A Qualitative Study Using Interpretative Phenomenological Analysis to Explore Chartered Counselling Psychologists Experiences of Supervision

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Declaration

This work, or any part thereof, has not previously been presented in any form to the University or to any other body whether for the purposes of assessment, publication or any other purpose.

Other than the expressed acknowledgements and references cited in the work, I confirm that the intellectual content of the work is the result of my own efforts and of no other person.

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Summary

This thesis comprises three main sections: a literature review, research report and a critical appraisal of the research process. The literature review is generic across a number of health professions and begins by placing supervision within its historical context followed by an attempt to clarify our current understanding of supervision. The literature relating to effective supervision is presented, with the supervisory working alliance being identified as potentially one of the most important common factors in the change process of supervision (Ellis, 1991). A review of supervision models suggests that they provide a structure for understanding the roles, relationships, responsibilities and processes integral to the practice of supervision. The review attempts to clarify the current state of supervision training, highlighting the lack of attention that has been paid to the process by which individuals learn to become effective supervisees and supervisors. It is concluded that there is a need for further research in the area of training for both supervisees and supervisors.

The research report comprises a qualitative study using interpretative phenomenological analysis to explore the supervision experiences of six Chartered Counselling Psychologists. The thematic content that emerged indicated a lack of preparation for the role of supervisee and a lack of formal training for the supervisory role. The findings revealed that the participants relied upon self-directed learning, their previous experience and their therapeutic skills to inform their supervisory practice. The findings also highlighted the critical role of the supervisory relationship for both supervisee and supervisor in managing the anxieties generated by this lack of preparation and training as well as in supporting the learning and development of all involved in the relationship.
The final section is the researcher’s critical appraisal of the research process.

This thesis conforms to the format of the peer reviewed journal Psychotherapy Research (see Appendix 1 for a copy of Notes for Contributors).
Acknowledgements

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Finally, I feel that it is appropriate at this point to pay my respects to my first supervisor, who died in July 2007. As a trainee on his first placement I could not have asked for a more generous or encouraging supervisor. His belief in the humanistic philosophy taught me a great deal and I shall be forever grateful for his support and guidance both at a personal and professional level. He sowed the seeds for this research paper in a supervision session in 2006 and I hope that he would be pleased with the outcome.
Literature Review Search Strategy

The books and journal articles used as reference material were accessed using a range of modern techniques. Many of the journal articles were obtained using search engines such as Athens, Psych Info and Swetswise to access international scientific electronic journal databases. The internet was also searched using the search engines Google and Google Scholar. The following keywords were used in searches: clinical supervision; supervision; supervisee; supervisor; transition; training; experience; counselling; relationship; interpretative phenomenological analysis; effective; preparation; becoming; supervisory working alliance; good; bad. Searches were also made of the OPAC catalogue at the university and the NHS Trust library where the researcher was on placement. Articles were obtained from the electronic databases that offered full-text, from journals held by the university, the NHS Trust Library and some were ordered from the British Library.
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SECTION 1

LITERATURE REVIEW
Abstract

In recent years there has been a significant increase in the research and theoretical publications on supervision (Carroll, 1996; Gazzola & Theriault, 2007; Majcher & Daniluk, 2009) and this literature review surveys some of these publications. The review is generic across a number of health professions and begins by placing supervision within its historical context, followed by an attempt to clarify our current understanding of supervision. Identified as the most critical element in supervision (Ellis, 1991), the supervisory working alliance and the different supervisory styles employed are then examined followed by an exploration of supervision models. Hart and Nance (2003) suggest that these models provide a structure for understanding the roles, relationship, responsibilities and processes integral to the practice of supervision. Finally, literature relating to supervision training is reviewed with the assessment that much of the attention to date has been focused on supervisor training, with little attention having been devoted to supervision training for supervisees. This literature review concludes that there is a need for further research in the area of training for both supervisors and supervisees and that an interesting focus for future research would be to explore the supervision experiences of Chartered Counselling Psychologists.
Introduction

Clinical supervision originated as part of the training process in psychoanalysis (Page & Wosket, 1994). Fleming and Benedek (1983) describe the development of psychoanalytic supervision from the twenties through to the mid-sixties. Within their tradition, supervision was an integral part of the training process that complemented the theoretical teaching and the analysis of the fledgling analyst (Buckley, Conte, Plutchik, Karasu, & Wild, 1982). These three elements (supervision, teaching and personal analysis) of the training process were made a formal requirement by the International Training Commission in 1925. More recently, the British Association for Counselling and Psychotherapy (BACP) states that “All counsellors, psychotherapists, trainers and supervisors are required to have regular and on-going formal supervision/consultative support for their work in accordance with professional requirements” (BACP, 2009: Ethical Framework for Good Practice in Counselling and Psychotherapy, p. 5). In their Guidelines for Supervision (British Psychological Society, 2007) the Division of Counselling Psychology states that “Supervision is a requirement for every Counselling Psychologist and covers all aspects of their professional life” (BPS, 2007, p. 5). The Professional Practice Guidelines (BPS, 2005) of the Division of Counselling Psychology require a minimum of one and a half hours per month.

In November 2007, the Health Secretary, Alan Johnson, announced the Improving Access to Psychological Therapies (IAPT) programme together with £170 million of extra investment in psychology services including the training of an extra 3600 therapists. The IAPT programme represents a major expansion in the provision of psychological therapies; between 2008 and 2011 there will be a rapid increase in the
number of individuals expected to deliver high quality therapeutic interventions. This unprecedented growth means that training and supervision are integral to the IAPT agenda and within the programme supervision is described as a key activity, which will determine the success of the IAPT programme. This emphasis on supervision has led to the commissioning of training for all IAPT supervisors using the competences framework for supervision (Roth & Pilling, 2007; 2008).

It is clear from the literature that supervision is viewed as an increasingly important part of training within the health professions. It is evident that one of the main reasons for this growth in importance is that with increased development and professionalism within health care, there is greater focus on assessment and measurement of clinical work at all levels. First, this is true at the client level because there is more focus on diagnostic criteria to assess the client and more emphasis on developing specific treatment goals and outcomes, often accompanied by time frames (Craig, Gonsalvez & McLeod, 2008; Getz, 1999).

Second, there is a need to assess and evaluate health professionals (Craig, Gonsalvez & McLeod, 2008). Clinical supervisors in academic training programs and in the field are required to provide this evaluation. Supervisors' ultimate responsibility is to clients, and therefore they must ensure that health professionals in training are accurately assessing clients' needs and their progress. But supervisors must also carry a responsibility for the supervisees' learning and professional identity, and they are charged with serving as gatekeepers to the health profession (King & Wheeler, 1999). Clinical supervision is increasingly seen as a critical component in a health practitioner’s development across the professional lifespan beyond academic training.
programmes and initial professional positions. Government health departments are shifting more responsibility to supervisors who must attest to their supervisees' competence (Getz & Agnew, 1999). Finally, at the highest level in the hierarchy, educators who are training supervisors must evaluate these supervisors (Getz, 1999).

The literature suggests that supervision has become a separate process with its own conceptual framework and methodology and defining supervision is challenging largely because the content and structure of supervision varies with professional grouping, therapeutic orientation and clinical context.

Types of Supervision

There are many definitions of supervision that reflect the way in which it is understood by different professions in different contexts and before looking at supervision in more detail, a few different types of supervision need to be outlined. In general there are four types of supervision (Hawkins & Shohet, 2006, p. 60):

Tutorial supervision

Supervision here is characterised by a mentor relationship where a supervisor may have more of a tutor role, concentrating almost entirely on the developmental function of supervision. For example, overseeing someone who is engaged in completing a research thesis or work project.
**Trainee supervision**

This type of supervision deals with those in training and also emphasises the developmental function of supervision. The supervisee will be in some form of training or apprenticeship role. The supervisor in this instance will have some responsibility for the work being done with the clients and is also part of the assessment process that moves a trainee towards qualification.

**Managerial supervision**

This term is used where the supervisor is also the line manager of the supervisee. As in training supervision the supervisor has some clear responsibility for the work being done with clients, but supervisor and supervisee will be in a manager-subordinate relationship, rather than a trainer-trainee one.

**Consultancy supervision**

Here the supervisees keep the responsibility for the work they do with their clients, but consult with their supervisor, who is neither their trainer/nor manager, on those issues they wish to explore. This form of supervision is for experienced and qualified practitioners.

Carroll (2007) suggests that consultancy supervision represents what we have called clinical supervision and in defining it Carroll (2007) suggests that: “Clinical supervision pertains to circumstances where the work of the practitioner is the focus of the meeting between supervisee and supervisor and where the supervisor has no other relationship with the supervisee other that the supervision relationship”. (Carroll, 2007, p. 433).
What is meant by Supervision?

In attempting to define supervision in general across professions Carroll (2007) suggests that: “At its simplest, supervision is a forum where supervisees review and reflect on their work in order to do it better. In a relationship of trust and transparency, supervisees talk about their work and through reflection and thoughtfulness learn from it and return to do it differently”. (Carroll, 2007, p. 433-434).

Ryan (2004) argues that supervision is an inquiry into practice. “It is a compassionate appreciative inquiry…in supervision we re-write the stories of our own practice…. supervision interrupts practice. It wakes us up to what we are doing. When we are alive to what we are doing we wake up to what is, instead of falling asleep in the comfort stories of our clinical routines”. (Ryan, 2004, p. 44).

In their Guidelines for Supervision (BPS, 2007) the Division of Counselling Psychology state that “Supervision is a cornerstone of Counselling Psychology training and practice and a requirement of every practitioner, however senior, throughout their working life” (BPS, 2007, p. 3).

Wheeler and Richards (2007) suggest that supervision is a formal relationship in which there is a contractual agreement that the therapist will present their work with clients in an open and honest way that enables the supervisor to have insight into the way in which the work is being conducted. The supervisor is understood to be accountable to the professional body to which the supervisee has allegiance (Wheeler, 2003). Inskipp and Proctor (2001) suggest that supervision is a working alliance
between supervisor and counsellor that enables the counsellor to gain ethical
competence, creativity and compassion in order to deliver the best possible service to
the client.

A classic definition of supervision that is often quoted is provided by Bernard and
Goodyear (2004) who say that: “Supervision is an intervention provided by a more
senior member of a profession to more junior member or members of that same
profession. The relationship is evaluative, extends over time and has the simultaneous
purposes of enhancing the professional functioning of the more junior person(s),
monitoring the quality of professional services offered to the client, she, he or they
see, and serving as a gatekeeper of those who are to enter the particular profession.”
(Bernard & Goodyear, 2004, p. 8). Wheeler and Richards (2007) argue that this
definition does not capture the essence of the complexity of the supervision process,
tasks, roles and functions in all settings.

There is general agreement in the literature that supervision represents a working
alliance between two or more professional members in which the aim is to achieve a
range of goals that can be broadly categorised into themes relating to (a)
organisational/administrative functions, (b) clinical practice, and (c) provision of
personal support to the employee (Gazzola & Theriault, 2007; BPS, 2007). The over-
riding aim is to optimise the service provided to clients, in line with the goals,
expectations, and ethical and professional standards of the organisation and profession
concerned (BPS, 2007). The process and practices of supervision are designed to
enhance those skills, knowledge, attitudes, competencies, and practices of staff in
order to achieve these ultimate goals.
An in-depth understanding of what events constitute effective supervision as experienced by both supervisees and supervisors is necessary if one is to fully comprehend the relevant and crucial aspects of supervision that contribute to the acquisition of therapeutic skills and the development of a professional identity (Gazzola & Theriault, 2007; Worthen & McNeill, 1996).

The Supervisory Working Alliance

The quality of the supervisory relationship is key in the delivery of effective supervision as perceived by supervisors and supervisees (Vallance, 2004) and according to several theorists (Bordin, 1983; Efstation, Patton & Kardash, 1990), the supervisory working alliance is potentially one of the most important common factors in the change process of supervision. Ellis (1991) indicated that the supervisory relationship was identified as the most critical element in supervision by the supervisee, whilst Holloway (1987) asserted that the supervisory relationship may be the most vital mechanism of change in the supervisee from initial vulnerability to final independence. Ladany (2004) argues that Bordin’s (1983) model of the supervisory working alliance is the foundation for determining the effectiveness of supervision.

Bordin (1983) compared the supervisory alliance to the therapeutic alliance in counselling and claimed that the supervisory working alliance consists of three components and involves collaboration between trainee and supervisor to work toward change. These three components are a mutual agreement on the goals of supervision (e.g., mastery of specific counselling skills), mutual agreement on the
tasks needed to reach the goals of supervision (e.g., observing counselling skills in audiotapes), and an emotional bond involving mutual liking and caring between the supervisor and the trainee. A unique feature of the supervisory working alliance is that the relationship is considered to be based on perceptions of mutual connections between supervisors and trainees. In other words, the supervisor perceives that mutual trust exists with the trainee, rather than a unidirectional notion of trust (e.g., supervisor trusts the trainee). Furthermore, Bordin's model has offered researchers a valuable and cogent conceptualisation of the supervisory relationship (Bernard & Goodyear, 1998; Muse-Burke, Ladany & Deck, 2001; Pachankis & Goldfried, 2007).

Ladany (2004) conducted a number of studies to explore the relationship between the supervisory working alliance and supervision process and outcome. Results from these studies indicated that a strong supervisory working alliance is significantly related to supervisor adherence to ethical guidelines (Ladany, Lehrman-Waterman, Molinaro & Wolgast, 1999), trainee satisfaction (Ladany, Ellis & Friedlander, 1999), supervisor self-disclosure (Ladany & Lehrman-Waterman, 1999) and supervisor-trainee racial identity interactions (Ladany, Brittan-Powell & Pannu, 1997). It is also related to trainee experience of role conflict and role ambiguity (Ladany & Friedlander, 1995), effective evaluation practices (Lehrman-Waterman & Ladany, 2001), a balanced supervisory approach consisting of collegial, interpersonally sensitive and task-oriented styles (Ladany, Walker & Melincoff, 2001), increased trainee self-disclosure (Ladany, O’Brien, Hill, Melincoff, Knox & Peterson, 1997; Walker, Ladany & Pate-Carolan, 2003), trainee sexual attraction toward the supervisor (Melincoff, Ladany, Walker, Muse-Burke & Tyson, 2003) and supervisory style (Efstation et al., 1990).
Gazzola and Theriault (2007) investigated the impact of positive and negative experiences in the supervisory process from the perspective of supervisees. Participants in their study valued supervisors who were non-judgmental, empathic and empowering and all supervisees stated that the supervisors who created a safe and nurturing supervisory environment facilitated a positive experience of supervision.

In conclusion the research indicates that the supervisory working alliance influences supervision process and outcome in crucial ways and that supervisors should attend to the development of a strong supervisory alliance using a generalising of their therapeutic skills (Ladany, 2004).

Supervisory Style

A number of researchers have identified supervisory style as a key component of the supervisory working alliance (Carroll, 1996; Efstation et al., 1990; Ladany, 2004). Supervisory style refers to clearly identifiable and consistent patterns of behaviours and techniques, attitudes, and philosophies used by supervisors in their supervision practices (Shanfield, Mohl, Matthews & Hetherly, 1992; Ladany et al., 2001). Several studies have tried to identify styles of supervision that are most effective for particular types of supervisees and settings. For example, it has been hypothesised that the optimal supervisory style will vary according to the supervisee's stage of career development, learning style, type of presenting client problem, and preferred clinical orientation (Heppner & Roehlke, 1984). Developmental models of supervision propose that, as supervisees develop professionally, their supervision needs change accordingly (Tryon, 1999). Stoltenberg and McNeill (1997) suggest that supervisors
should primarily adopt a teacher role with beginning trainees and primarily a consultant role with advanced trainees.

Heron (1990) proposed that supervision styles can be broadly categorised into authoritative or facilitative approaches. Authoritative styles include prescriptive (advice and explicit direction of the supervisee by the supervisor), informative (supervisor imparts knowledge and information to the supervisee), and confrontative (clear, direct feedback regarding behaviour, and challenging beliefs and attitudes) supervisor behaviours. Facilitative styles include cathartic (supervisor enables supervisee to release tensions and emotions), catalytic (supervisor encourages supervisee to be reflective and self-directive), and supportive (supervisor confirms and validates the supervisee's values and worth). Other authors have proposed different classifications of supervisory style, but these generally overlap with or may be subsumed within the system proposed by Heron (1990). For example, Cherniss and Egnatios (1977) described five supervisory patterns, termed authoritarian, insight-oriented, laissez-faire, didactic-consultative, and feelings styles. Similarly, Shanfield and Gil (1985) identified four basic supervisory styles, namely task-oriented, expert, confrontative/directive, and facilitative.

