practicum supervisees. The need for assistance from supervisors with personal issues may have been more significant for practicum supervisees because practicum supervision was a new and sometimes anxiety causing experience for supervisees. This is parallel to Stoltenberg et al's (1998) Integrated Developmental Model which theorizes that supervisees in the first level of development [practicum supervisees] are anxious, highly motivated, and dependent on their supervisors for advice and guidance. Supervisee's primary focus in the first level is on the self while dealing with anxiety about performance and evaluation.

During Stoltenberg (1998) level three [internship], supervisees develop the ability to balance the client's perspective appropriately while maintaining self-awareness. Supervisors during this level follow the supervisee's lead in determining the content of supervision (Stoltenberg). Stoltenberg's level three relates to internship supervisees in Weaks' exploratory study and my study which did not mention needing supervisors to explore personal issues, but appeared to be more focused on client issues.

Feedback/Corrective Feedback

Feedback/corrective feedback between supervisor/supervisee and supervisee/supervisee was another aspect of the supervision relationship that contributed to participants' development of a professional counselor identity. Both practicum and internship supervisees in the current study emphasized the value of being able to give and receive feedback/corrective feedback. Feedback was described by participants as encouragement and advice between supervisor/supervisee and supervisee/supervisee. Corrective feedback was perceived as clarifying communication between supervisor/supervisee and supervisee/supervisee. More specifically, participants discussed corrective feedback as discussion intended to encourage thoughtful self-examination and/or to express the feedback giver's perception of the need for change on the part of the receiver. The need for feedback/corrective feedback addresses the research question, "What experiences in supervision influence the development of an intern/practicum supervisee's professional identity?"

The feedback/corrective feedback concept was not mentioned in the Weaks or Howard studies. However, it was discussed by Auxier, Hughes, and Kline (2003) in their qualitative study on counselors-in-training development of a professional identity. Those researchers theorized that counselors-in-training develop a professional identity through a "recycling identity formation" process which includes an external evaluation (receiving information and feedback from peers, supervisors, professors, and clients about their personal and counseling behaviors). Auxier et al. research relates to my empirical findings on supervisees developing their professional identity through feedback from individual and group supervisors and peers in group supervision on their counseling styles.

The significance of the feedback/corrective feedback exchange has been indirectly linked to supervision groups concerning feedback in group settings (Yalom, 1995). Yalom studied clinical groups and found the feedback/corrective feedback process to be significant for group members. Also, the ability to give, receive, and exchange effective feedback has been noted as increasingly important in a wide range of group settings such as task and educational groups (Hulse-Killacky, 1996; Hulse-Killacky, Killacky, & Donigian, 2001). Knowing how one is perceived by others through giving and receiving interpersonal feedback has been linked to successful outcomes in groups by many in the group literature (e.g., Corey, 2003; Hulse-Killacky & Page, 1994; Trotzer, 1989; Yalom, 1995).

The feedback/corrective feedback process between supervisee and supervisee in group supervision had an impact on participants in my study when they were able to exchange feedback/corrective feedback. Both practicum and internship supervisees felt empowered and a sense of confidence when able to give feedback/corrective feedback to other supervisees. Supervisees also seemed to value feedback/corrective feedback from other supervisees as counter to supervisor. This is similar to Yalom's (1995) study on group members preferring and utilizing feedback/corrective feedback from other group members as opposed to group leader. For instance, in my study one participant, Sue, believed and discussed how the feedback exchange between supervisees in group supervision was as substantial if not more important than the feedback from her group supervisor.

Practicum and internship participants in my research had similar requirements for the way they wanted to give and receive feedback/corrective feedback from supervisors. As discussed earlier, participants were more appreciative and excepting of corrective feedback when a strong and trusting relationship had been established with their supervisor. They also

mentioned not wanting to feel judged or criticized for their actions when given feedback/corrective feedback. For example, since Mike already had a strong trusting relationship with his individual supervisor, he knew that the corrective feedback from his supervisor was to help him be a better counselor and not criticism.

Participants accepted corrective feedback better when combined with positive feedback. A balance of support and encouragement was needed by practicum and internship supervisees to accompany corrective feedback and challenge when delivered by supervisors. The balance of supervisees receiving positive feedback and corrective feedback corresponds with counseling supervision literature describing the need for a balance between encouragement and constructive feedback for supervisees (Borders & Brown, 2005).