Friedlander and Ward (1984) defined supervisory style as the different approaches that supervisors use, in combination with their distinctive manner of responding to trainees. Specifically, they identified three interrelated supervisory styles: attractive, interpersonally sensitive, and task-oriented. These styles coincide with Bernard's (1997) three basic supervisor roles of interacting with trainees: consultant, counsellor, and teacher. These styles can be further defined as follows. First, supervisors who
adopt an attractive style tend to be warm, friendly, open, and supportive toward their trainees. The attractive style is similar to Bernard's (1997) collegial or consultant supervisor role. Supervisors who adopt an interpersonally sensitive style tend to be invested, therapeutic, and perceptive when working with their trainees, which is similar to Bernard's (1997) counsellor role. Finally, supervisors who engage in a task-oriented style tend to be focused, goal oriented, and structured during supervision, which coincides with Bernard's (1997) teacher role.

Bernard (1997) identified “support” and “direction” as supervisor behaviour that underlies all of the various styles of supervision. Support refers to those behaviours that show empathy and build rapport with the supervisee. Direction refers to those behaviours that question, instruct, or challenge the supervisee. By understanding the relationship of support and direction with the approaches to providing supervision, counsellor educators and supervisors may be better able to teach students to use these approaches and to evaluate their effectiveness (Ladany, Walker & Melincoff, 2001).

Shanfield, Hetherly and Mathews (2001) identified the sort of behaviours associated with good supervision. “Good” supervisors tended to allow the supervisee’s story to develop, track the most immediate concerns and queries of the supervisee and make comments that were specific to the material being presented. In contrast, poorer supervision seemed to occur when supervisors were less disciplined in maintaining a focus on supervisee’s concerns, were less structured and paid little or no attention to supervisee concerns.
Although considerable emphasis has been placed on the need for supervisors to adapt their supervisory style to the characteristics of the supervisee (e.g., cognitive style or level of experience), Joshi and McAllister (1998) reported that this does not tend to happen in practice. Rather, supervisors develop a preferred style of supervision that is relatively consistent across settings and supervisees. Indeed, even when supervisors report that they change their supervisory style according to supervisee characteristics and believe that this is important, their behaviour tends to remain the same. Thus, supervisors are not accurate reporters of their own behaviour, bringing into question the validity of data based on supervisor reports alone. Research into the nature and effectiveness of different supervisory styles therefore needs to ensure that the evidence is based on reliable and valid measures of supervisor behaviour. To date, although researchers have identified characteristic patterns of supervision practices, sound methodological research has not been conducted to allow us to identify which supervision practices are most effective with particular types of supervisees (Ladany, 2004).

Models of Supervision

In order to evaluate the effectiveness of supervision and to teach students to conduct effective supervision, counsellor educators and supervisors must have clear definitions of the various approaches that can be used and a theoretical conceptualisation into which these approaches are logically integrated (Hart & Nance, 2003). Models of supervision provide a structure for understanding the roles, relationship, responsibilities and processes integral to the practice of supervision. For example, in the process model of supervision (Hawkins & Shohet, 2000), focus on the
therapist has equal importance to all other aspects of supervision (Wheeler & Richards, 2007).

The past 30 years has seen a proliferation of models of supervision (Ladany, Ellis & Friedlander, 1999), which critics suggest have contributed little to the implementation and practice of supervision (Borders, 1989). Indeed, Borders (1989) called for a moratorium on new models of supervision, although this request had minimal impact and the literature continues to proliferate with authors presenting their theoretical, philosophical, and practical views in the area (Spence et al. 2001).

Typically, models emphasise some theoretical position, therapeutic orientation, purpose, content, style, and/or process in relation to supervision. Some models of supervision developed from the premise that the process of supervision should be based on the same change methods and theoretical principles as a particular form of therapy. These approaches include solution-focused (Rita, 1998), humanistic (Farrington, 1995), psychodynamic (Rodenhauser, 1995), and counselling (Leddick & Bernard, 1980) models of supervision.

In relation to the current study, it was felt important to review the literature pertaining to models of supervision in order to understand how they influence the role of the supervisor and also the experience of the supervisee. Various models have attempted to explain the process of change that occurs with increased training and the subsequent effect on the supervisory relationship. Generally the models propose that supervisees will exhibit different characteristics and abilities based on accrued experience (Bernard & Goodyear, 1998). A detailed description of the many scores
of supervision models was felt to be beyond the scope of the present review, so six models were reviewed, the developmental model, Hawkins and Shohet’s (2006) seven-eyed model, Carroll’s (1996) linear model of supervision and three integrative approaches to supervision.

Early conceptualisation of supervision and trainee growth as a developmental process can be traced to Fleming (1953) and Hogan (1964). Worthington (1987) and Stoltenberg and Delworth (1987) identified a number of emerging models of supervision that relied, to varying degrees, on a developmental framework for explaining growth in trainees and guidelines for the supervision process. Holloway (1987) referred to this framework as the “zeitgeist” of supervision models, although she and Ellis and Ladany (1997) have criticised the most-often-used developmental frameworks on conceptual grounds.

Most developmental models of supervision use development as a metaphor for the process of supervisee growth. Within this framework, change is viewed as a rather continuous growth process within stages (an orderly quantitative accumulation of knowledge and skills) with qualitative differences in the level of complexity in knowledge and skill utilisation between stages (Stoltenberg, McNeill & Delworth, 1998). The supervision process is assumed to affect supervisee growth consistent with Lerner’s (1986) developmental-contextual perspective. The learning environment provided, in large part, by the supervisor, the training setting, and therapy interacts with the level of therapist development in facilitating change (Stoltenberg et al., 1998). Therapists develop within and across specific domains of professional practice at different rates (i.e., proficiency at individual cognitive-
behavioural therapy may be much more sophisticated than psychological assessment). Supervisors must be cognisant of this and adjust supervision according to the domain addressed within a given supervision session (Stoltenberg et al., 1998).

Stoltenberg (1981) outlined a developmental model that focused on supervisee level of development as expressed by supervisee dependency and the impact of the supervisory environment. Stoltenberg proposed four developmental levels for supervisees: Level 1 is represented by a supervisee who is highly dependent on the supervisor; Level 2 is characterised by a conflict between dependency and autonomy; Level 3 emphasises conditional dependency; and Level 4 is the final stage, described as “master counsellor.” The changing abilities and reliance on supervisors suggests an ever-evolving relationship between the supervisor and the supervisee.

In their developmental model Stoltenberg and Delworth (1987) suggest that supervisees have different needs depending on their stage of development. Trainees are postulated to need more help, support and guidance than more experienced practitioners, and various studies have sought to confirm this supposition. Whiting, Bradley and Planny (2001) suggest that supervisors should work with novice trainees in a structured and didactic fashion and work with advanced trainees in an empowering and open-ended fashion.

Ladany (2004) challenges this developmental approach to supervision arguing that the general patterns regarding how to behave differentially toward experienced trainees are minimally accurate. Based on qualitative research studies that primarily focus on trainee self-reported perceptions, Ladany suggests that the optimal approach is a mix
of supervisor styles and roles (Ladany, Walker & Melincoff, 2001) that can be categorised as teacher, counsellor and colleague (Bernard, 1979; 1997). He argues that variance in how a supervisee will respond to supervision is more likely to do with supervisee and supervisor factors such as supervisee tolerance for ambiguity, supervisor personality and past supervision experience rather than the supervisee stage of development (Ladany, 2004).

Hawkins and Shohet (2006) suggest that the developmental model is a useful tool in helping supervisors more accurately to assess the needs of their supervisees and to realise that part of the task of supervision is to help in the development of the supervisee, both within stages and between stages of development. They also argue that the limits of the model’s usefulness must be borne in mind. Firstly, they point out that there is a danger of using the model too rigidly as a blueprint for prescribing how every supervisee at each stage should be treated, without enough reference to the particular needs of the individual, the style of the supervisor and the uniqueness of the supervisor-supervisee relationship. Second, Hess (1987) points out that supervisors are also passing through stages in their own development and we must, therefore, look at the interaction of both parties’ developmental stages.

In their process model of supervision Hawkins and Shohet (2006) turn the focus away from the context and the wider organisational issues to look more closely at the process of the supervisory relationship. Focus on the therapist has equal importance to all other aspects of supervision. This is not about therapy for the therapist, but a focus on ways in which the therapist impacts on the client, the therapeutic relationship, the supervisor and the supervisory relationship (Wheeler and Richards, 2007).
model is referred to as the “seven-eyed model of supervision” (Inskipp and Proctor 1995).

The seven-eyed model proposes that at any time in supervision there are many levels operating and that at a minimum all supervision situations involve at least four elements: a supervisor, supervisee, client and a work context. Of these four, normally only the supervisor and the supervisee are directly present in the supervision session. However, the client and the context of the work are carried into the session in both the conscious awareness and the unconscious sensing of the supervisee. They may also, at times, be brought indirectly into the session in the form of audio and videotapes. Thus according to Hawkins and Shohet (2006), the supervision process involves two interlocking systems or matrices, the client/supervisee matrix and the supervisee/supervisor matrix

They suggest that the task of the supervisory matrix is to pay attention to the supervisee/client matrix, and it is in how this attention is given that supervisory styles differ. Their model divides supervision styles into two main categories: supervision that pays attention directly to the supervisee/client matrix, by reflecting on the reports, written notes or tape recordings of the client sessions and supervision that pays attention to the supervisee/client matrix through how that system is reflected in the here-and-now experiences of the supervision process. Hawkins and Shohet further subdivide these two major styles of managing the supervision process into three categories giving six modes of supervision, plus a seventh mode that focuses on the wider context in which supervision and the client work happens.
Some of the most common critiques of the model suggest that it is hierarchical, that the model is claiming to be integrative but is biased or limited to a specific orientation and that Mode 7 is of a different order and needs to be contained in all the other six modes (Mathews and Teacher, 2004; Tudor and Worrall, 2004). Hawkins and Shohet (2006) argue that the model suggests a way of engaging in an exploration that looks at the same situation from many different perspectives and can thus create a critical subjectivity, where subjective awareness from one perspective is tested against other subjective data. It also provides a framework for the supervisee and the supervisor to review the supervision sessions and to negotiate a change in the balance of the focus.

Carroll’s (1996) linear model of supervision is grounded in the literature on developmental and social role models of supervision (Bernard, 1979; Litrell, Lee, Borden & Lornez, 1979). The strengths of these models are integrated with research into supervisors’ beliefs about the tasks of supervision and how these tasks are implemented (Carroll, 1994), creating a systematic framework of supervision practice. Carroll (1996) suggests that there are two purposes to supervision. The first is the welfare of the client. Here the supervisor oversees the work of counsellors, especially trainees, to ensure that the counsellor is working competently, that clients are being cared for and receiving a good service. The second purpose of supervision is the professional and personal development of the supervisee. Supervision should facilitate the development of the counsellor, helping him/her progress from being a novice to “master-practitioner” (Stoltenberg & Delworth, 1987).

Carroll (1996) identifies three main functions to supervision; educative, supportive and administrative. These are in agreement with Proctor’s (1986) formative,
restorative and normative functions. The educative (formative) function ensures the ongoing professional development of the supervisee linking theory and practice. Although the training establishment will have responsibility for the formal teaching of the supervisee, it is also the function of supervision to facilitate the learning of the supervisee. Supervision gives the supervisee a chance to reflect on his/her work with the assistance of an experienced professional. The supportive (restorative) function offers the supervisee an opportunity to explore issues that arise from his/her work with clients. Supervision provides support for the counsellor to deal with any difficulties that emerge during counselling. The administrative (normative) function is concerned with the welfare of the client. Supervision examines the ethical and professional aspects of the client work and allows the supervisee to monitor his/her work. The supervisor should ensure that clients are receiving a competent professional service from the supervisee.

Carroll (1996) describes how the functions and purposes of supervision are implemented by its tasks. Carroll describes seven tasks of supervision, which he suggests underlie all supervision approaches, with some differences in emphasis depending on a number of influences, such as theoretical orientation or the training of the supervisor. He suggests that effective supervisors will use the seven tasks in accordance with the supervisee’s needs, to ensure that the functions of supervision are actuated. Carroll (1996) describes the seven tasks as: creating the learning relationship, teaching, counselling, evaluating, consulting, monitoring administrative aspects and monitoring professional ethical issues.
A number of authors have presented integrative approaches to supervision developed independently from a specific psychotherapy. Hart (1982) took a broad perspective when he described three models. In the skill development model, the goal is to increase the supervisee's skills and conceptual understanding of clients. In the personal growth model, the goal is to increase the insight and affective sensitivity of the supervisee. The integration model has a goal to assist the supervisee to integrate acquired skills and personal awareness into effective relationships with clients. Bernard's (1979) Discrimination Model has three supervisor roles - teacher, therapist, consultant, and three basic foci-process (counselling skills), personalisation skills (personal aspects), and conceptualisation skills (case analysis). Holloway's (1995) Systems Model described the supervision tasks of helping the supervisee with counselling skill, case conceptualisation, professional role, emotional awareness, self-evaluation, and the supervision functions of monitoring/evaluating, advising/instructing, modelling, consulting, and supporting/sharing.

The literature suggests that irrespective of professional and theoretical background, supervisors engage in very similar supervisory practices (Ladany et al., 1999; Rich, 1993) and work with their trainees using a variety of models, styles, and roles (Bernard, 1997; Bernard & Goodyear, 1992; Bordin, 1983; Carroll, 1996; Ladany, 2004). Over the past two decades has come the recognition that no model is able to explain the learning process in supervision more adequately than any other and in all probability, most supervisors tend to work from more than one model just as most counsellors tend to draw on different approaches in their work with clients (Ladany, 2004). Furthermore, as seems true for counselling, common factors across
supervision models may play a more significant role in the outcome of supervision than any specific approaches or techniques (Wheeler & Richards, 2007).

Increasingly, supervision has been recognized as a profession in its own right (Bernard & Goodyear, 1998; Carroll, 1996) with a "unique body of knowledge and skills" (Borders, Bernard, Dye, Fong, Henderson & Nance, 1991, p. 58). Corresponding with this has been recognition of the importance of supervision training (Bernard & Goodyear, 1998; Holloway & Carroll, 1999). For example, Holloway and Carroll (1999) remarked that in professional counselling organizations in the United Kingdom and the United States, supervision training is not a luxury but rather a necessity. However, this emphasis on training has not always been the case.

Training and Supervision
Although there have been considerable advances and developments in the field of clinical supervision in terms of theory building and research (Majcher & Daniluk, 2009), primary emphasis in the supervision literature has been on facilitating the process of learning and development for therapists in training (Russell & Petrie, 1994). Less attention has been paid to the process by which individuals learn to become effective supervisors (Milne & James, 2002) and effective supervisees (Berger & Buchholz, 1993; Vespia, Heckman-Stone & Delworth, 2002). Little is known about the current state of training in the practice of supervision (Castonguay, 2005; Scott, Ingram, Vitanza & Smith, 2000) and many authors have suggested that more formal and extensive training in the practice of supervision is warranted (Majcher & Daniluk, 2009; Milne & James, 2002; Russell & Petrie, 1994).
Kavanagh et al. (2008) note that supervision training has received little attention from researchers, practitioners and professional bodies in the past and suggest that an assumption has been made that being a competent clinician means that one is automatically able to transfer and communicate that competence to another practitioner. This reliance on supervisors to transfer skills and knowledge from one domain to another, or to become proficient automatically with experience (Hess, 1987), is unlikely to lead to competent practice (Milne & James, 2002). Neither clinical competence as a therapist nor experience as a supervisee is a guarantee of competence as a supervisor (Bernard & Goodyear 2004). Supervisors also tend to perpetuate the mistakes that their own supervisors make (Worthington, 1987).

In their review of the supervision literature, Milne and James (2002) noted that a major impediment to the systematic training of supervisors is the relatively poor status of the relevant empirical literature. A systematic methodological critique of 144 empirical studies of supervision noted the general absence of conceptual and methodical rigour (Ellis, Ladany, Krengel & Schult, 1996). In a related review, Ellis and Ladany (1997) described the quality of this research as ‘substandard’ (p. 492), meaning that few conclusions could be drawn that might inform the preparation of supervisors. Majcher and Daniluk (2009) argue that there continues to be a gap between conceptual models of supervisor development and empirical research, resulting in limited understanding of how supervisors learn to engage competently in the supervisory process.

In a survey of 272 allied mental health professionals, Kavanagh et al. (2003) found that only 38% of respondents had received some supervision training and this closely
matched the findings of Johnson and Steward (2000) where 37% had received some training. Kavanagh et al. (2008) suggest that this lack of training has significant consequences. In Kavanagh et al. (2003), 20% of supervisors reported that the lack of training was often or always a problem for their supervision, and in Johnson and Stewart (2000), supervisors who had obtained training felt significantly more prepared for supervision responsibilities than those who had not.

In her review of supervision training in the UK, Henderson (2009) argues that a shared value amongst authors of published details of course design and curricula created by UK trainers is that supervision is a practical activity, and that experience, including observed practice with feedback, is crucial. Henderson (2009) suggests that participants need courses whose structure and process mirrors what is to be learnt by way of values, skills, and approaches.

Henderson (2009) identified that criteria for individuals to be accredited/registered are, however, variable and currently much in flux and development. In September 2008, the accredited supervisors from UK professional organisations totalled close to five hundred, serving a population of many tens of thousands of accredited counsellors, non-accredited counsellors, trainees and others wanting supervision. The majority of supervisors are neither accredited nor trained on an assessed course and as yet, there is little consensus on what constitutes a “qualified” or “experienced” supervisor (Henderson, 2006; 2009).

Docchar (2007) undertook a review of supervisor training courses. Results suggest that there were more than eighty supervisor training courses within further and higher
education and private institutions, 75% at diploma level or above. With no agreement in professional bodies or between course providers about appropriate length and style of courses for different levels of supervisory qualification, Docchar’s research (2007) could not assess the depth at which elements are addressed or identify equivalence between them.

Henderson (2009) argues that supervision courses do not fit neatly into the current academic structure until they are offered at Masters level, because Certificate and Diploma courses that are primarily focused on professional development are not necessarily related to, or integrated with, academic standards. This leaves some course designers at Certificate and Diploma levels uncertain about appropriate standards when the course is not recognised by a university or accrediting body.

Henderson (2009) suggests that if the professional bodies do not wish to recognise or register Supervision Diploma training courses, perhaps most should be encouraged to register with one of the awarding institutions, such as the Counselling and Psychotherapy Central Awarding Body (CPCAB), or with a university. However, this increases course costs substantially and it is clear that for the sake of applicants to courses, and any future recognition by regulatory authorities, more work on equivalence for basic training through a core curriculum, and options for post qualifying provision, is desirable.

While there is no agreed curriculum for training programmes in supervision there is a well established set of competencies that underpin most supervision training programmes (Henderson, 2009). Page and Wosket (2001) and Hawkins and Shohet
Page and Wosket (2001) refer to the British Association for Counselling and Psychotherapy (BACP) guidelines for accreditation of supervisors for their recommendations for the design and content of supervisor training. They recommend completing a training course if supervisors intend to offer supervision beyond their own core model of counselling. Their supervisor training course has five broad aims (pp. 255-263):

- To gain an understanding of various theories, models and approaches.
- To develop and practice a range of interventions and feedback skills relevant to the functions of supervision. This entails creating the opportunity to experiment, make mistakes, test out a style and take risks.
- To increase awareness of personal and professional strengths and areas for development.
- To enable the supervisor to develop their own informed style and approach to supervision, integrating theory and practice.
- To develop awareness of ethical and professional practice issues to enhance the professional identity of the supervisor and instil good standards and practice.

In their recommendations for the design and content of supervision training, Hawkins and Shohet (2006) suggest six main principles:
• Start with a focus on self-awareness, developed through experiential learning processes.

• Develop the individual’s “authority presence and impact” through high degrees of feedback in small groups where trainees undertake supervising with their peers.

• Teach basic skills and techniques in the most lively way possible, using demonstrations, illustrations, stories, engagement and trainees’ reflecting on experiences from their lives. Provide plenty of opportunity to practise and receive feedback.

• Teach theory only when experiential learning is already under way.

• “Just-in-time” learning: learning is most effective when the learner has already recognised the need for that piece of learning and can apply the learning close to receiving it.

• “Real-time” learning: learning is greatly enhanced by the learners addressing real issues that are current and unresolved, rather than case studies from the past. They refer to this as “real play” rather than “role play”.

After the initial training period, they argue, learners need a prolonged period of supervised practice before they return to create their own integration between self-awareness, skills, theory and their experience of practice.

For their advanced supervision course, Hawkins and Shohet (2006) recommend less structure and more reflection on knowledge and skills already identified, plus use of interpersonal process recall (IPR), video, audio tapes, work on ethical dilemmas, development of trans-cultural competence, issues dealing with appraisal, evaluation
and accreditation and reflections on case material involving inter-agency dynamics. They observe that supervision training can never be a substitute for having good supervision oneself.

In their study of supervision competences, Falender, Cornish, Goodyear, Hatcher, Kaslow, Leventhal, Shafranske, Simon, Stoltenberg and Grus (2004) argue that supervision is a domain of professional practice conducted by many psychologists but for which formal training and standards have been largely neglected. They propose that supervision is a core competency area in psychology for which a number of elements reflecting specific knowledge, skills and values must be addressed to ensure adequate training and professional development of the trainee. This spans beginning psychology doctoral training through to becoming a senior psychologist, having consolidated and refined knowledge, skills and values. Falender et al. (2004) argue that using competence as a standard serves to move psychology from normative to criterion based conceptualisation and assessment. Trainees are prepared and evaluated against a common standard rather than merely ranked in comparison to one another.

Belar and Perry, 1992; Peterson, Peterson, Abrams and Stricker (1997) argue that there is a compelling rationale for recognising supervision as one of psychology’s core competencies. Moreover, the ethical principles of psychologists require that psychologists who serve as supervisors have ethical responsibilities to acquire competence in supervision (Harrar, VandeCreek, & Knapp, 1990; Sherry, 1991; Vasquez, 1992). Although competence as a psychologist is a complex construct,
knowledge of supervision and the many aspects of supervision represent another key aspect of such competence (Falender et al., 2004).

Berger and Buchholz (1993) suggest that lack of clarity about the complex process of supervision is not limited to the supervisor. Although the supervisee anticipates supervision, there is very little preparation for the experience (Vespia et al. 2002). Supervisees entering the supervisory situation are usually unclear about how learning will take place, “as well as the roles and responsibilities of the participants” (Berger & Buchholz, 1993, p. 86).

Vespia et al. (2002) suggest that without role preparation, beginning trainees may come to view the position of supervisee as an ill defined one for which they are not well equipped. On the other hand preparation “could assist in the identification and negotiation of power differences and in the exploration of world views and expectations about supervisory processes and relationships” (Vespia et al. 2002, p. 57). Majcher and Daniluk (2009) suggest that much remains to be understood about how supervisees learn to supervise and apply their supervision knowledge, attitudes and skills to the supervisory experience.

Kavanagh et al. (2008) argue that the current practice of using supervisor training to improve supervision practice has a potential problem in that the key actions such as clear agreement, structuring sessions and observation of clinical practice all require collaboration of both supervisors and supervisees. They suggest that training both supervisors and supervisees would provide a better understanding of the rationale for and the nature of the strategies that supervisors were attempting to use, and make it
more likely that the changes would occur and be rewarded. Having both supervisees and supervisors undertake practice in the other’s role may also promote empathy and more effective problem solving. “In one hit we thought that training could offer preparation for more effective participation as a supervisee, and improve supervisors’ practice” (Kavanagh et al., 2008, p. 97).

Although the literature is sparse, a few authors (Berger & Graff, 1995; Bernard, 1994; Carroll & Gilbert, 2005; Falender et al., 2004; Russell, Crimmings & Lent, 1984) have emphasized the importance of preparing health professional trainees to receive supervision. Bahrick, Russell and Salmi (1991) suggested that without preparation for supervision, trainees might have difficulty expressing their needs and understanding the roles of supervisors and supervisees.

While there is a small amount of research on the development of role induction in supervisees (Bahrick, Russell, & Salmi, 1991), Kavanagh et al. (2008) note that there has been no previously published research on training supervisees and supervisors together. Worthen and McNeill (1996) identified the need for exploring the perceptions of both supervisees and supervisors when investigating elements of supervision experience as differences in perception between supervisees and supervisors have been found in previous studies (Krause & Allen, 1988; Worthington & Stern, 1985).

Spence et al. (2001) suggest that the lack of training in supervision skills is not limited to allied mental health professions. Rodenhauser (1995) reported a survey of 43 psychiatrists who were supervising psychotherapists. The most frequently reported
stressors relating to the provision of supervision were feelings of inadequacy relating to lack of confidence in one's clinical knowledge base, and lack of a framework or training for providing psychotherapy supervision. Typically, clinical supervisors were found to base their supervisory methods on those that they experienced in their own professional training, and on techniques derived from their therapeutic practice, their general philosophy of life, and their personality (Joshi & McAllister, 1998; Rodenhauser, 1995).

Effectiveness of Supervision Training

To date, very few rigorously controlled evaluations of the effectiveness of supervisor training have been conducted (Spence et al., 2001). The majority of published reports in the area concern practical proposals for the training of supervisors and curriculum content (e.g., Borders, 1991) or uncontrolled evaluations of training, based on participant judgements of the benefits of training. For example, Getz and Agnew (1999) presented a model of training for clinical supervisors involving a 1-day workshop, followed by 3 hours of supervision-of-supervision sessions per month for 5 months. Training covered definitions and models of supervision, relationship dynamics, supervision methods and strategies, assessment and evaluation approaches, legal and ethical issues involved in clinical supervision, presentation of information, discussion, role-playing, and use of videotaped demonstrations. Supervisors were trained to use a structured format for supervision, a method that was also followed in the supervision-of-supervision sessions.
After participation in this process, supervisors reported greater understanding of the supervision process; increased feelings of credibility and authenticity as supervisors; more use of taping, supervision tools, and role plays; more structure and perceived ability to handle difficult supervision situations. Unfortunately, the study did not include a control group, and evaluation was limited to focus group interview responses and semantic differential reports. Nevertheless, this paper outlines a useful approach to supervision-of-supervision that warrants further evaluation in future research. In particular, the paper draws our attention to the value of ongoing supervision of supervisors, in addition to the initial training in supervision skills.

Barrow and Domingo (1997) included a no-training comparison group to investigate the impact of training on supervisory styles among psychology supervisors. This study found significantly greater improvements in target supervisory behaviours among those supervisors who received training, compared to those who did not. Trained supervisors were more likely to relinquish control and allow their supervisees to be more active participants in the supervision process, in comparison to untrained supervisors. However, many of the supervisor behaviours targeted in training did not change, and there was no attempt to determine whether the changes made by supervisors were actually beneficial in terms of supervisees' clinical practice or client outcomes.

Greenspan, Hanfling, Parker, Prim, and Waldfogel (1991) provided some evidence to suggest that supervisor training has a positive impact on outcome. Experienced mental health workers receiving supervision in a service that provided in-service training in supervision skills were more likely to rate their supervision experience as being
supportive than those staff in agencies that did not provide this training. Similarly, Perkins and Mercaitis (1995), in a study involving psychology interns and their supervisors, found benefits from using a structured supervision manual. Both students and supervisors used the manual to focus on specific skills in supervision sessions, with supervisors providing written feedback and ratings of behavioural competence in each session. The students whose supervisors used the manual rated themselves significantly higher on a scale of independence in clinical skills compared to students who received supervision as usual. No difference was found, however, in supervisor ratings of student competency and independence in application of clinical skills. The study did not use random allocation to experimental conditions, and no data were provided as to whether the two groups of students were at equivalent skill levels prior to the intervention, thereby limiting the conclusions that can be drawn.

Implications for Future Research

Having reviewed the literature on supervision, it is clear that an increasingly important role is being given to supervision as part of the overall training of health professionals (Craig, Gonsalvez & McLeod, 2008; Getz, 1999). One of the main reasons for this growth in importance is that with increased development and professionalism in health care, there is greater focus on assessment and measurement of clinical work at all levels. Supervision is also increasingly being recognised as a profession in its own right (Bernard & Goodyear, 1998) and it is evident that supervisors work with their trainees using a variety of models, styles, and roles (Bordin, 1983; Ladany, 2004; Ladany et al. 2001). Bordin (1983) also likens the supervisory alliance to the therapeutic alliance in counselling and suggests that the
supervisory working alliance is potentially one of the most important common factors in the change process of supervision. Corresponding with this development of supervision has been recognition of the importance of supervision training (Bernard & Goodyear, 1998; Holloway & Carroll, 1999) but until recently this training has been unsystematic (Scott et al., 2000) and inconsistent (Majcher & Daniluk, 2009).

The goal of research focusing on supervision is to guide the practice of supervision (Ellis, 1991). However, few studies in the literature have empirically evaluated supervision quality, and fewer still have directly examined the feedback that supervisors provide (Ellis & Ladany, 1997). It is clear from the literature that there is a significant need for empirically based curricula and training methods that teach mental health supervisors how to use supervision methods that will produce desired changes in supervisees’ practices and thereby enhance client outcomes (Kavanagh et al. 2008).

To date, the literature on specific supervision training has focused on supervisor training with little attention devoted to supervisee training (Hart & Nance, 2003). Burger and Buchholz (1993) argue that such a focus, though immensely important, falls short since it addresses only one of the participants. Ultimately, both supervisor and supervisee share the responsibility in supervision. Bordin (1983) suggests that effective supervision requires mutual understanding about supervision while McMahon and Simons (2004) highlighted the importance of supervision training for both supervisors and supervisees.
This literature review demonstrates the need for further research in the area of training for both supervisors and supervisees. The current study explores the supervision experiences of six Chartered Counselling Psychologists. The aim of the study is to gain an understanding of their experiences of supervision particularly in relation to the preparation and training that they received for their roles as supervisees and supervisors. It is hoped that this understanding will enable counselling psychology supervisees to be better prepared for their role as self-managed learners (Proctor, 1994) in the ongoing process of supervision across their professional life span (Borders, 1989). Furthermore, it is hoped that those counselling psychologists who eventually assume supervisory responsibilities will be better prepared for that role (Russell, Crimmings & Lent, 1984), thus strengthening supervision for future generations of counsellors. The research question addressed in the investigation is:

What is the supervision experience of Chartered Counselling Psychologists, particularly in relation to preparation and training?

Critical Evaluation of the Research Literature

One of the overall conclusions from this literature review is that there is very little research on supervision in the UK and I would suggest that a strategic UK supervision research agenda is urgently required. In relation to supervision training, the review revealed a dearth of robust studies and that training seems to have developed in a very ad hoc manner in the UK since it was first written about in 1988, when it was described as a process of “enabling and ensuring” (Marken & Payne, 1988). A major impediment to the systematic training of supervisors is the relatively poor status of the
relevant empirical literature, with many of the studies reviewed having a range of methodological weaknesses, being small in size and involving very few randomised controlled trials.

The findings from this study support those of Wheeler (2003) and Wheeler and Richards (2007). Their systematic scoping research reviews aimed to provide baselines for future UK-based research about supervision and outcomes of supervision. Wheeler (2003) identified 388 research sources, eleven of which were conducted in the UK, and only six about experienced practitioners. Of the twenty-eight that were about supervision training, none was directly about UK courses.

In a second review of research on the impact of supervision (Wheeler & Richards, 2007), two items met their inclusion criteria for good methodology, and none relates to supervision training. As in the previous review, most studies were from the USA, and about supervision of trainee counsellors. Their review showed, however, that while there is little empirical evidence of the effectiveness of supervision in counselling and psychotherapy, there seems to be an implicit belief in the profession that it is an essential process. A generally held view and one that I would concur with, is that supervision can provide emotional, psychological, practical, and professional support and containment for therapists and enable and possibly ensure maintenance of appropriate standards to protect clients.

Much of the recent literature on supervision training in this review also originates from Australia, where most research on clinical supervision has, to date, been conducted by researchers affiliated with universities. Given the small cohorts of students admitted each year into postgraduate training programs I would argue that
research initiatives by single universities are likely to be constrained by low statistical power, and their findings limited by generalisability. For substantial progress to be achieved, research programs should be driven by Government including Psychologist Registration Boards such as the British Psychological Society and the British Association of Counselling and Psychotherapy. Additionally, collaborative research ventures among universities and between universities and Government, are necessary to ensure that the current wave of interest in clinical supervision carries us forward and carries us far.

As unsatisfactory as some of the methodologies might be, however, these indicative resources suggest topics for further research, and for designers of supervisor training courses to bear in mind. If supervisors and supervisees believe supervision to be useful, it is important to find and share research methodologies to test these beliefs, and capitalise on reflective practice for evidence that researchers can accept as valid.

From the review of supervision models, I would argue that the developmental models of supervision provide the most appropriate structure for understanding the roles, relationships, responsibilities and processes integral to the practice of supervision and give the most useful metaperspective on the supervisory process and the training needs of trainees, supervisees and supervisors. The developmental models are a useful tool in helping supervisors more accurately to assess the needs of their supervisees and to realise that part of the task of supervision is to help in the development of the supervisee, both within stages and between stages of development.
Supervisory competence and identity continue to evolve and consolidate as more clinical and supervisory experience is gained. Therefore, just as ongoing continuing education is required by most professional bodies for mental health professionals engaging in therapy, surely those providing clinical supervision would also benefit from ongoing professional training throughout their careers.

I would argue, however, that there will be implications for training supervisors if the professional bodies lean primarily on the competences model for supervisor accreditation or research. There is a danger that focusing on competences strips out assessment of knowledge in favour of “abilities”, i.e., observable performance, with little reference to creativity or restorative function. The analysis is functional rather than relational.