An area that had a negative effect on participants, especially discussed by internship supervisees, was corrective feedback phrased or delivered in a perceived impertinent manner. Throughout my interview with Tiff, she discussed how valuable it was for her to receive corrective feedback from her supervisor "respectfully." This meant she wanted corrective feedback from her supervisor in a courteous way, but focusing on her counseling behavior and what the supervisor could observe.

Another disadvantageous impact corrective feedback had on practicum and internship participants was when supervisors gave corrective feedback on supervisee's personality. Mike explained this by describing a time when he received corrective feedback from his supervisor and feeling like his supervisor wanted him to change who he was as a person. Mike did not receive the corrective feedback well because it was "part of his personality and it is like telling somebody that they should change."

Challenge

Similar to participants' need for feedback and corrective feedback in the supervision process, practicum and internship participants in my research inquiry described their perceptions of challenge from their supervisor as significant for the supervision relationship. This finding attends to the research questions, "Do practicum supervisees experience challenge in the supervision process?" and "What experiences in supervision influence the development of an intern/practicum supervisee's professional identity?" The theme of challenge was described as new awareness and insight encouraged by the supervisor. My findings parallel Weaks' (2002) discovery with internship supervisees needing challenge in the supervisory relationship. Similarly, the Howard et al. (2006) research described the theme of personal reactions as self-awareness moments wherein supervisees became aware of internal reactions of emotions toward a client, a deeper level of awareness of how supervisee reactions to clients could affect supervisee behavior and the course of therapy. Howard et al. study relates to the current research because supervisors assisted in practicum and internship participants' personal reactions. Supervisors challenged supervisees to explore their personal reactions towards clients which lead to important self-awareness/challenge moments.

Developmental theories (Loganbill et al., 1983; Stoltenberg, 1987) state that beginning supervisees need less challenge than more developmentally advanced internship supervisees. My study coincided with developmental theories in finding that challenge was the least significant theme in supervisory relationship for practicum supervisees and it was second most important under feedback/corrective feedback for internship supervisees.

Confrontation

In my research, a developmental difference that was found between practicum and internship supervisees' supervisory relationship was the theme of confrontation. Confrontation was defined as experiences in supervision relationship when supervisees confronted supervisors to voice their opinion and to let supervisors know what they needed for professional growth in the supervision process. All three internship participants discussed situations in which they confronted supervisors for various reasons to change the current status of the supervision process to better benefit their developmental needs. This answers the question, "What experiences in supervision influence the development of an internship supervisee's professional identity?" Confrontation was not mentioned by any practicum participants in the current study or discussed in Weaks' research.

Confrontation in my study relates to the supervision stage models of Hill, Charles, and Reed's (1981) and Loganbill et al. (1982) which characterize supervisees in the last stages of professional development as reorganizing and integrating a new cognitive understanding, and having an ongoing monitoring of the important issues of supervision. Supervisees in this stage have a more realistic awareness of their professional counseling skills concerning their shortcomings and areas for growth in this stage. In last stages of professional development, supervisees have more realistic expectations in terms of supervisory goals, perceive the supervisor more realistically, and are able to assume responsibility for the content and process of supervision (Loganbill et al.).

The theme of confrontation does have relevance to Howard et al.'s (2006) research with practicum supervisees which described the theme of competence as crucial to their professional identity development. Competence was defined by practicum supervisees in Howard's et al.

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research as experiences that had an impact on supervisees' sense of counseling self-efficacy. It is possible that internship supervisees in my study had counseling self-efficacy experiences that gave them the confidence to confront supervisors with their needs for supervision. Practicum supervisees interviewed in the current study mentioned having these experiences of competence, but they were intertwined with the themes of philosophy of counseling and professional identity.

A reason for internship supervisees finding confrontation significant and practicum supervisees not mentioning confrontation as valuable in the supervisory relationship may be due to their developmental level. Practicum supervisees may not have been at a developmental stage where they knew what they needed from supervisors. As discussed in developmental models (e.g., Blocher, 1983; Hess, 1987; Hill, Charles, & Reed, 1981; Hogan, 1964; Loganbill, Hardy, & Delworth, 1982; Stoltenberg & Delworth, 1987), supervisees in the early stages of professional development are motivated to learn, but highly dependent on supervisors as what to do.