Furthermore, the impact of the process of regulation, driven by governmental imperatives, has been and will be considerable. There is a current culture, exacerbated by government-funded initiatives, for services designed to follow manuals and be protocol based, and I feel that these are an anathema to many counselling and supervisory approaches. There are risks that supervision will be squeezed out from highly pressured jobs within organisations without a culture that values reflective practice. Until there is a firmer evidence base, this is a particular risk for experienced practitioners.
References:


Abstract

This qualitative study used interpretative phenomenological analysis to explore the supervision experiences of six Chartered Counselling Psychologists. Semi-structured interviews were conducted with each of the participants and recorded on audiotape. The six interviews were transcribed and analysed using the guidelines provided by Smith, Jarman and Osborn (1999) from which tables of themes were generated. The thematic content that emerged indicated a lack of preparation for the role of supervisee and a lack of formal training for the role of supervisor. In both cases a lack of conceptual knowledge led to role ambiguity and uncertainty. This created a power imbalance within the supervisory relationship, together with high levels of anxiety and dependency. The findings revealed that therapists relied upon self-directed learning, their previous experience and their therapeutic skills to inform their supervisory practice. The findings also highlighted the critical role of the supervisory relationship for both supervisee and supervisor in managing the anxieties generated by this lack of preparation and training as well as in supporting the learning and development of all involved in the relationship. In relation to the improved preparation of supervisees, recommendations might include an “induction” to supervision at the beginning of training programmes. Recommendations for the training of supervisees to become supervisors could include the introduction of a supervision training module. This could form part of the final year's curriculum and lead to accreditation.
Introduction

An increasingly important role is being given to supervision as part of the overall training of mental health professionals (Craig, Gonsalvez & McLeod, 2008). Supervision is a critical element of clinical training and clinical practice since it links academic input to the realities of clinical work and is the means by which theory becomes linked to practice (Bernard & Goodyear 2004; Scaife 2001). A review of the literature, however, suggests that very few clinical supervisors have ever had any formal training or education in techniques of supervision (Milne & James, 2002; Kavanagh et al., 2008). Furthermore, the evidence indicates that services rarely provide their supervisors with in-service training in supervision skills (O’Donovan, Slattery, Kavanagh & Dooley, 2008) and what training they have received has been unsystematic and inconsistent (Scott et al., 2000) resulting in wide variability of styles and quality. Similarly, many professional organisations and registration/certification boards that require their members to receive clinical supervision as a prerequisite to membership do not require the supervisors to have undertaken any training in supervision skills (Roth & Pilling, 2007). Moreover, even with extensive training and optimum conditions, supervision is a challenging and sometimes daunting enterprise (Getz, 1999). Clearly, there is a significant need for empirically based curricula and training methods that teach mental health supervisors how to use supervision methods that will produce desired changes in supervisees' practices, and thereby enhance client outcomes (Kavanagh et al., 2008; Roth & Pilling, 2008).

To date, the literature on specific supervision training has focused on supervisor training with little attention devoted to supervisee training in the counselling profession (Hart & Nance, 2003). Berger and Buchholz (1993) argue that such a
focus, though immensely important, falls short since it addresses only one of the participants. Ultimately, both supervisor and supervisee share the responsibility in supervision.

Fortune and Watts (2000) found that supervisors and supervisees placed significantly different levels of importance on supervision and a number of its tasks when they were asked to examine the importance of Carroll’s (1996) seven generic tasks of supervision. This suggests that focussing on supervision solely from the supervisor’s perspective may narrow the applicability and generalisability of research, as findings may not be relevant to the supervisee’s needs.

The current study explores the supervision experiences of six Chartered Counselling Psychologists. The aim of the study was to gain an understanding of their experiences of supervision particularly in relation to the preparation and training that they received for their roles as supervisees and supervisors. It is hoped that this understanding will enable counselling psychology supervisees to be better prepared for their role as self-managed learners (Proctor, 1994) in the ongoing process of supervision across their professional life span (Borders, 1989). Furthermore, it is hoped that those counselling psychologists who eventually assume supervisory responsibilities will be better prepared for that role (Russell, Crimmings & Lent, 1984), thus strengthening supervision for future generations of counsellors. The research question addressed in the investigation is:

What is the supervision experience of Chartered Counselling Psychologists, particularly in relation to preparation and training?
Method

Qualitative Research

The intention of the research question is to explore the participants’ experience of supervision. Meaning is central and the aim is to try to understand the content and complexity of those meanings rather than take some measure of frequency. With this in mind, a qualitative approach has been adopted which does not look for general laws but for socially constructed meanings which, it is believed cannot be assessed by numerical data. Qualitative approaches allow the researcher to be more sensitive to the multiple interpretations that individuals may make of experiences in an attempt to gain some sense of meaning (Smith, 2004; Willig, 2001). Qualitative analysis is particularly effective with topics for which there is little previous research and where there may be variables that are difficult to identify or are not yet identified (Morrow, 2007).

The aim of qualitative research is thus to understand and represent the experiences and actions of people as they encounter, engage and live through situations (Porter, 1996; Smith & Osborne, 2003). In qualitative research, the researcher attempts to develop understandings of the phenomena under study, based as much as possible on the perspective of those being studied. Qualitative researchers accept that it is impossible to set aside one’s own perspective totally and do not claim to. Nevertheless, they believe that their self-reflective attempts to “bracket” existing theory and their own values allow them to understand and represent their informants’ experiences and actions more adequately than would otherwise be possible. Elliott (1995) has taken the position that qualitative research lends itself to understanding participants’ perspectives to defining phenomena in terms of experienced meanings.
and observed variations, and to developing theory from fieldwork. He also argues that the central purpose of qualitative research is to contribute to a process of revision and enrichment of understanding, rather than to verify earlier conclusions or theory.

Introduction to Interpretative Phenomenological Analysis (IPA)

Smith and Osborn (2003) argue that a suitable approach for investigating how individuals are making sense of their personal and social world is interpretative phenomenological analysis (IPA; Smith, 1996; Smith, Jarman & Osborn, 1999). IPA has been developed as a distinctive approach to conducting qualitative research in psychology offering a theoretical foundation and a detailed procedural guide (Smith, 1996).

It has developed over the past decade as a sound theoretical and procedural framework for conducting qualitative analysis and can be applied to an extensive range of psychological inquiry. In a review of the literature between 1996 and 2004, Reid, Flowers and Larkin (2005) found that the majority of published studies using IPA lie within the field of health psychology and nursing but that it is being used increasingly within applied social and clinical psychology.

IPA is phenomenological in that it is concerned with individuals’ subjective reports rather than the formation of objective accounts (e.g. Flowers, Hart, & Marriott, 1999), and it recognises that research is a dynamic process (Smith, 1996). Whilst the researcher attempts to access the participant’s personal world insofar as this is feasible, IPA acknowledges that “access depends on and is complicated by the researcher’s own conceptions…required in order to make sense of that other personal
world through a process of interpretative activity” (Smith, Jarman & Osborn 1999, p. 218-219). The term interpretative phenomenological analysis is therefore used to signal the dual facets of the approach (Smith et al., 1999) and the joint reflections of both participant and researcher form the analytic account produced (Osborn & Smith, 1998; Smith, Flowers & Osborn, 1997).

The aim of IPA is to explore in detail the processes through which participants make sense of their own experiences, by looking at the respondent’s account of the processes they have been through and seeking to utilise an assumed existing universal inclination towards self-reflection (Chapman & Smith, 2002; Smith, Flowers & Osborn, 1997). As the aim of the current study was to explore the experience of Chartered Counselling Psychologists engaged in clinical supervision, IPA was felt to be appropriate as an analytical tool.

IPA involves analysing in detail how participants are perceiving and making sense of things which are happening to them and it therefore requires a flexible data collection method. While it is possible to obtain data suitable for IPA analysis in a number of ways (e.g. personal accounts, diaries), Smith (1996) argues that the best way to collect data for an IPA study is with the semi-structured interview and this is the method that was used in this study. The semi-structured interview allows the researcher and participant to engage in a dialogue whereby initial questions are modified in the light of participants’ responses and the investigator is able to probe interesting and important areas that arise (Smith, 1996). The interviewer’s role is to facilitate and guide rather than dictate exactly what will happen. Smith (1996) suggests five or six as a reasonable sample size. This provides enough cases to examine similarities and
differences between participants but not so many that one is in danger of being overwhelmed by the amount of data generated.

Smith (2004) characterised IPA as having three defining features: it is idiographic, inductive and interrogative. The idiographic nature of IPA means that the participant’s “lived experience” is coupled with a subjective and reflective process of interpretation, in which the analyst explicitly enters into the research process (Reid, Flowers & Larkin, 2005). Each participant’s interview is systematically analysed and a table of themes individually constructed; only when the researcher has achieved closure does the next analysis commence. Cross-referencing for similarities and differences occurs at the end. The inductive nature of IPA means that unlike quantitative research, it makes no attempt to limit itself by establishing hypotheses at the outset. By adopting a loose rationale, unlikely and unpredicted themes can emerge. Finally, the process is interrogative in that themes and patterns that are elicited do not exist in isolation but are linked to theoretical knowledge of mainstream psychology through critical evaluation and discussion.
Design

Researcher

At the point of beginning the research process the researcher was a student on a Counselling Psychology MSc and Doctoral programme at a British university.

Participants

Information regarding the participants is included in Table 1 at the end of this section.

Six participants were recruited for the research project. There was no exclusion criteria and the inclusion criteria was:

- Chartered Counselling Psychologists who had graduated from the Counselling Psychology MSc and Doctoral programme at a British university.
- Individuals who were in their first year as practising supervisor.

The purpose of the study was to explore Chartered Counselling Psychologists experiences of supervision and it was considered important to have a homogenous group of participants who had a clear understanding of that experience. Smith and Osborn (2003) suggest that IPA sampling tends to be purposive and broadly homogenous as a small sample size can provide a sufficient perspective given adequate contextualisation.

Potential participants were recruited by requesting permission from the university to circulate information about the research to graduates of the course. Access to these names and addresses was felt to be part of the investigator’s normal professional duties and thus covered by the university’s ethical approval process. (For a copy of the RES 20A see Appendix 2).
A letter introduced the researcher and explained the rationale for the research and the procedure. (For a copy of the letter see Appendix 5). An information sheet (see Appendix 6) and contact details form (see Appendix 4) were enclosed with the letter and any recipients willing to take part in the study were asked to return their contact details on the form provided. Twenty letters were sent out allowing for a 70% non-return rate. Eight letters were returned, two of them unsuitable for the study because the individuals had been supervising for more than one year. The first six suitable replies were chosen for the study and the other two respondents were thanked for their cooperation and informed that their participation was no longer required in the study.

Table 1: Participant Information

<table>
<thead>
<tr>
<th>Participant</th>
<th>Gender</th>
<th>Age</th>
<th>Ethnicity</th>
<th>Counselling Psychologist in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “Sue”</td>
<td>Female</td>
<td>50</td>
<td>White British</td>
<td>Physical health</td>
</tr>
<tr>
<td>2. “Wendy”</td>
<td>Female</td>
<td>51</td>
<td>White British</td>
<td>Physical health</td>
</tr>
<tr>
<td>3. “Sarah”</td>
<td>Female</td>
<td>48</td>
<td>White British</td>
<td>Cancer care</td>
</tr>
<tr>
<td>4. “Ann”</td>
<td>Female</td>
<td>47</td>
<td>White British</td>
<td>Prison</td>
</tr>
<tr>
<td>5. “Kate”</td>
<td>Female</td>
<td>47</td>
<td>White British</td>
<td>Learning difficulties</td>
</tr>
<tr>
<td>6. John”</td>
<td>Male</td>
<td>50</td>
<td>Asian British</td>
<td>Learning difficulties</td>
</tr>
</tbody>
</table>
Procedure

Data collection

Arrangements were made between the researcher and the participants to meet at a mutually convenient time either at their place of work or at the university. Semi-structured interviews were conducted with each of the participants and lasted approximately one hour. A copy of the interview schedule and questions is provided in Appendix 7. Each of the interviews was recorded on audiotape using a Sony cassette recorder (model no. TCM-939) and then transcribed verbatim by the interviewer.

In order to ensure that the interview schedule facilitated as flexible and wide ranging an exploration of the participants experiences as possible without the need for lengthy explanations that might lead the participants in some way, a pilot interview was conducted using the provisional interview schedule (see Appendix 8). Following the pilot interview, question 7 was added that explored the experiences of being a supervisor (see Appendix 7). The pilot interview was not transcribed or used in the analysis and the participant was a female Chartered Counselling Psychologist who was in her first year as practicing supervisor.

Although each participant was asked all of the questions, the interview schedule was used as a guide and prompt, rather than a rigid framework, the aim being to ensure as non-directive a “discovery” of participants’ experience as possible.
Analytic strategy

Each taped interview was transcribed verbatim and given line numbers (see Confidential Attachment for copies of transcripts and Appendix 9 for transcription protocol) and the transcripts were subjected to IPA (Smith, 1996; Smith, Jarman & Osborn, 1999). The researcher systematically analysed each interview in turn and only when he had achieved closure did analysis of the next transcript commence. The analysis involved reading the transcript several times to gain as much familiarity with the material it contained as possible, allowing the researcher to immerse himself in the narrative. The transcript was then studied in detail and notes on points of interest, preliminary themes and ideas that emerged relating to the experience of supervision processes and the impact these had on the participants were made in the left hand margin. The transcript was then studied again and the preliminary themes were amended, developed and refined and noted in the right hand margin of the transcript, together with further thoughts and connections. Analysis of the next transcript then began.

The transcript from Participant 1 was then used to produce a list of themes on a separate sheet and the other transcripts were studied to identify further instances of these themes, contradictor or related themes and any additional themes. A separate sheet was used for each theme and participant and line number identifiers and verbatim quotes were recorded on each sheet. The themes were then analysed with frequent reference to the original text to check the validity of the interpretations and where they appeared to be linked and related, were clustered together to produce a list of super-ordinate themes. Some of the initial themes were dropped as the researcher’s focus developed during the analytic process and these appeared to be isolated or
unconnected to the emerging theme clusters. A table of super-ordinate themes together with their related sub-ordinate themes was then drawn up (see Table 2).

**Ethical Implications of the Research Proposal**

When considering the ethical implications of the research proposal, because all of the participants were Chartered Counselling Psychologists with extensive experience of the research procedures it was felt that:

- The research procedure was not likely to be stressful or distressing
- The research materials were not of a sensitive, discriminatory or otherwise inappropriate nature
- The participants were not members of a vulnerable group
- The research design was sufficiently well-grounded so that the participant’s time was not wasted
- Access to confidential records was felt to be part of the investigator’s normal professional duties.

Ethical approval was obtained from the Behavioural Sciences Ethics Committee at the university (see Appendix 2 for a copy of the RES 20 A).

Before the interviews took place the researcher confirmed with the participants that they were aware of the British Psychological Society’s Ethical Code and Principles (2006) and informed them that the research project had been granted ethical approval by the Behavioural Sciences Ethics Committee. The participants were informed that they were free to withdraw from the interview at any time and asked to sign a consent form (see Appendix 3 for a blank copy) and also to fill out the contact details, (see Appendix 4 for a blank copy) so that they could be contacted in the future. Due to the
small number of participants involved in the research project, participants were offered the opportunity to receive feedback of the results through follow-up interviews and/or receive a summary of the report (see Appendix 6 for a copy of the information sheet).

Confidentiality and the anonymity of the participants was maintained throughout the research project and potentially identifying material was removed from the research report. Each tape-recording of the interviews was given a numerical identifier rather than the name of the participant and the transcriptions were anonymised and pseudonyms used. The transcription and analysis of the interviews was conducted by the researcher alone.

Data storage and feedback
All the data are in secure storage at the home of the researcher as agreed by the ethics committee. The participants signed consent forms, contact details, tape recordings and transcripts are securely stored and tapes will be destroyed after examination of the project.
Results and Discussion

Individual tables of themes and the theoretical memos (see Appendix 11) that were developed from the tables were analysed. A master table of super-ordinate and subordinate themes was developed (see Table 2).

Four super-ordinate themes were identified:

1. The Supervisee Experience

2. Preparedness for Supervision

3. The Transition

4. On Being a Supervisor

In a single results and discussion section (Smith & Osborn, 2003) each super-ordinate and sub-ordinate theme was interpreted in turn, using examples of individual participant experiences from their transcripts and linking them to identified recurrent thematic patterns within the dialogues and the extant literature.
Table 2: Master Table of Super-ordinate & Sub-ordinate Themes

<table>
<thead>
<tr>
<th>Themes</th>
<th>Quotes from Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. The Supervisee Experience</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 The importance of the supervisory</td>
<td>“It feels nurturing and supportive when it works well”</td>
</tr>
<tr>
<td>relationship</td>
<td>“It’s about feeling safe”</td>
</tr>
<tr>
<td>1.2 A time to learn</td>
<td>“I got a lot from supervision. I got a lot of education”</td>
</tr>
<tr>
<td></td>
<td>“There was a lot of psych-education involved &amp; I really appreciated that”</td>
</tr>
<tr>
<td>1.3 Developing sense of self</td>
<td>“I’ve been through a child - adolescent - adult phase”</td>
</tr>
<tr>
<td></td>
<td>“I fluctuated between dependency and autonomy”</td>
</tr>
<tr>
<td><strong>2. Preparedness for Supervision</strong></td>
<td></td>
</tr>
<tr>
<td>2.1 A lack of understanding and preparedness</td>
<td>“I didn’t feel that I was prepared for supervision”</td>
</tr>
<tr>
<td></td>
<td>“I didn’t have an understanding about what supervision was about”</td>
</tr>
<tr>
<td>2.2 Self-directed learning</td>
<td>“The only preparation I suppose would be what I read myself”</td>
</tr>
<tr>
<td></td>
<td>“We were sort of pointed in the direction of models”</td>
</tr>
<tr>
<td>2.3 Improving preparedness</td>
<td>“Everybody would benefit from an actual module about supervision”</td>
</tr>
<tr>
<td></td>
<td>“There needs to be something I much earlier on”</td>
</tr>
<tr>
<td><strong>3. The Transition</strong></td>
<td></td>
</tr>
<tr>
<td>3.1 Feeling unprepared – the doubting self</td>
<td>“I did feel completely unprepared for that”</td>
</tr>
<tr>
<td></td>
<td>“I don’t feel that I was prepared to be a supervisor”</td>
</tr>
<tr>
<td>3.2 Previous experience to inform practice</td>
<td>“I took a lot of my experience of being a supervisee to the supervisor role”</td>
</tr>
<tr>
<td></td>
<td>“I want to give the best bits from all the supervisions I've had”</td>
</tr>
<tr>
<td>3.3 A need for training</td>
<td>“I think there should be some more formal training before it happens”</td>
</tr>
<tr>
<td></td>
<td>“There needs to be some sort of preparation”</td>
</tr>
<tr>
<td>3.4 A need for consolidation</td>
<td>“I needed time to settle into my role”</td>
</tr>
<tr>
<td></td>
<td>“I think you definitely need the two years; I think that is important”</td>
</tr>
<tr>
<td><strong>4. On being a supervisor</strong></td>
<td></td>
</tr>
<tr>
<td>4.1 Differing roles</td>
<td>“There's two types of supervision; students and colleagues”</td>
</tr>
<tr>
<td></td>
<td>“For students its more of a teaching role and testing role”</td>
</tr>
<tr>
<td>4.2 Being responsible for the other</td>
<td>“The responsibility, it is a huge responsibility”</td>
</tr>
</tbody>
</table>
1. The Supervisee Experience

This super-ordinate theme developed as the participants reflected on their earliest experiences of being a supervisee and three sub-ordinate themes were identified that seemed to contribute to an understanding of this experience.

1.1 The importance of the supervisory relationship

Gazzola and Theriault (2007) suggest that the quality of supervision in the formative stages of professional development is very important and that counsellors internalise, accumulate and continue to draw from early supervisory experiences that they consider meaningful throughout their counselling careers (Ronnestad & Skovolt, 2003; Skovolt & Jennings, 2004).

In the current study the analysed interviews revealed the importance of the supervisory relationship and as Sue reflects on her earliest experiences of being a supervisee she is clear in her own mind of what she needed:

“You want some guidance and support”. (Sue, line 72)

“I wanted support and that was really important and a space where I could actually just explore the process of my client work and sort of I suppose particularly in the first year”. (Sue, lines 86-88)

“I see it be err supportive mostly I’d say”. (Sue, lines 404)
Sue identifies guidance and support as a personal need together with “a space” where she can explore the process of her client work. She also highlights the significance of the first year of being a supervisee and the particular need that she had for reassurance.

As Wendy reflects on her earliest experiences of being a supervisee there is a real sense of the anxiety that she felt:

“At that point, as a supervisee I felt, I felt there was quite a lot of dependency, that there was insecurity and anxiety”. (Wendy, lines 15-17)

As with Sue, there is a real sense of this being a new experience for Wendy – a new beginning and this is reflected in her negative emotions and strong feelings of dependency towards her supervisor.

“It was almost a father daughter relationship. It was almost as though he had to tell me every step of the way what I should be doing and what I shouldn’t be doing. Am I doing this right and it was all that insecurity”. (Wendy, lines 21-27)

Comparing the supervisory relationship to a father daughter relationship, Wendy reflects the childlike vulnerability that she felt and the need for guidance and support to help her through what was clearly a difficult stage for her. Her comments reflect the uncertainty and self-doubt in her own ability and seem to be the catalyst for her to reflect further on her relationship with her supervisor:

“What he did was shore me up I think and show me my good points”.

80
Wendy highlights the importance of the supportive, encouraging nature of the supervisory relationship together with the need for reassurance that what she was ok. The positive affect of this supportive relationship is clear:

“I was able though to bring that up during supervision to say I’m not really sure what I’m supposed to tell you and not to tell you erm and he sort of helped me through that”. (Wendy, lines 108-110)

The support offered by her supervisor gave Wendy the confidence to be congruent about her lack of understanding in the supervisory process and this served to reinforce his support. Throughout the interviews, the early stages of being a trainee are characterised by high levels of anxiety and uncertainty particularly in relation to client work:

“I think certainly when I was starting out and learning the different models it was very much - oh god I've absolutely got no idea how to do this” (Sarah, lines125-127)

“Where do I go next? That kind of paralysis, erm that I particularly could feel that... I don't know what I'm doing, I don't know what I'm doing, I don't know what I'm doing”. (Sarah, lines 129-132)

There is a real sense of the initial anxiety felt by Sarah in her earliest recollections of being a supervisee and the need for support and reassurance from her supervisor. The
use of the word “paralysis” emphasises the lack of control and powerlessness that she experienced. As with Wendy, the early supervisee experience represented a new beginning – a new experience and one that Sarah found very challenging. She was on her own, full of self-doubt; abandoned like a vulnerable child, desperate for support and guidance but in session with her clients it wasn’t there – she was alone. For Sarah, supervision was essential for providing her with the reassurance that what she was doing was all right.

The dependency and vulnerability described by the participants is consistent with the early phases of development described by Ronnestad and Skovolt (2003). They noted that even the subtlest criticism can have a detrimental effect on a supervisee’s professional development and emphasise the importance of providing positive feedback and role models in a therapist’s early development.

Sue is clear about her needs as a trainee – sharing her doubts and worries and she highlights the importance of the supervisory relationship in allowing her needs to be met. Without trust in the relationship she will not feel safe, her needs cannot be met and she has to manage her own anxieties:

“I think you know when you’re a trainee you need to be able to go to your supervisor and I think say I don’t know what to do or I’m worried that I’m not doing it right or doesn’t seem to be working and you want to explore it but you know if you’re with somebody who you don’t feel safe and don’t feel there’s a trust in the relationship then you feel like you’ve always got to say yes I’m doing it right” (Sue, lines 42-48)
For Sarah a nurturing, supportive supervisory relationship is essential if her emotional needs are to be met. There is a sense of her being held by the supervisor and from this safe place she is able to explore her emotional response to her clients:

“It feels nurturing and supportive when it works well, erm, I get to express my feelings at being in the room, the, it's not just the projections but all the stuff that I contain for clients. I'm able to talk about most of that and so discharge that”. (Sarah, lines 94-98)

Ann identifies support as an important part of her supervisee experience, and highlights the collaborative nature of the supervisory relationship and the role that she feels she played in developing this relationship. This confidence reflects her positive experience of supervision:

“I certainly had a tremendous amount of support and I found it was a two way thing, erm, in the sense, I suppose it's a little bit like acting, the more you give if you're a character on stage, the more you get back, it's a sort of, it's a collaborative relationship and I found that with supervision”. (Ann, lines 208-214)

“I enjoyed, I actually enjoyed my experience of being a supervisee, I had a brilliant supervisor”. (Ann, lines 51-52)

“I felt I could talk to him about anything, I wasn't, you know, there wasn't anything to hold back and I think that was important”. (Ann, lines 248-250)
Sue and Wendy highlight the importance of feeling safe:

“It’s just a safe space where you can say where you can hold you hands up”.
(Sue, lines 155-156)

“It’s about feeling safe in that isn’t it and being able to erm to discuss client work and feel ok”. (Wendy, lines 463-464)

In feeling safe Sue and Wendy have the confidence to be honest and open - to acknowledge their weaknesses and the difficulties that they are experiencing with their clients. Central to this sense of safety for the supervisee is the supervisory relationship where the supervisor creates a non-judgemental environment within which the supervisee grows.

All of the participants stated that supervisors who created a safe and nurturing supervisory environment facilitated a positive experience of supervision and this is consistent with the findings of Gazzola and Theriault (2007). Emerson (1996) also underscored the importance of creating a supervisory environment in which the supervisee feels safe: when supervisees do not feel safe, learning and counselling performance suffered. Angus and Kagan (2007) argue that just as it is essential that beginning therapists establish a safe therapeutic bond for productive therapy outcomes, supervisees also need to experience a sense of safety and security, empathic attunement and understanding for optimal learning to occur in psychotherapy supervision sessions.
Sarah identifies the need for her to be challenged but within this she emphasises the need to be challenged in a supportive way:

“I like to be challenged, really challenged but I like to be challenged in a supportive way”. (Sarah, lines 417-418)

Several writers have suggested that the balance between being supportive and being challenging is crucial in effective guidance of the supervisee (see Bernard & Goodyear, 2004; Chen & Bernstein, 2000; James, Allen & Collerton, 2004). In Weaks’ (2002, p. 33) study into good supervision, “the supervisory relationship emerged as the central component of good supervision”. Additionally the “core conditions” which were necessary for an effective supervision relationship to become established are equality, safety and challenge.

As the participants reflected further on the supervisory relationship trust emerged as a key element within that relationship and this is consistent with Mearns’ (1995) assertion that:

“If the supervisory relationship is one in which the counsellor feels considerable trust, then he or she may introduce even the most difficult work experience” (Mearns, 1995, p. 422).

As Kate reflects on her experience of being a supervisee, she once again emphasises the importance of feeling supported and valued, but there is a sense that these needs
are subsumed by the notion of trust. A mutual trust that is essential for openness and central to the supervisory working alliance.

“I just felt supported and valued by the Supervisor and erm, I felt there was a trust there, a mutual trust and I felt completely that I could trust her to be as open as it's possible to be, you know, within that room”. (Kate, lines 33-36)

Comparing the supervisory working relationship to the therapeutic relationship, Sue also identifies trust as a key component in feeling safe in the relationship:

“Oh well trust really, um trust I think’s very important because I think you need to feel safe you know to discuss things openly and erm you know that’s important so you need to kind of I think the same sort of things you'd have with a client”.

(Sue, lines 456-459)

There is a sense that without that trust the supervisory relationship cannot be open.

As the participants reflected on their earliest experiences of being a supervisee the importance of the supervisory working alliance is clear and supports Ladany’s (2004) assertion that Bordin’s (1983) pantheoretical model of the supervisory working alliance is the foundation for determining the effectiveness of supervision. In his model, Bordin (1983) generalises his therapy model of the therapeutic working alliance (Bordin, 1979) to supervision.
This conceptualisation of the supervisory alliance addresses the importance of positive effective bonds between the supervisee and the supervisor, as well as more cognitive aspects of the supervisory relationship, such as consensus about and active commitment to supervision goals and the identification and implementation of specific tasks and interventions. Based on the empirical evidence, (Ladany, 2004) that a strong supervisory alliance is essential for effective supervision, alliance-building skills have become an important focus of psychotherapy supervision and training (Angus & Kagan, 2007).

Ramos-Sanchez et al. (2002) also highlight the importance of quality supervision in the formative stages of professional development and suggest that the relationship between the supervisor and the trainee is one of the most influential factors in the trainees’ level of satisfaction with training. They found that lower levels of supervisee development were found to be associated with a weak supervisory alliance and that as a consequence, supervisors working with students in their early stages of training may need to pay close attention to developing a solid relationship. They made recommendations that supervisors make conscious efforts to build trust and actively support trainees. These recommendations are in line with the findings from the current study that place significant value on the development of a positive supervisory alliance with particular emphasis on trust and support.

In a review of the recent psychotherapy literature, Ronnestad and Ladany (2006) recommended that supervisors attend to the development of a strong supervisory alliance by using and generalising therapy skills such as empathy and clarification responses. In addition, a strong working alliance in the supervisory relationship
appears to foster an increased sense of self-efficacy (Lent, Hoffman, Hill Treistman, Mount & Singley, 2006) and personal agency in supervisees (Bordin 1983; Patton & Kivlighan, 1997). Angus and Kagan (2007) suggest that the establishment of a secure, relational bond in the supervisory relationship appears to help foster a heightened sense of trust and confidence in trainees wherein they are more likely to try new ways of empathically responding to clients and test out specific interventions and techniques.

1.2 A time to learn

An important element of supervision articulated by all of the participants was the educational role that it serves for them. This learning process took on a number of guises from the supervisor as teacher, developing one’s theoretical understanding through psycho-education and exploring client work particularly through reflective practice. These findings support London and Chesters’ (2000) research which found that supervisees rated highly the importance of teaching new skills, client conceptualisations, the development of counselling strategies for clients, giving direct suggestions and modelling good task orientated skills.

“*There was a lot of psych-education involved and I really appreciated that*”.

(Ann, lines 59-60)

“*Very much so, teaching role, yes I found that some of the stuff I was doing at Uni, he had already taught me*”. (Ann, lines 73-75)
Ann identifies the importance of the teaching role that her supervisor played within her supervisee experience. The psycho-education that she received through supervision helped to develop her academic studies and highlights the importance of supervisors and academic facilities working together in the development of the supervisees’ theoretical knowledge.

There is a real sense of the mentoring role of the supervisor with him encouraging Ann to develop her understanding of the therapeutic relationship beyond that of content, to a deeper process level. Ann uses her experience of supervision to inform her own practice, highlighting the importance of understanding the process:

“He’s always said to me, it's important that you don't do what I do or what I say but you understand the process and that's something that, when I've been teaching is something that I've tried to impart”. (Ann, lines 66-69)

Kate highlights the importance of the learning experience in her first year of being a supervisee reflecting Ann’s experience of it enhancing her academic studies.

“More learning to start off with, I think I used supervision, supervision extensively, certainly in the first year to sort of learn more about, erm, the skills and the models that I was learning at university”. (Kate, lines 175-178)

These findings emphasise once again the important role that supervision plays in psycho-education and are consistent with the findings of Milne and James (2002). They identified that supervision is “the primary component and most frequently used
method for teaching therapy” (2002, p. 55) whilst Scott et al. (2000) suggest that supervision serves a pivotal role in the advancement of skills necessary to become a professional psychologist.

A key element of Ann’s supervisee experience is the transfer of knowledge and she articulates her needs clearly:

“I got a lot from supervision. I got a lot of education”. (Ann, lines 208-209)

“I learnt a lot from him as well”. (Ann, line 247)

“I really felt that erm, I could learn a lot from her and that's what I wanted”. (Ann, lines 606-607)

Sue too is clear that learning from the other is central to her needs:

“You’re actually looking for that and you actually want that feed and you want that help”. (Sue, lines 69-70)

“Learning from the other” is clearly an important component of the supervisee experience, both Ann and Sue seeing their supervision as a source of knowledge both in theoretical and management skills.

In assessing the competency levels of supervisors, John reveals his understanding that a key element of the supervisory role involves the transfer of knowledge from
supervisor to supervisee. His use of the language “transfer that knowledge base onto the trainee,” suggests that the trainee is a passive recipient in the relationship and that the supervisor is all knowing:

“They are able to erm, transfer that knowledge base on to the trainee”.

(John, lines 24-25)

John uses his own experience of being a supervisee to highlight the variation in supervisor competence in transferring this knowledge:

“I think some Supervisors actually, they lack the skills of teaching”.

(John, lines 40-41)

John’s use of the word “teaching” emphasises the educational role that supervisors have, particularly with trainees and his observation that some supervisors “lack the skills of teaching” highlights an important area of future training for supervisors.

As Sarah reflects on her experience of being a supervisee she articulates how she likes to learn:

“I work in a way that I tend to pick up a lot and replay it in the room anyway, because I think, that’s its kind of learning experientially is what I love doing”.

(Sarah, lines 99-102)
Sarah is aware of her own needs and she highlights her preference of learning experientially and elaborates on this further:

“So I don't mind splattering, you know, the equivalent of splattering every wall in the room with lots of different theories and then, examining them”.