Bond

Answering the research question, "What experiences in supervision influence the development of an intern/practicum supervisee's professional identity?" practicum and internship supervisees in my study expressed the need for a strong bond between supervisor and supervisee. A strong bond in the supervisory relationship, as described by participants, occurred when supervisors connected with the participants' emotional worlds, went out of their way to assist supervisees, and were able to be trusted and relied upon. Participants' description of the supervision relationship supported Bordin's (1983) findings that an emotional bond between supervisor and supervisee is needed for the supervisory working alliance. Although two of Bordin's requirements for a strong

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supervisory relationship, mutually agreed upon tasks and goals of supervision, were discussed by participants, they were not emphasized as a necessity in the supervision relationship. Supervisees not requiring mutually agreed upon tasks and goals of supervision in my study and needing it in Bordin's research could be due to my research exploring professional identity development exclusively rather than Bordin's research examining the supervision working alliance.

Though practicum and internship supervisees in the current study expressed the importance of the bond between supervisor and supervisee, it was not mentioned in the Howard et al. (2006) study. In the Howard et al.'s qualitative study with practicum supervisees, there was no direct mention of the bond between supervisor and supervisee, but supervision was a significant motivating factor for professional identity development. Howard et al. defined supervision as the relationship between supervisor and supervisee. Weaks' (2002) study on internship supervisees discussed the supervisory relationship as crucial, but did not indicate the bond between supervisor as internship supervisee as significant. However, the findings in my study relating to participants needing a bond with supervisor are similar to McNeill and Vaughn (1996) research with intermediate to advanced level doctoral students in internship and the relationship with their supervisors. They found a strong supervisory relationship consisting of warmth, acceptance, respect, understanding, and trust contributed to a good supervision outcome and refined professional identity. Supporting this, Nelson and Jackson (2003) studied eight Hispanic graduate counselor education students who were enrolled in practicum/internship to identify the components necessary for the development of a professional identity. The

researchers identified, similar to my findings, that relationships between supervisor and supervisee were necessary in developing a professional counseling identity.

Equality

Internship supervisees in my study found equality between supervisee and supervisor to be influential in their supervision relationship and development of a professional identity. Equality was defined by internship participants as mutuality, consultative relationship between supervisee and supervisor, and relationship of shared beliefs and values between supervisee and supervisor. This finding parallels Weaks' (2002) research on counselor internship supervisees requiring equality for developing a professional counselor identity.

However, the theme of equality was not found in my study to be significant for practicum supervisees. This finding addresses the research question, "Do practicum supervisees experience equality in the supervision process?" In the current research, only one practicum participant expressed the need for equality in the supervision relationship. Likewise, the need for equality in supervision relationship was not observed in the Howard study as key for practicum supervisees' professional identity development. This finding coincides with developmental theories (Blocher, 1983; Hill, Charles, & Reed, 1981; Hess, 1987; Hogan, 1964; Loganbill, Hardy, & Delworth, 1982; Stoltenberg & Delworth, 1987) proposing that beginning practicum supervisees are more dependent on the supervisor requiring less shared responsibility in supervision process.

<div align="center">Professional Identity</div>

The second most meaningful theme discussed by practicum and internship participants in my research concerned professional identity. This finding attends to the research question, "Do interns experience professional identity in supervision process?" because all internship participants in the current study emphasized the importance of professional identity. Practicum

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participants had related experiences at the same level as internship supervisees. Similar to practicum participants' definition of professional identity in the Howard et al. (2006) study, practicum and internship participants in my study had related descriptions of their professional identity. The Howard et al. (2006) study defined professional identity as "personal identification with the counselor role, recognition of unfamiliar elements of their new role, level of satisfaction with their decision to pursue a counseling career, and feelings of being limited or restricted by their supervisee status" (p. 10). Howard's definition resembles the description by CACREP (2001) and Remley and Herlihy (2001) which depicts the professional identity as the level at which a counselor identifies with the profession of counseling and takes pride in being a counselor. An understanding of the history and philosophy of the counseling profession, professional roles, organizations, credentialing, advocacy for the profession and the client, and legal and ethical standards are all aspects incorporated in the professional identity.

Though practicum and internship supervisees in my study had many similarities as did Howard et al. (2006), CACREP (2006) and Remley and Herlihy's (2001) definition of professional identity there were slight differences in the current study. In my study, practicum participants defined professional identity as personal identification with the counselor role, recognition of unfamiliar elements of their new role, and level of satisfaction with their decision to pursue a counseling career. Internship participants described professional identity as personal identification with the counselor role and recognition of unfamiliar elements of their new role, but did not find level of satisfaction with their decision to pursue a counseling career as important as practicum participants.

Neither practicum nor internship supervisees in my study mentioned feelings of being limited or restricted by their supervisee status as did practicum supervisees in Howard et al.'s

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(2006) research. Also, participants in my study did not mention supervisors encouraging professional identity development via joining affiliations, presenting, organizations, credentialing, etc., as CACREP (2006) and Remley and Herlihy (2001) defined professional identity.

An additional noteworthy finding in my study was the influence supervisors had on practicum and internship supervisee's professional identity development. More specifically, practicum and internship supervisees had experiences in clinical settings and in supervision that challenged their professional identity as counselors. In addressing the research question, "What experiences in supervision hinder the development of an intern/practicum supervisee's professional identity?" having a supervisor with a medical model philosophy can impede developmental progress. For example, Tiff found herself questioning her professional identity and wellness model because of an on-site supervisor and staff at her clinical site that used the medical model. Tiff's struggle correlates to Hansen (2003) identifying that there are contradictions between the counseling wellness model and medical model used by psychologists and psychiatrists. Had it not been for her doctoral supervisor which had a strong professional counselor identity, Tiff would have kept struggling with her professional identity at her work site.

Similarly, Sally and Jill had conflicts with their professional identity at the schools they were working at as school counselors. Both were required by principals and teachers to constantly perform duties that were not counselor related (i.e., discipline students, monitor classes, and recess duty). Being required to perform these non-counselor duties made them question what a school counselor's identity is. Both school counselors had supervisors with a

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history of advocating for school counselors and their rights which assisted in their development of a professional identity.

<center>Expectation of Supervision</center>

A significant and unexpected finding in the current study which was not found in Weaks' (2002) or Howard et al.'s (2006) research was participants' expectation of supervision. Expectation of supervision was described as supervisees' preconceived notion of what the practicum/internship supervision experience would entail, and supervisors' expectation of supervisees in supervision and in clinical counseling session. Practicum and internship participants in my research highlighted the impact their expectation of supervision had on their experiences going into and during supervision. The theme of expectation of supervision attends to research questions, "What experiences in supervision influence the development of an intern/practicum supervisee's professional identity?" and "What experiences in supervision hinder the development of an intern/practicum supervisee's professional identity?"

Practicum participants in the current study explained how what they learned from sources (i.e., cohorts, higher level students, professors, practicum/internship coordinator, etc.) typically set the precedence for what they expected supervision and clinical counseling sessions to include. These perceptions, often times misconstrued, guided practicum supervisees and caused conflicts and on occasion disappointment when expectations were not met. During the period of conflict and disappointment, practicum supervisees had to reevaluate their perception of supervision and clinical counseling sessions to adjust to their new environment.

Practicum participants also found significant the supervisors' expectation of them in supervision and in clinical counseling session. The participants voiced how their anxieties were eased and that they were less overwhelmed when they knew what to expect from their

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supervisor. This finding correlates with supervision theories (Blocher, 1983; Hess, 1987; Loganbill et al., 1982; Stoltenberg et al., 1987) describing beginning supervisees [practicum] needing a more structured environment facilitated by supervisors to foster professional identity development compared to the more developmentally advanced internship supervisees.

Similar to practicum participants, the expectation of supervision was described by internship participants in my research as the preconceived notion of what practicum supervision experience was like for them. Though, two differences exist between practicum and internship participants' definition of expectation of supervision. There was no mention or themes surrounding internship supervisors' expectation of supervisees in supervision and in clinical counseling session. This parallels to supervision theories (Hess, 1987; Loganbill et al., 1982; Stoltenberg et al., 1987) describing suggesting that developmentally advanced supervisees [internship] require less structure from supervisors and are able to function autonomously telling supervisors their needs for professional development.