(Sarah, lines 434-436)

Supervision is an important space where she can experiment and explore both the theories and what is happening for her at an emotional level – where she can bring order to the chaos and make sense of the confusion. Ronnestad and Skovolt (2003) describe the positive effect on the supervisory relationship of a supervisee being able to express their learning needs.

As well as identifying supervision as an important setting from which to develop theoretical understanding through psycho-education, participants also highlighted its importance as an opportunity to explore client work. For Wendy there is a real sense of the collaborative nature of learning from supervision and of shared responsibility for the client:

“I like to be able to have other ideas to look at, other ways of working”.

(Wendy, lines 505-506)

“I want to sort of to say shared knowledge”. (Wendy, lines 508-509)

Her focus is on the client and what is happening for them as well as how she is experiencing the client:
“*I take transference issues*”. (Wendy, lines 533)

Wendy expresses a need to be able to develop her understanding of her client’s difficulties and emphasises the important role that supervision plays in this:

“*Also if I’m unsure if there’s personality issues going on it is, I quite like to share that*”. (Wendy, lines 527-528)

This emphasis on learning through sharing and gaining another’s perspective is highlighted by Sue:

“*Well how I use it most now is an opportunity to you know think about and get another view point on my work*”. (Sue, lines 144-145)

“*Its become I suppose more of a brainstorming thing now*”. (Sue, lines 149-150)

Her collaboration with the supervisor is seen as an important way to inform clinical practice as well as encouraging reflective practice:

“*And to keep you kind of on your toes, you know, keep you thinking keep*”. (Sue, lines 176-177)

“*Yeah someone else to kind of pick up and notice things that maybe you’ve missed*”. (Sue, lines 480-481)
Here Sue acknowledges that she is not infallible, that she can make mistakes and that it is important to give our supervisors access to the things that we may have missed - our “blind spots”. Blind spots can lead to counsellors becoming over-involved and confused with clients, ignoring important points, failing to follow ethical guidelines, becoming blind to their suitability to continue to practice, and becoming very restricted in practice (British Association of Counselling and Psychotherapy, 2008).

“Yeah just somebody else’s view point really”. (Sue, line 468)

“You know having a third eye”. (Sue 472)

From this new viewpoint we are be able to develop new strategies and ways of working including the development of our own internal supervisors (Casement, 1985).

In the process of reflecting on their needs from supervision, the participants in this study identified learning as a key aspect of supervision and this is consistent with the findings of other researchers. Worthington and Roehlke (1979) identified that supervisees’ priority from supervision was learning how to become an effective counsellor by being taught new skills. Fortune and Watts (2000) supported this finding suggesting that both trainee and more experienced counsellors as supervisees believe that teaching is an important aspect of supervision.

The participants also identified the importance of supervision in the development of reflective practice and this is consistent with the findings of Carroll (2007) and O’Donovan et al. (2008). When describing the role of supervisors Carroll (2007) argues that they are primarily facilitators of reflection. “Above all they create a
relationship and environment of safety and honesty where supervisees lay out their work together (supervisor and supervisee) review it. Practice then becomes mindful involvement rather than mindless repetition (the opposite of reflection is mindlessness where work becomes routine, the same work reproduced again and again in a mindless way). Supervision creates mindful supervisees who think deeply and courageously about their work. Supervision is reflection-on-action or indeed, reflection-in-action to result in reflection-for-action”. (p. 35).

1.3 Developing sense of self

As in other interpersonal relationships, the relationship between the supervisor and supervisee evolves over time (Chen & Bernstein, 2000), typically progressing through several phases as described by Holloway (1995). During the initial phase of this relationship, supervisees, regardless of their training levels seek support and assurance from their supervisors, which reduces ambiguity about the supervisory process (Stoltenberg & Delworth, 1987; Stoltenberg, McNeill & Delworth, 1998).

These findings are consistent with the current study, which found that the participants experienced an evolving relationship with their supervisors, progressing from dependency to autonomy. In an attempt to place these findings in context they have been related to the developmental models of supervision. Within this framework, change is viewed as a continuous growth process within stages with qualitative differences in the level of complexity in knowledge and skill utilisation between stages (Stoltenberg, McNeill & Delworth, 1998).
Wendy’s earliest recollections of the supervisee experience reflect the dependency that she felt towards her supervisor:

“I felt almost child like”. (Wendy, line 13)

She reinforces the strength of this childlike dependency a little later on in the same passage:

“It was almost a father/daughter relationship”. (Wendy, lines 21-22)

This comparison of the supervisee/supervisor relationship to the parent child relationship reflects the consistent, nurturing and supportive nature of their relationship and the strength of the attachment that she felt towards her supervisor:

“I was very very lucky that I had the same supervisor throughout my training who was incredibly supportive”. (Wendy, lines 19-20)

In the context of developmental models, Wendy’s early dependency on her supervisor reflects Level 1 in the developmental model outlined by Stoltenberg (1981). This model focuses on supervisee level of development as expressed by supervisee dependency and the impact of the supervisory environment. Stoltenberg proposed four developmental levels of the supervisee with Level 1 being represented by a supervisee who is highly dependent on the supervisor. At this early stage, supervisees doubt their competence and tend to be highly self-critical, depending on their supervisors to tell them the “right” thing to do (Borders, 1989).
Having identified her early childlike state, Wendy makes reference to the transitions that she feels that she has been through as a supervisee:

“*It feels as though I’ve been through a child - adolescent - adult phase in that sense*”. (Wendy, lines 13-15)

“*Then I kind of feel as though I went into an adolescent role and that was where I did overcome my anxieties and then I fluctuated between kind of dependency and autonomy and I felt very much that sort of a teenage role*”. (Wendy, lines 44-47)

Her development from child to adolescent and the fluctuating nature of this transition, between dependency and autonomy represents Level 2 in Stoltenberg’s (1981) model, which is characterised by a conflict between dependency and autonomy. For Wendy this developing sense of self was essential in helping her to overcome her anxieties although it was clearly very fragile:

“*I almost felt as though yes that I can stand on my own two feet but only for a limited time*”. (Wendy, lines 53-55)

“*Where are you again, I need you there I need you there for me almost again like the parent role*”. (Wendy, lines 59-60)

There is a real sense of the child growing in confidence and ability with the reference to standing on her own two feet, and venturing further from her secure base with the knowledge that she can return when she feels threatened. It is clear from Wendy’s
reflections the strength that she drew from her supervisor’s support and the dependency that she developed upon this relationship:

“I don’t know now I think back how I did without it sometimes”. (Wendy, 255-256)

From a developmental perspective this dependency was part of her growth, while the end of her training coincided with the transition from adolescent to young adult and a growth in self-confidence and autonomy and less reliance on her supervisor:

“I think I kind of become a young adult (laughs), erm, where I was more self-confident and was less dependent and I had greater insight. So and then I think that took me almost to the end of my training. So I was I feel that I was at young adult stage at the end of my training, not quite the adult but you know”. (Wendy, lines 62-67)

This stage of Wendy’s development represents Level 3 in Stoltenberg’s developmental model, which emphasises conditional dependency. Supervisees at this stage of development are more skilled and confident but also more aware of their limitations. They are more empathic and tolerant of a variety of clients and value a wider range of theoretical approaches. As a result, their client conceptualisations are more complete and their treatment plans are more appropriate (Borders, 1989).

There is a real sense of the vital role that her supervisor played in developing her sense of self although Wendy indicates that her metamorphosis was not yet complete, however, with the acknowledgement that she was:
This final stage in Wendy’s development would represent Level 4 in Stoltenberg’s developmental model, a stage described by Stoltenberg as “master counsellor”. He suggests that supervisees at this stage of development have comprehensive, synthesised conceptualisations, are more flexible in choosing interventions, and consider more sophisticated dynamics such as countertransference. Supervisees at this stage also view their internal responses to clients as valuable data and work from a solid, theoretical base that integrates their professional and personal identities (Borders, 1989).

The impact that a developing sense of self had on the supervisees’ understanding of the supervision process over time is evident from Kate’s reflection on how supervision has changed for her:

“I do think what I've got out of supervision has changed slightly over the years, you know, from starting off as erm, a very new trainee with very limited experience to working your way through training to become erm, you know, a final placement erm, trainee and then two years past that now, you know, I, you do change so I think what you get out of supervision changes”. (Kate, lines 164-169)

For Kate the experience gained through three years of training followed by a two-year post qualification period has meant that she has changed, that she has grown and with this growth what she has got out of supervision has changed.
Wendy highlights this changing need from supervision as she developed from trainee to qualified clinician:

“What I get from supervision from my supervisor now erm, is very different from when I was in training because I suppose there is more psychological speak more psychological terms because I know what those are”. (Wendy, lines 154-157)

There is a real sense of a developing self-belief and growth in self-confidence from the dependent, uncertain child to the self-reliant adult. Wendy identifies supervision as being now more of a discussion and sharing of ideas suggesting a shift from directive/teaching supervision to a more collaborative approach – fundamentally a different relationship.

This changing supervisory relationship is identified by Sarah as “a progression”:

“I think probably also there has been a progression in terms of what is my relationship with my supervisor when we are discussing things”. (Sarah, lines 152-154)

“I think, having the confidence to tackle some of that method of communication in the room is also what's changed”. (Sarah, lines 158-160)

Sarah’s developing sense of self and growing confidence has resulted in the supervisory relationship becoming more equal, encouraging her to be more assertive within the supervisory relationship:
“I've been able to assert my needs and also have a really good discussion erm, with the supervisors and I think almost in every case at different times we've both acknowledged both me and the supervisor have acknowledged that we've both kind of grown as a result of the experience erm, so that's been good”. (Sarah, lines 32-36)

Wendy shares this sense of mutual growth and development within the supervisory relationship:

“We’ve learnt from each other and I know as our supervision’s progressed that it’s grown that way too that we’ve learnt from each other”. (Wendy, lines 184-186)

“I suppose the longer you are with a supervisor then you have a relationship that grows, doesn’t it?” (Wendy, lines 189-191)

Wendy highlights the importance of continuity and the reciprocal nature of the learning experience within the relationship, something that is also identified by John:

“Yeh, and it’s good for both ways because I'm learning from them and they're learning from me and then we grow together, learn together”. (John, lines 329-330)

Participants identified that the supervisory process changed over time, with the supervisee having more influence over the process as the relationship developed. This fitted with previous observations of change across the development of the supervisee (Stoltenberg, McNeill & Crethar, 1994), in which supervisees move from a
preference for supervisor direction towards a less directive and more facilitative approach from supervisors as supervisees gain experience and confidence.

The findings from this study also support Stoltenberg and Delworth’s (1987) developmental model which suggested that supervisees have different needs depending on their stage of development. As they postulated, the participants in this study needed more help, support and guidance as beginning supervisees and this reduced as they became more experienced practitioners.
2. Preparedness for Supervision

This super-ordinate theme developed as the participants reflected on their conceptual knowledge of supervision when they first became supervisees. Three sub-ordinate themes were identified that seemed to contribute to an understanding of this experience.

2.1 A lack of understanding and preparedness

In attempting to understand the supervisee preparedness for supervision, the participants were asked to reflect on their conceptual knowledge of supervision when they first became supervisees. It was felt that this would provide an insight into how these individuals acquired their understanding of supervision, the effectiveness of this preparation and the impact that it had on their experiences of being a supervisee.

As Kate reflects on her conceptual knowledge of supervision as a supervisee her lack of understanding is clear:

“Erm, very little, erm, I think I went through supervision, erm especially in the early days of training, really not having a clue what I was, I was supposed to be doing”.

(Kate, lines 95-97)

There is a sense of role ambiguity and uncertainty in her response and that supervision was just something that happened with little formal preparation. Wendy and Ann’s experiences are similar:
“I didn’t feel that I was prepared for supervision, I didn’t have an understanding about what supervision was about”. (Wendy, lines 124-126)

“I didn’t think I had a huge knowledge beforehand, actually”. (Ann, lines 92-93)

For both participants there is a sense of powerlessness, of feeling unsupported and being out of their depth and this is reinforced by Wendy’s comparison of her experience to how she imagines it must feel for a client going to therapy for the first time:

“Yeah and I'm sure you must feel like a client at that point not quite knowing”. (Wendy, lines 131-132)

By likening herself to the client at the beginning of the therapeutic relationship Wendy conveys the uncertainty, vulnerability and dependency that supervision generated for her. She does not know what to expect and is reliant on her supervisor for guidance.

Ann also highlights the anxiety that she experienced as a result of the lack of preparation:

“I think I was a little nervous because I think there was some unexpectedness of it”. (Ann, lines 112-113)
The lack of conceptual knowledge reflects a lack of supervisee preparation for supervision and this is articulated clearly by a number of the participants.

“Not formal preparation, only through experience because I'd had a supervisor when I was a counsellor so I'd got some idea but there wasn't any formal ones”.

(Ann, lines 142-145)

Ann highlights a lack of formal preparation and that her only understanding of supervision was from her previous experience of being supervised when she was a counsellor. Kate also describes her experiences of feeling unprepared for supervision:

“I don't think I did have much preparation, you just went to supervision”.

(Kate, lines 156-157)

In trying to understand their preparedness for supervision the participants reflected on the formal training that they had received:

“I think we might have had a 5 minute chat literally on the residential and that was it, so there was no formal training in it”. (Ann, lines 165-168)

“It literally was something that was thrown in whereas the PD Group was much longer”. (Ann, lines 175-176)

“So no, no real formal stuff”. (Ann, lines 177-178)
For Ann there is a clear absence of formal preparation for supervision and her language reflects the lack of importance and value that she feels her training establishment placed on it and the dismissive way in which it was dealt with. She contrasts this with the attention given to the Personal Development Group and concludes that she had no formal preparation.

As Wendy reflects on her understanding of her preparedness for supervision she suggests that there was an inevitability of not knowing what supervision was about at the onset because supervision begins before its theoretical aspects have been explored on the course:

“Because your supervision begins at the very beginning of training doesn’t it and you don’t actually do supervise/supervisor/supervisee models until later on in the course so I think not knowing what supervision was about. What did the supervisor expect from me? I was able though to bring that up during supervision to say I’m not really sure what I’m supposed to tell you and not to tell you erm and he sort of helped me through that”. (Wendy, lines 102-110)

These difficulties were overcome, however, by her ability to be honest and open with her supervisor, highlighting once again the importance of the supervisory relationship and of supervisees being able to articulate their needs. Continuing with her exploration of her preparation for supervision, Wendy highlights what for her was a weakness of the training:
“When you’re learning when you’re doing CBT and humanistic there is that, there’s the underpinning element, the reason why you’re doing it the reason why you’re using it, erm yet there isn’t for supervision there isn’t the same sort of thing so it is a bit like that its almost like using therapy without knowing why you’re doing that”.

(Wendy, lines 425-431)

“Its having theoretical knowledge I suppose that’s what I’m trying to say why use CBT because the theory behind it and I don’t think the course gave me enough of that either”. (Wendy, lines 435-440)

Wendy suggests, that unlike theoretical perspectives such as Cognitive Behavioural Therapy, she was not given a theoretical understanding of supervision and therefore wasn’t clear why she was doing what she was doing.

It is clear from this study that the participants received very little preparation for their role as supervisee and this supports previous research in this area. Vespia et al. (2002) noted that although supervisees anticipated supervision, there was very little preparation for the experience, while Berger and Buchholz (1993) suggest that supervisees entering the supervisory situation are usually unclear about how learning will take place.

Although the literature is sparse, a few authors (Berger & Graff, 1995; Bernard, 1994; Falender et al., 2004) have emphasized the importance of preparing counselling trainees to receive supervision and have provided suggestions for such preparation. Without exception, these authors suggested that a basic component of learning how to
be supervised involved being exposed to the fundamentals of providing supervision. The benefits of such training include supervisees’ understanding their own supervisory experiences better by having a conceptual knowledge of supervision and an increased ability to deliver improved supervision services to future generations (Russell, Crimmings & Lent, 1984). Bahrick, Russell and Salmi (1991) suggested that without preparation for supervision, trainees might have difficulty expressing their needs and understanding the roles of supervisors and supervisees. These authors found that after role induction in supervision, trainees had a clearer conceptualisation of supervision.

“Beginning clinical interns can also benefit from instruction regarding their role as supervisee, what to expect in the supervisory relationship, what sort of outcome to anticipate” (Goguen, 1986, p. 70).

2.2 Self-directed learning

As the participants began to make sense of their preparedness for supervision, it became clear that self-directed learning together with previous experiences had been important factors in developing their understanding of supervision.

As Sue reflects on her preparedness for supervision she highlights the role that self-directed learning played in her earliest understandings of supervision:

“I think that I had read something about erm you know about what supervision should be about” (Sue, lines 81-83)
“The only preparation I suppose would be what I read myself and you know what I had in my mind”. (Sue, lines 123-125)

There is a real sense of the lack of formal preparation that she received for supervision and the need for self-reliance. Sue makes it clear that the only preparation she had was what she read herself and what she had in her mind, highlighting how her preconceptions about supervision influenced her understanding of it. Sue demonstrates how this self-directed learning helped her to develop a theoretical understanding of supervision including models and what supervision should be about:

“I kind of looked at one of the models for supervision, I’m thinking, maybe it was in the handbook I can’t quite remember, but I had an idea that it should be for several things you know like support and advice and guidance and you know monitoring that kind of thing erm so I it was probably all I had in my mind at the time”.
(Sue, lines 96-101)

As Kate reflects on her preparedness for supervision she highlights the fact that self-directed learning was actively encouraged by her training establishment as a way of developing her own theoretical understanding of supervision. There is a real sense of her being encouraged to take responsibility for her own learning, something that she acknowledges she didn’t fully engage in:

“We were sort of pointed in the direction of models so that was up to me to go and to read around that, which I did to a limited extent”. (Kate, lines 143-144)
For Sarah it is a particular book that she read at the beginning of her training that she identifies as helping her to develop an understanding of supervision:

“I think very early on I read Hawkins and Shohet, erm their book on supervision in the NHS erm, and it seemed absolutely erm clear to me that that was a really good model”. (Sarah, lines 40-42)

“So that made massive sense to me and if there is a concept I've probably held on to throughout my training it probably is that”. (Sarah, lines 47-49)

There is a real sense of how this book and the model presented in it resonated with Sarah, helping her to make sense of this new experience and it is a model of supervision that she clearly identifies with throughout her training. Sarah also highlights the important role of experiential learning in developing her conceptual knowledge and understanding of supervision. By experiencing supervision with an experienced supervisor, Sarah feels that she was able to learn and understand what supervision was:

“The supervisors I had were all experienced supervisors so they had a pretty good idea of what supervision would be and what it would be like to supervise, you know, erm all of them had a counselling psychology trainee before which they'd either co-supervised or erm, supervised completely themselves, so I think I learnt very quickly, sort of in a, in a hands on way what it would be like”. (Sarah, lines 77-83)
2.3 Improving preparedness

Having explored their understanding of preparedness for supervision, a number of the participants made observations and suggestions for improving their preparedness:

“I think there should be, there needs to be something I think much earlier on. You know, whether it’s erm, I think what would be helpful for trainees erm, is some sort of, I don't know, leaflet or package or something that goes out to them once they are accepted on to the course so they understand what it's all about”.

(Ann, lines 160-165)

As Ann reflects on her own experience and preparedness for supervision she suggests a policy of informing trainees about supervision as soon as possible. She goes on to suggest the importance of educating trainees about supervision and highlights the challenges that supervisees can face, made more difficult by the power imbalance that may exist between supervisor and supervisee:

“I think there are certain things that should be sort of discussed in some form of training beforehand or in, you know, or a written explanation if people have problems with supervision because I know some of my colleagues have had with their supervisors and I think those sort of things need to be discussed and trainees need to be aware of, you know, what can and can't be done and, because I think they are in a very much powerless position”. (Ann, lines 184-191)

The importance of power within the supervisory relationship is highlighted by a number of researchers. Vesria et al. (2002) argue that actively facilitating the role of
supervisee through better preparation for the role could assist in the identification and negotiation of power differences and in the exploration of expectations about supervisory processes and relationships. Vallance (2004) suggests that in the supervisory relationship power is central and if not addressed will inhibit the supervisee’s ability, need or desire to learn, minimising the benefit of supervision (Edwards, 1997). Gazzola and Theriault (2007) suggest that because supervisors hold more of the power in the supervisory relationship, it is more important that they make efforts to create a safe, respectful and nurturing supervisory environment.

Wendy supports the need for early education suggesting the need for formal structure to the training including an introduction to supervision contracts and models – something that she feels was lacking in her own training:

“I think it might have been at that point a very good idea to have some kind of idea, I mean I knew what supervision was about, but mean even more of an idea about what supervision was about or even a supervision contract or some sort of model”.

(Wendy, lines 88-91)

Sue also identifies the supervisory contract as an important element of preparing the trainee for supervision:

“I think the contract thing, that was good preparation actually because it made you think about it, what do I actually want because he said go and write all the things down for next session you know we’ll talk about it and so it really made me think about it, I suppose that was about six months after I’d started”. (Sue, lines 125-130)
Using her own experience of the supervisory contract, there is a real sense of how it encouraged Sue to engage with the supervisory process and empowered her to identify her needs. As Kate reflects on her conceptual knowledge of supervision she highlights the importance of supervision training and the scope for improvement that there is within the current training programme:

“I think everybody training as a psychologist would benefit from, erm, an actual module about supervision”. (Kate, lines 133-135)

A number of the participants in this study identified the need for education about the supervisee role and highlighted the importance of receiving this training as soon as possible in their academic programme. These findings are consistent with other research in this area. Berger and Buchholz (1993) noted, “Though supervision is anticipated, there is little preparation for the experience” (p. 86), suggesting that a schematic understanding of the supervisory process is best offered prior to trainees beginning clinical supervision. Scott et al. (2000) also identified the need for training to start early in the academic programme of psychology trainees. More recently, Vespia et al. (2002) suggested that, “Despite both the current and the historical importance of supervision to clinical training, new supervisees often have little formal preparation for the role” (p. 56).

Participants highlighted the need for a formal structure to the training of supervisees, including an introduction to the theoretical underpinnings of supervision together with supervision models and contracts. These findings are consistent with Berger and Buchholz (1993) who suggested a curriculum for preparing supervisees, which
included an introduction to the major theoretical components of supervision together with an overview of supervision methods. They also highlighted the importance of supervisees having the opportunity to discuss with fellow students their expectations of supervision as well as underlying wishes and fears in order to facilitate the discussion of goals between supervisees and supervisors. They suggested that this is especially useful in reducing supervisee anxiety, while the opportunity to discuss supervision with fellow supervisees can also serve an important supportive function during the early phases of supervision when supervisees may experience heightened dependency.

Vespia et al. (2002) suggested that some of the difficulties associated with assuming the supervisee role might be eased by reviewing behavioural expectations at the commencement of a supervisory relationship and discussing the importance accorded to different criteria by the individual supervisor. Lehrman-Waterman and Ladany (2001) identified the importance of well-executed feedback and goal setting in generating a positive supervisory working alliance and supervisee satisfaction. In relation to supervision contracts, in their review of the supervision literature related to successful supervision, Kavanagh et al. (2008) highlighted the benefits of a strong supervision contract. Similarly, Arnott, Dorkins and Aylard (1996, p. 610) identified “satisfaction with clinical supervision was greater for those who negotiated a supervision contract”, including frequency and duration of sessions, purpose, content of material brought, process of supervision, how feedback is offered and received and developmental issues. Despite this, Lawton (2000) identified that contracting got little attention in supervision and the current study suggests that this is an area that warrants more focus.
Although one of the participants referred to Hawkins and Shohet’s (2006) model of supervision, the other participants did not ascribe to a particular theoretical model of supervision and this is consistent with the findings of O’Donovan et al. (2008). They suggest that the absence of a fully articulated model of supervision reflects the common experience, even among experienced supervisors, that they have not received formal training. The findings also fit well with the emerging supervision literature, which indicates that, no one supervision model is superior to another and that it is much more useful to identify and establish factors that are common across various models (Morgan & Sprenkle, 2007).
3. The Transition

This super-ordinate theme emerged as the researcher explored the participants’ understanding of their transition from supervisee to supervisor. Styczynski (1980) argued that the transition from supervisee to supervisor marks an important change in professional identity for the clinician. The student role is relinquished for the role of the competent clinician and supervisor. Although there has been much preparation in developing clinical skills, this is rarely the case with supervisory skills. As Styczynski (1980) and Borders (1990) pointed out, the novice supervisor often encounters difficulty in making the transition from the role of supervisee to the role of supervisor and therefore needs to think like a supervisor. Thus it is important to address the various components of the transition from supervisee to supervisor (Styczynski, 1980).

Four sub-ordinate themes were identified that contributed to this understanding:

3.1 Feeling unprepared – the doubting self

As Kate reflects on her first experience of becoming a supervisor, the lack of preparation for the role is clear:

“I was told I'd got to be a supervisor more or less as soon as I started my role, so I'd been a supervisor for several months before I actually did any formal training”.

(Kate, lines 194-196)

There is a real sense of the powerlessness that Kate felt at being “told” that she had got to be a supervisor as soon as she had started in her new job, a role that she was clearly unprepared for:
“I did, did feel completely unprepared for that and found that quite stressful, and it added to the stress of settling into a new role erm, you know, post qualification”. (Kate, lines 266-269)

This lack of preparation for her transition had traumatic consequences:

“Absolutely terrifying, when I was told I'd got to be a supervisor, I'd only just started in my role, I was quite aghast actually, erm, feeling very much still as if I'd got my own trainee hat on erm, how on earth was I going to supervise an Assistant when I felt very much like I needed a lot of supervision myself, so I found that a really scary process”. (Kate, lines 208-213)

There is a sense of shock and bewilderment at being put in a position for which she felt unprepared while at the same time feeling resentful that her own needs were being subsumed by the needs of her supervisee.

“I also found it quite frustrating at times, erm, and quietly to myself I would sometimes feel a little bit resentful and I've never admitted that to anybody before, not even to myself, but sometimes I would feel a little bit resentful if I knew I'd got to supervise this person that day because I felt unprepared, it was eating into my time where I was needing to erm, get on top of my own job”. (Kate, lines 227-233)

The resentment that Kate feels towards her supervisee highlights the negative impact on the supervisory relationship of Kate feeling that she is unprepared for her role as
supervisor – her supervisee becomes the focus for Kate’s frustrations. For Kate her understanding that she is ill prepared for her new role does not fit with the high expectations that she has of herself to care for her supervisee, leading to self doubt and high levels of anxiety:

“If I'm completely honest I found it quite frightening in terms of, was I going to be a good enough supervisor for this assistant who was also a new assistant as well, and I almost felt was this the blind leading the blind, so I felt an awful pressure on me erm, to provide. Because I know how important supervision is and at the same time I didn't feel like I'd got the skills to be a supervisor, so that was quite stressful”.

(Kate, lines 221-227)

For Kate, becoming a supervisor did not involve a period of transition, as for her, transition suggests some form of preparation, something that she feels strongly she did not receive. Her knowledge of being a supervisor came from her personal experience of supervision:

“There was no transition period, you know, I was erm, a trainee one week and literally the following week erm, I take my job and I'm now a supervisor, there was no transition you know, I hadn't learnt, I'd learnt for three years how to become a counselling psychologist but I hadn't learnt how to become a supervisor so at that point, you literally have only got the supervision that you've had as examples of what supervision can look like to try and model it on…” (Kate, lines 244-252)
Wendy shares this feeling of being unprepared to be a supervisor and the undermining effects of this on her self-belief is clear as she regresses from being a qualified psychologist, represented by the parent, to feeling like a first year student again – the child:

“I don’t feel that I was prepared to be a supervisor I was almost back at when I had my first trainee I was almost back at being that person in their first year of training - what do I do? What happens in supervision, I’d forgotten it was almost as though my own experience had gone out the window you know erm so I felt very much unprepared”. (Wendy, lines 266-271)

This regression from one ego state to another is developed further as Wendy reflects on her journey from trainee to qualified psychologist and she contrasts this with her transition from supervisee to supervisor:

“Um, quite scary actually I’d say, umm I think it went along with of course you become you know a trainee psychologist and then you become a psychologist. It felt almost like that I’m now autonomous I’m answerable to me and erm where I felt protected before by the parent I was now in the world on my own and it was almost having a child to look after instead (laughs)”. (Wendy, lines 367-373)

As a qualified psychologist she feels safe and protected by the parent ego state, which contrasts greatly with her earliest experiences of being a supervisor. In that role she felt a sense of isolation and uncertainty, which resulted in a regression from the adult
to the child ego state, reflecting the sense of vulnerability created by the lack of preparedness.

As Wendy reflects on her current ego state as supervisor, she identifies that she has grown from the child in the initial transition to the adult and there is a sense that this has been an unnecessarily painful process and that with better preparation the regression could be avoided. This concurs with Berger and Buchholz (1993) who suggest that pre-supervisory preparation and ongoing discussion are important factors in helping trainees to challenge the regressive pull in the beginning of supervision.

“I am sort of more in an adult process as a supervisor but the initial transition I think was almost that same kind of like feeling quite child like about it”. (Wendy, lines 378-381)

Kate also argues that the difficulties encountered on this transition are avoidable. For her, most people who go on to supervise experience a challenging and stressful journey and that this could be remedied with better preparation:

“I think most people, if not all of us, that go on to supervise, erm, get there by stumbling over a few blocks before, before we get on to that path and I think it just adds stress, adds stress to a situation that doesn't necessarily need to be there you know...”. (Kate, lines 393-397)

As Ann reflects on her transition from supervisee to supervisor, her reference to “learning curve” indicates that this was a period when she learnt a great deal,
suggesting that there was a gap in her understanding of being a supervisor at the point of transition:

“So it was a learning curve, that transition is not as easy as we'd like to think and it wasn't because I was big headed and thought I can do this, it was more, you know, I hadn't really comprehended it fully”. (Ann, lines 439-442)

This is supported later in her transcript when she acknowledges that her understanding of being a supervisor has come from personal experience and guidance from her supervisor – there was no formal training:

“In my own transition you know, that it was demanding and quite a rude awakening and erm, there haven't been any lessons in, out there as to what you do in difficult cases some of it you learn as you go, you get help from your supervisor”. (Ann, lines 715-719)

As John and Sarah reflect on their transition from supervisee to supervisor, there is a sense that they both felt prepared for their roles as supervisors in a way that Kate, Wendy and Ann were not:

“I kind of really blurred the lines between supervisee, supervisor”. (Sarah, lines 183-184)

“I've been supervising, mentoring, supporting third year trainees ever since I started here erm, so that's like for the last four and a half, five years”. (Sarah, lines 186-188)
“Within the residential school I am talking about the psychological concepts and constructs to other workers so that is informal supervision”. (John, lines 229-231)

“So that transition I did not see as a problem”. (John, lines 233-234)

For both, the transition from supervisee to supervisor is less well defined than for Kate, Wendy and Ann. There is no beginning or end, but rather a sense that the role of supervisor has evolved from a mentoring and supportive role to fellow trainees and work colleagues. Sarah highlights the evolving nature of the supervisory role:

“So I think quite early on I fell into, what you might call, I might have thought of then as peer supervision with fellow trainees”. (Sarah, lines 195-197)

There is a real sense of the unplanned nature of Sarah’s developing supervisory role – of almost stumbling into her role, together with the realisation that as a supervisee she has all the necessary skills to supervise. Key to the evolving nature of the supervisory role is the non-defined way that both Sarah and John understand the roles of supervisee and supervisor and the lack of distinction that they make between roles:

“I'm not good at drawing a distinction between I'm a supervisor now, I was a supervisee then, because I like working in a peer way with people, so, it doesn't, you know, I don't really see the distinction”. (Sarah, lines 203-206)
“So when I think about it, I've probably, I've probably done quite a lot but it, I don't, I find it difficult to see the distinction because to me it's like a merging of 2 people doing what they need to do”. (Sarah, lines 221-224)

This ability to be able to use one’s experience as a supervisee to inform the supervisory role emerged as a sub theme in helping the participants to make sense of the transition from supervisor to supervisee.

3.2 Previous experience to inform practice

As Sue reflects on the training that she has received to become a supervisor, the lack of preparation is clear, her only resource being that of her learnt experience.

“The only other preparation I would have had would have been discussions with my supervisor and my experience of supervision already of what I had received and what have you. I think that erm obviously I would have read books definitely I certainly read the Supervision and Helping Professionals so I mean I had an idea but I think when I first started there was that process for negotiation for the supervisee that you know that I was learning on the job. We negotiated what we thought we should do and that kind of put me in a place where I thought OK I have to go with that. It is you do kind of learn as you're going along as well you know, but I think a lot of what you learn I mean it's not formal training it's about your experience”.

(Sue, lines 232-243)
Sue identifies the transfer of knowledge from her supervisor together with her personal experience of supervision and self-directed learning as key to informing her practice. There is a real sense that her lack of preparation has left her vulnerable and exposed and she is forced to negotiate an understanding of her supervisory role with her supervisee. There is also an acceptance by Sue that this will be an ongoing, evolving learning process between her and her supervisee. As she reflects further, she highlights the importance of her personal experience, particularly in relation to informing her understanding of the supervisory role:

“I thought about what I would have wanted from my supervisor and I what I got from the supervisor that I’d had that were good supervisors and so those were the kind of things that I would try to offer to my trainee as it were”. (Sue, lines 274-278)

“I’d like to think that what I provide or try to provide is very similar to what I would want”. (Sue, lines 485-487)

Sue identifies the understanding of her own needs as a supervisee together with what she perceived as good supervision as central to informing her practice. Sarah concurs with this understanding, referring to these as transferable skills:

“But there are also transferable skills”. (Sarah, line 518)

“You remember all of the things that you wanted as a supervisee”. (Sarah, lines 520-521)
“If you've got a good supervisor with some good things, you know, learning on the job, if you learn from someone to do it well, that’s a good thing, if you learn from someone how not to do it, you know how not to do it but you don't necessarily know how to do it well. So I'm not sure, so I think there is a gap”. (Sarah, lines 524-530)

Sarah also highlights the danger of relying too heavily on the transfer of knowledge from supervisor to supervisee when the supervisor is not necessarily competent and for Sarah this represents a “gap” in the training.