The second distinction between practicum and internship supervisees was internship participants were able to give experiences and comparison of expectations about practicum and internship supervision. Internship participants had less anxiety and negative expectations of what the internship experience would be like due to having been through practicum. There was less of a fear of the unknown. Since internship supervisees had been through practicum, they may have been better prepared for what internship would entail.

Both practicum and internship participants in the current study commented on the need for a more clarified definition and requirement of practicum and internship and what each involves before entering supervision. Many participants were highly anxious and believed they were ill-prepared for supervision and working at clinical sites. Some practicum and internship

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participants' anxiousness was due to learning about practicum/internship and clinical sites from unreliable or unqualified sources.

<center>Philosophy of Counseling</center>

In addressing the research question, "Do interns experience philosophy of counseling in supervision experience?" all intern participants discussed philosophy of counseling as significant. Practicum and internship participants in the current study commented on the importance of their supervision experiences and how supervisors encouraged them to comprehend and fully understand the philosophy of counseling. Philosophy of counseling related to experiences in supervision which supervisees conceptually understood the theory and process of counseling. The findings in my study coincide with the Howard et al. (2006) research on practicum supervisees understanding the theory and process of counseling through supervision experiences. The current research also adds to the Howard et al. study by the discovery of internship supervisees having similar experiences as practicum supervisees.

Through out their supervision experience, practicum participants in my study learned how to incorporate specific counseling skills when needed, utilize a variety of theoretical orientations, balance boundaries with clients, etc. which helped them conceptualize the counseling process. These supervision experiences gave participants a firm foundation in understanding the process and theory of counseling and developing their own personal style of counseling. Mike, a practicum participant, described what he had learned throughout his practicum supervision and applied it to his counseling philosophy to help him develop his own personal style. Mike conceptualized the counseling process with the analogy of, "taking out a hammer if a nail needs to be hammered in."

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A developmental difference between practicum and internship supervisees' philosophy of counseling relates to internship supervisees describing an evolving process in professional identity development. For instance, internship participant, Tiff, related how her philosophy of counseling transitioned from being "very mechanical" to "whatever happens" with her clients. Tiff's experience relates to Auxier, Hughes, and Kline (2003) exploratory study on identity development. Auxier, Hughes, and Kline conducted a qualitative study on master's degree counselor education students that were completing an internship to explore their identity development experiences. The authors used a grounded theory approach to generate a theory that conceptualized the counselor's-in-training formation of an identity. They theorized that counselors-in-training develop an identity through a recycling identity formation process.

The recycling identity formation process, similar to the developmental supervision models of Hess (1987) and Loganbill et al. (1982) and the empirical research on counselor development of Skovholt and Ronnestad (1992), has three interacting components: conceptual learning (listening to lectures, reading, and submitting papers), experiential learning (learning that occurred during counseling techniques classes, practica, internships, and small group experiences), and external evaluation (receiving information and feedback from peers, supervisors, professors, and clients about their personal and counseling behaviors) (Auxier et al., (2003). The cyclical processes of conceptual and experiential learning and external evaluation assisted counselors-in-training develop an identity through identifying, clarifying, and reclarifying their self-concepts as counselors. The authors concluded that their findings were similar to developmental stage models that suggest counselor identity development is a growth process wherein counselors-in-training cycle through experiences and eventually assume a counselor self-identity (Hess; Loganbill et al; Skovholt & Ronnestad).

Limitations

The findings of my research must be considered in light of their limitations. Limitations of this study involve sampling bias, collection of the data, and interviewing process. The first limitation that may have had an impact on this study involved sampling bias. The results are limited due to the relatively small sample size in a restricted region which could introduce a possible training bias. As a result of participants not being required to respond to or participate in my research, practicum and intern supervisees from the University of New Orleans may not have been representative of Southern university supervisees because participants were all from one university. Additionally, practicum and intern supervisees who chose to participate may not have been representative of the entire population of practicum and intern supervisees. The training and regional bias are minimized by being CACREP which introduces some level of standardized training.

Interpretations of this qualitative study should be made with caution due to the qualitative nature of the study. The current study was exploratory, and the sample was limited to seven practicum/internship students who responded to contacts and consented to be interviewed before saturation of data occurred. There is no strong basis for suggesting that the results of this study could be generalized to other practicum and internship supervisees because the sample is limited in its diversity, and this reduces the usefulness of the results.

Limitations also may include the collection of data and interviewing process. Participants were interviewed using a structured open-ended questioning method. The researcher may not have accurately captured the essence of practicum and internship supervisees' attitudes, beliefs, and feelings regarding their professional identity development in supervision. Since participants were only interviewed one time with a follow-up clarification, the study may have been limited

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in its ability to account for changes in opinion that may have occurred over time and therefore could only express the attitudes of participants at the time that they were interviewed.

Implications for Supervisors and Counselor Educators

Further research into the supervision process is still needed to identify the components that contribute to the development of practicum and internship supervisee's professional counselor identity. We know little about the active ingredients of effective supervision. In particular, future research is needed to replicate and further evaluate the themes identified in the current study. Research should focus on the themes which do not parallel the Weaks' (2002) and Howard et al.'s (2006) studies. The sample should be expanded numerically, specifically with a nation-wide cross section of diverse subjects. Also, collecting qualitative and quantitative data from more diverse settings could verify the findings or add new perspectives. Future quantitative research would be advantageous and may provide transferability results. This initiative could assist counselor educators and supervisors in better facilitating the development of strong professional identities for counselors-in-training.

Interviews with practicum and internship supervisees and supervisors about the effects of supervision on professional identity development and direct observation of supervision sessions might help identify which elements are of greatest importance for supervisees. This would also provide an evidence base for the development and implementation of effective training programs in supervision that will promote the professional identity development of supervisees as well as enhance client outcomes.

In addition, future research should focus on perspectives of professional identity development in counselors-in-training with various levels of experience and specialties. More specifically, research should determine whether counselor identity development is identical for

counselors-in-training in the various specialties of counseling such as school counseling, substance abuse counseling, marriage and family counseling, and community counseling. These specialties have distinct differences in accreditation, licensure, and legal and ethical codes. It has not been determined if one specialty is more susceptible than others to conflicts in professional identity development.

Future research on supervisees' expectation of supervision needs to be explored more in-depth. Since there was no prior research or literature found that relates to my study on supervisees' expectation of supervision, research should replicate the current study and focus exclusively on the expectation of supervision and how it effects supervisees' professional identity development.

Finally, a longitudinal study of supervisees' professional identity development from practicum through internship would permit an examination of the impact of critical incidents over time. What might be critical for beginning practicum supervisees may not be recognized as important over time. My study found that there were critical incidents and differences in professional identity development between practicum and internship supervisees, but my research did not focus on supervisees' development through the educational experiences of practicum and internship. A more in-depth study of the impact of critical incidents experienced by supervisees over time may help prepare counselor educators and supervisors to better assist supervisees' needs in professional identity development.

Conclusions

This study was significant in that it provided empirical research to assist supervisors and counselor educators in understanding the experiences of practicum and internship supervisees across the two educational levels (practicum and internship) in developing a professional

counselor identity in supervision. The current research inquiry compared how supervisees across the two varying educational levels (practicum and internship) experienced the development of a professional counselor identity in supervision. The goals of this study were to examine: (a) whether internship supervisees experience the same five critical incidents (professional identity, personal reactions, competence, supervision, and philosophy of counseling) in their development of a professional identity as practicum supervisees (Howard et al 2006), and (b) whether practicum supervisees require the same three core conditions (equality, safety, and challenge) necessary for developing a professional identity that internship supervisees experienced (Weaks, 2002).

By utilizing phenomenological inquiry and grounded theory analysis, my study was able to describe practicum and internship supervisees' perceptions of the supervision process in developing a professional counselor identity in supervision. The findings of my study indicated that all practicum and internship participants perceived developing a professional identity in supervision, with the majority of participants sharing similar sentiments regarding levels of importance of specific necessities to their professional identity. However, practicum and internship supervisees indicated varying levels of importance of some necessities to the development of their professional identity.

My study found that internship supervisees experienced the same five critical incidents with fluctuation in their development of a professional identity as practicum supervisees in Howard et al.'s (2006) research. Conversely, practicum supervisees in my research did not require the same three core conditions necessary for developing a professional identity that internship supervisees experienced in Weaks' (2002) qualitative study. Practicum participants

found safety and challenge significant, but did not require equality for their professional identity development.

Two themes that were influential to practicum and internship supervisees' professional identity development not highlighted by past research were the feedback/corrective feedback process and expectation of supervision. Practicum and internship supervisees emphasized the importance of feedback/corrective feedback when given by individual and group supervisors and supervisees in group supervision. The importance of feedback/corrective feedback has been discussed (Auxier, Hughes, & Kline 2003; Yalom, 1995), but not exclusively in supervision process. Also, the expectation of supervision was critical for practicum and internship supervisees' professional identity development before and in the beginning of supervision.

The findings of the current research add detail to developmental stage models (Loganbill et al., 1982; Skovholt & Ronnestad, 1992; Stoltenberg, 1981) and empirical research (Howard et al., 2006; McNeill & Worthen, 1996; Nelson & Jackson, 2003; Weaks, 2002) that suggest that counselor identity development is a growth process wherein counselors-in-training cycle through experiences in supervision in order to develop a professional counselor identity. Ultimately, without developing their professional identity as a counselor, practicum and internship supervisees are operating at a loss in advocating for their own unique place in their profession. The findings of this study illuminate the influence of supervision and role of supervisor in fostering practicum and internship supervisees' development of counselor professional identity.

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APPENDIX A

Interview Protocol

- What has your supervision experience been to date?

- Please describe your supervisory relationships.

- What experiences in supervision have been most/least important to you in your

  development as a counselor?

- Please describe your professional development in supervision.

- What has been the role of supervision in your learning to be a counselor?

- What do you do to make sense of the input you receive from supervisors when it does not

  fit with how you see yourself? What about when the input fits with how you see yourself?

- Describe your attitude toward your learning experiences in supervision and how those

  attitudes may have changed during your time in supervision.

- How have your experiences as a supervisee influenced your becoming a counselor?

- How did your expectations of supervision change from the beginning of the semester,

  midterm, to the end of supervision?

APPENDIX B

Oral Script for Recruiting Participants

My name is Damion Cummins and I am conducting research on how practicum and intern supervisees across the two varying educational levels (practicum and internship) experience the development of a professional counselor identity in supervision. I am a doctoral candidate in counselor education at the University of New Orleans. The study that you are being asked to participate in involves my dissertation research.

The research study involves examining the supervision experiences of practicum and intern supervisees, and their development of a professional identity. This study will explore the needs of practicum and intern supervisees in supervision to find which environment is needed to enhance professional identity development.

Program faculty will not know the participants in the study nor will any information be provided to anyone responsible for evaluations, grades, etc. Participants' doctoral supervisors will have no involvement in the study, knowledge of participants', or access to information that may reveal an individual's identity.

After reading and signing the consent form, participants will be asked to fill out a short questionnaire describing personal characteristics. Participants will then be asked to agree to be interviewed on two separate occasions to expand on their answers and to clarify information gathered and interpreted by the researcher. The research will require the following time commitment from you:

1) Estimated time to complete the questionnaire – 1 minute (administered on one occasion)
2) Estimated time to conduct the interview – 45-60 minutes (conducted on two occasions)

Your total time commitment is estimated to be between 1 ½ and 2 hours.

Before you can participate in this research study, you must first agree in writing by signing a consent form and an authorization form allowing me to use your information in the study. Prior to signing either of these forms, I will read them with you so you clearly understand the conditions of participation in this study. You are encouraged to ask questions if any of the information is unclear. Do you have any questions or concerns at this time about the research study?

APPENDIX C

Consent to Participate

Research Project: *The Supervision Process in Practicum and Intern Supervisees' Professional Identity Development*

Please carefully read the following information prior to signing this form.

1. Damion R. Cummins, M.Ed. (318.355.1628; damioncg@yahoo.com) doctoral student under the supervision of Louis V. Paradise, Ph.D. (504.280.6026; lparadis@uno.edu) and April Whatley Bedford, Ph.D. (504.280.6607; awhatley@uno.edu), faculty at the University of New Orleans, are requesting your participation in a research study entitled *The Supervision Process in Practicum and Intern Supervisees' Professional Identity Development.* The purpose of this study is to explore how practicum and intern supervisees across the two educational levels (practicum and internship) experience the development of a professional counselor identity in supervision. Your participation will involve being interviewed on two occasions. The first interview will take place at the end of your practicum or internship experience. A second interview will be conducted approximately one month after the initial interviews have been transcribed and analyzed. The interviews are anticipated to last between 45 and 60 minutes during which time you will be asked open-ended questions about your supervision experiences.

2. One risk associated with this study is that you will be asked to share personal information regarding your experience in the supervision process. You do not have to answer any question that you do not wish to answer. Due to the length of the interview (45-60 minutes), you may become tired or fatigued. Should that happen, you may take a break or choose to discontinue this interview.

3. The benefits of participating in this study for you personally are minimal; however, you will be contributing to the scholarly research about assessing the needs of practicum and intern supervisees during supervision with the purpose of better understanding their development of a professional identity.

4. You do not have to participate and are free to stop the interview at any time without consequence. Additionally, you are free to withdraw from this study at any point.

5. The results of this study will be published in my dissertation; however, your name and identity will not be revealed. You will be assigned an alias and the alias will be used in any reporting of your comments. Your name will only be known to the researchers and any transcriptions of this interview will be kept in a locked file cabinet accessible only to the researchers in number 1 above.

6. Participants may become tired or have some discomfort talking about past experiences. You are free to request a break as needed or decline to respond to any question.

7. Any questions you have about the study should be addressed with the researchers listed in number 1 above.

8. Your participation is in this research study is voluntary and you will not be compensated. Refusal to participate will involve no penalty. You may withdraw from participation in this research study at any time.

9. If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, please contact Dr. Ann O'Hanlon, Institutional Review Board, at the University of New Orleans (504) 280-6501.

Personal Characteristics Questionnaire

Please complete this questionnaire by checking the appropriate answer that applies to you. The information you provide will remain confidential and not be disclosed to any person not involved in the research study.

_____

Personal Characteristics

Age (yrs.): ____

Religion
___ Catholic

Gender
___ Male
___ Female

___ Protestant
___ Baptist
___ Jewish
___ Other
___ None

Ethnicity
___ White
___ African-American
___ Hispanic/Latin American
___ Asian
___ Other

Major
___ School Counseling
___ Community Counseling

Marital status
___ Never married/single
___ Married
___ Divorced/separated
___ Widowed

Employment
___ Employed/currently working
___ Employed/currently on disability
___ Unemployed/unable to work

Number of children: ____   If you have children, what are the age(s): _____

University Committee for the Protection
of Human Subjects in Research
University of New Orleans

Campus Correspondence

PI & Co-Inv: Louis Paradise, Ph.D.,
Damion Cummins, graduate student

Date April 2, 2008

RE: Approval for protocol application entitled "The supervision process in practicum and intern
supervisees' professional identity development."

IRB#: 01Apr08

The IRB has deemed that the research and procedures are compliant with the University of New
Orleans and federal guidelines. The above-referenced human subjects protocol was review under
45 CFR 46.110(1) categories 6 &7.

Please remember that approval is only valid for one year from the approval date. Any changes to
the procedures or protocols must be reviewed and approved by the IRB prior to implementation.

If an adverse, unforeseen event occurs (e.g., physical, social, or emotional harm), you are
required to inform the IRB as soon as possible after the event.

Best of luck with your project!

Sincerely,

Kari Walsh, IRB member

Robert D. Laird, Ph.D.
Chair, University Committee for the Protection of Human Subjects in Research

Vita

Damion R. Cummins earned a Bachelor of Arts in Psychology in 2000 from the University of Louisiana-Monroe. He earned a Master of Education degree in Community Counseling in 2003 and completed the Doctor of Philosophy degree in Counselor Education at the University of New Orleans in May 2009.

He holds certification as a Counselor Intern and Marriage and Family Therapy Intern in the state of Louisiana. Damion is a member of the American Counseling Association (ACA), Association for Counselor Education and Supervision (ACES), Association for Specialists in Group Work (ASGW), and International Association of Marriage and Family Counselors (IAMFC).

Damion has experience counseling a wide range of clients in both community and college settings. He has worked with addictive population, homeless, couples, court ordered clients, children, and mentally and physically disabled. Damion has presented at local, state, and national conferences on a wide range of topics including group work practice, supervision of counselors, multicultural competence, counseling special populations, and teaching methodology.