For Wendy and Kate too, their personal experiences as a supervisee have been central to informing their supervisory role:

“My experience as a trainee, that’s what I’m hoping I’m giving my trainees now”. (Wendy, lines 251-252)

“I found it quite challenging and I was looking forward to it, to that transition to being supervisor being supervisee but I felt I took an awful lot of my experience of being a supervisee to the supervisor role”. (Wendy, lines 388-391)

“I would want to provide the kind of supervision that I've benefited from”. (Kate, lines 288-289)

The role of the learnt experience in informing supervisory practice is developed further by Kate as she reflects on her experiences of working with a number of different supervisors:
“I’ve had various supervisors now and taken positives from all of them, you know, erm, and yet everyone works differently and I find that encouraging actually that everyone does work differently, erm, it doesn't make me feel that I have to be, to be a certain way, I don't feel that there's one set way that I have to be as a supervisor or one set model, that there's actually different approaches and you bring your own approach”. (Kate, lines 85-91)

For Kate, her learned experience has been that there is no right or wrong way to supervise, but rather it is about the individual developing his or her own style or model – of becoming an autonomous supervisor.

“I want to give, sort of the best bits from all the supervisions I've had, to try and knit them together into my own model, I suppose”. (Kate, lines 309-311)

“So all the things I value out of supervision I hope that I could pass that on to somebody else”. (Kate, lines 375-377)

For Kate it is about bringing together all of her positive experiences of supervision and generating her own understanding of what it means to be a supervisor.

The role of the learnt experience is also clearly evident as Sue reflects on her transition from supervisor to supervisee:

“I think I was motivated to try and be supportive and good because you know I know how difficult it is to go through the training and you know how much, how helpful it can be to have a really good supervisor”. (Sue, lines 297-301)
The empathy that she feels towards her supervisees is informed by her personal experiences of being a supervisee and she highlights the importance of still being in touch with these anxieties. With her understanding and awareness of the difficulties faced by the supervisees comes a sense of responsibility, of needing to make things right.

An important component of the participants’ previous experience was the transfer of skills and understanding from the therapeutic relationship to inform their supervisory practice.

“It is very much like the therapeutic process”. (Kate, lines 317-318)

In making the connection between the therapeutic process and the supervisory role and likening the supervisee to the client, Kate is able to use her personal experience and understanding of the therapeutic relationship to inform her supervisory working alliance:

“I'd want, as working with the client, I'd want a client to leave the room feeling supported, listened to, heard, held, contained”. (Kate, lines 320-322)

Sarah also uses her experience of working with clients to inform her work with supervisees, emphasising the importance of offering support if it is needed but allowing the supervisee to find their own way and to develop as autonomous practitioners.
“I guess it's very similar to the way I see working with clients, it's about empowering them to find their own way and their own answers”. (Sarah, lines 350-352)

Just as in her therapeutic relationship there is a real sense of Sarah’s understanding of the need to create the right environment to facilitate the growth and development of the supervisee. For Kate, facilitating this growth and development is central to her therapeutic goal with clients; a goal that she feels is equally appropriate in the supervisory relationship:

“Going back to that therapeutic relationship, my whole point of being in this job is to help to facilitate people to move forward in their lives you know, erm, and it's the same principle I think, in supervision as well, you know, facilitating that moving forward and growing now”. (Kate, lines 381-385)

There is a real sense of both Kate and Sarah focusing on the needs of the individual, whether that is the client in their therapeutic relationship or the supervisee in the supervisory relationship – it is clearly client led therapy and supervisee led supervision. This focus on the needs of the individual is reaffirmed by Wendy as she reflects on her supervisory role; the transfer of understanding from the therapeutic relationship to the supervisory relationship is clear:

“It’s about what that person brings who they are what they’re about, expectations and so on and so forth. So the way I dealt with it was just like I do with a therapeutic relationship, I wait and see what the person brings, how they’re feeling”.

(Wendy, lines 280-283)
It is clear from this study that the participants received minimal training to become supervisors and that they relied on their personal experience of supervision together with their skills as a therapist to inform their supervisory practice and these findings are consistent with the supervision literature. Loganbill and Hardy (1983) stated that it has been assumed that sufficient training of supervisors occurs through the transfer of skills learned in counselling training and through the process of being supervised while Milne and James (2002) assert that:

“Historically, the onus has been placed on supervisors to draw on their skills as therapists and their past experience as supervisees … to transfer skills and knowledge from one domain to another, or to become proficient automatically” (Milne & James, 2002, p. 56).

Stoltenberg and Delworth (1987) also compared the conduct of supervision to the conduct of counselling. They suggested that training in the conduct of supervision is necessary for ethical practice, in the same way that training in counselling is necessary for ethical practice in counselling.

More recently Gazzola and Theriault (2007) argue that an underlying assumption that we have made in counselling is that “accumulated experience as a practitioner qualifies a supervisor ipso facto” (Gazzola & Theriault, 2007, p. 190) while Kavanagh et al. (2008) suggest that an assumption has been made that being a competent clinician means that one is automatically able to transfer and communicate that competence to another practitioner. Evidence abounds that this is simply not the case (see Bernard & Goodyear, 2004; Milne, Pilkington, Gracie & James, 2003), and
Watkins (1990) reminds us that becoming a skilled supervisor is as difficult as becoming a skilled counsellor and that the processes are not necessarily equivalent.

3.3 A need for training

In their study of supervision training for both supervisees and supervisors, McMahon and Simons (2004) found that training significantly aided both groups in their ability to achieve their learning objectives in the training programme, especially across the areas of confidence, self-awareness, skills and techniques and theoretical knowledge.

All six of the participants highlight the lack of formal supervisory training as a significant issue in their transition from supervisee to supervisor. As Wendy reflects on how the transition could be improved, her frustration at the lack of preparation for the role is clear:

“I think there should be some more formal training before it happens I think, I don’t think that you understand enough about what supervision, despite the fact that you’ve had supervision yourself, you don’t really understand what supervision is, it’s almost like in therapy if you like you need a therapeutic sort of background to understand it”. (Wendy, lines 404-409)

Her only understanding of the supervisory role has come from her experience of supervision as a supervisee and this has clearly been inadequate in preparing her for her transition. Wendy highlights the need for a theoretical understanding of supervision through formal academic training to help with the transition.
For both Kate and Sue the lack of theoretical understanding about supervision resulted in a difficult transition and they highlight the important role that the university or workplace can play in improving the transition by providing appropriate, formal training:

“If we could have some kind of, erm, some kind of training like a module in university or, or within the workplace before you actually start supervising, then, that that gives you the potential then to to perhaps start on a better footing”. (Kate, lines 281-285)

“Well I think it could have been improved if I’d had the the formal training if I could have gone on that course you know I don’t if they I don’t recall doing anything at the university really about supervising”. (Sue, lines 355-358)

As Kate reflects on her transition, she clearly feels let down by the inadequate preparation that she received and calls for a “recognisable period of transition” that would involve formal training – there is a sense of a missed opportunity:

“There does need to be a recognisable period of transition erm, and that there needs to be some sort of preparation for that whether that’s formal training or er what I don't know, but at the moment I really don't think there is a preparation that's good enough”. (Kate, lines 389-393)

For Kate, the lack of formal training currently available is clear:
“I'm not aware of any formal training that I could go and do to become erm, a supervisor and that would be really useful”. (Kate, lines 418-419)

As Sarah reflects on her training to become a supervisor, her experience is similar to that of Kate and Sue and she highlights the lack of formal preparation that she received:

“Erm, a half day training from Wolverhampton erm, I think that was last year where they invited in people who were supervisors or who wanted to be supervisors or co-supervisors, and essentially went through the supervision manual, erm just really telling you what you could read in there, which wasn't particularly helpful”.
(Sarah, lines 163-168)

As Sarah reflects on her experiences of the transition, together with her understanding of the importance of supervision, she is struck by the inconsistencies that she feels exist between the high value that is placed on the supervisory role and the lack of emphasis and importance that is then given to the training within her academic establishment – something that she sees as a missed opportunity:

“So why if we believe that do we have a one day on supervision in the whole three years and why, when we leave is there no suggestion that that might be an area that we might want to think about”. (Sarah, lines 346-350)
This sense of a missed opportunity is shared by Ann as she suggests that her academic establishment take a more direct role in supervision training – the current training being inadequate and in need of updating:

“I think again probably in your final year at, at university you know within, I think something like professional issues, I think there could be a day's workshop then, I know we had Robin in, but he didn't go into all that but I think, erm, not so much the how you do the supervision but what it, the importance of it and what it involves and erm, and actually talking about the transition”. (Ann, lines 497-503)

John also identifies a need for training, but from a different perspective. Unlike the other participants, John has had supervisory training and experience in other roles and he identifies this as critical in informing his transition in his current supervisory role. He argues that without this he would have been inadequately prepared to become a supervisor.

“It would be helpful to to have certain training erm, if I hadn't had the previous experience then I think I would have really fumbled and I think I wouldn’t have been very helpful or useful to my trainee”. (John, lines 239-242)

The lack of supervision training experienced by the participants in this study is consistent with the supervision literature. Indeed, Hoffman (1994) described the lack of formal training for supervisors as the mental health profession’s “dirty little secret” (p. 25) and questioned, as others before her have done (e.g. Stoltenberg & Delworth, 1987), whether supervisors without training were practising ethically. More recently,
Milne and James (2002) identified the need to train supervisors in order to ensure competence with other authors suggesting that more formal and extensive training in the practice of supervision is warranted (Kavanagh et al., 2008; Majcher & Daniluk, 2009).

Scott et al. (2000) in a review of supervision training, concluded that there was no clear emergent method of instruction in this area agreed upon by most training programmes. They suggested that there was a need for research on the processes of teaching supervision in order to determine, for example, whether certain experiences, or methods of training, such as individual versus group training, make a difference in the preparation of quality supervisors.

The participants in the current study highlighted the lack of formal supervision training that they received and the negative impact that this had on their transition from supervisee to supervisor. They suggest that supervision training should be an integral part of academic training programmes and these findings are consistent with Falender et al. (2004).

Falender et al. (2004) propose that supervision is a core competency area in psychology for which a number of elements reflecting specific knowledge, skills and values must be addressed to ensure adequate training and professional development of the trainee. This spans the start of psychology doctoral training through to becoming a senior psychologist, having consolidated and refined knowledge, skills and values.
Falender et al. (2004) suggest that formal education and clinical training is suited uniquely for the transmission and acquisition of knowledge and that it is the primary vehicle by which trainees develop applied competencies. They suggest that the development of competency in supervision should be an integral part of psychology doctoral training programmes.

The orientating assumption proposed by Falender et al (2004) was that supervision processes are guided by developmental orientations. Both the supervisor and the supervisee can be understood to be functioning at their respective levels of professional development, which in turn affects their expectations, learning and behaviours. This assumption is consistent with considerable work that has been done in theoretical and empirical domains of clinical supervision (Bernard & Goodyear, 1998; Stoltenberg, 1981; Stoltenberg & Delworth, 1987; Stoltenberg, McNeill & Delworth, 1998; Whiting, Bradley & Planny, 2001). Their research highlights the importance of adequate training and professional development for both the trainee and supervisor and the unique role that formal graduate education can play in the transmission and acquisition of knowledge through professional training.

Supervision competency has formed the basis for the recently announced competence framework for the supervision of psychological therapies (University College London, 2007). In 2007 the government announced the Improving Access to Psychological Therapies (IAPT) programme, representing a major expansion in the provision of psychological therapies. Within the IAPT programme supervision is described as a key activity, which will determine the success of the IAPT programme. This emphasis on supervision has led to the commissioning of training for all IAPT
supervisors using the competences framework for supervision (Roth & Pilling, 2008). A full review of the competence framework is beyond the scope of this discussion, but a summary of the framework is provided (see Appendix 10).

3.4 A need for consolidation

As the participants reflected on their transition from supervisee to supervisor the importance of a period of consolidation post qualification is clear.

For Sue, Ann and Kate the transition from trainee to qualified counselling psychologist was particularly significant, bringing with it challenges and demands that they had not previously experienced. Although each of the participants experienced this transition differently, their conclusions were the same – a period of consolidation between qualifying and becoming a supervisor is essential to enable the individual to grow and settle into their new role.

As Sue reflects on her first year post qualification there is a real sense of the personal growth that she has experienced:

“\textit{I think the first year of being you know fledgling, newly qualified, I learnt such a lot in that first year that you know I think you kind of need that to be feel ready to to kind of use your experience to support your trainees’}. (Sue, lines 328-332)

It was clearly a very positive experience and one that Sue feels is essential in informing her role as supervisor. There is also a sense of the overwhelming nature of
this transition and the lack of capacity for taking responsibility for anyone other than the self.

“I think it was you know it is in the transition of being responsible for yourself and being an autonomous practitioner”. (Sue, lines 338-339)

There is a real sense of the significant personal change that occurred in that first year post qualification, of an adult emerging from adolescence and taking responsibility for themselves and their professional status.

Kate’s experience of the transition from trainee to qualified therapist to supervisor was very different from Sue, but her understanding of its importance is the same:

“At that point, that transition from trainee to qualified, I needed time to settle into my role and get a grip of what I was meant to be doing and I felt quite frustrated and almost resentful that I wasn't allowed the space to do that”. (Kate, lines 233-237)

Kate is aware of her own needs as she became qualified, needs that were clearly ignored and subsumed by the demands on her to supervise. This complete disregard for Kate’s needs had negative implications for her supervisory relationship and her suggestions as to what is needed is clear:

“Absolutely by not giving erm, you someone to supervise in the first week of starting, you know, your first job. I think there needs to be, I don't know whether you need two
years, but you certainly need a good period of at least six months or twelve months settling into your own role before your then given that role of supervisor”.

(Kate, lines 271-276)

As she reflects further on her experience, Kate conveys a sense of the anxiety and challenges involved in moving from trainee to qualified and the need to be competent in one role before moving to another.

“I don’t see how you can be a competent and good enough supervisor erm, when you don’t even know what your own role looks like and you haven’t settled into that, you know, how can you hold someone when you are feeling quite chaotic yourself, so, so for a start off, don’t give somebody erm, a supervisor’s role when they've only just come straight out of training”. (Kate, lines 276-281)

For Ann, it is not just the period of time between qualifying and being eligible to supervise that is important, but how this time is utilised. She highlights the importance of training together with the quality of the supervision as being particularly critical at this stage:

“I think you definitely need the two years, I think that is important, I can see why the guidelines er, I think that it could just be improved by you know, making sure you've got a very good supervisor that helps you through that process, I think perhaps there could be just before the end of your two years there could be some sort of training, even if it's just a day or two days workshop that just actually looks on that transition,
you know, and about what the huge responsibilities are about, you know being responsible for this person and their clients and things”. (Ann, lines 475-484)

The participants highlight the importance of post qualification experience prior to supervising and emphasise the need for a defined period between qualification and eligibility to supervise. By contrast, the recently introduced Health Professions Council (HPC) has called for the removal of the requirement that clinical psychologists have at least two years whole time equivalent post qualification experience before they undertake the role of supervisor – a regulation that has only applied to clinical psychologists. The HPC argues that the implication that supervisors need clinical or practice experience to acquire the skills necessary to provide competent supervision is not supported by empirical data (Craig, Gonsalvez & McLeod, 2008). In addition the HPC argues that readiness to supervise is a decision for an employer rather than a regulatory body.
4. On Being a Supervisor

This super-ordinate theme emerged as we explored the participants’ understanding of being a supervisor. Four sub-ordinate themes were identified that seemed to contribute to this understanding and two of these will be explored in this section. (See Appendix 11 for further details).

4.1 Differing roles

“There’s two types of supervision as well, one is for the students, the trainees and the other one is your colleagues so the colleagues supervision I think is slightly different whereas for students its more of a teaching role and testing role because they don’t know much about the organisation or the authorities and we are the best people to train them, get them to the mark. With the colleagues it’s very different because we’re on a same par erm and then we have joint supervision as well that's what my supervisors like to call it because my experience is just as valid as theirs”.

(John, lines 364-378)

Here John draws a clear distinction between the supervision requirements of trainees and those of fully qualified psychologists. With trainees his role is both educative and evaluative and there is clearly a power imbalance that doesn’t exist with colleagues. This distinction reflects two of Hawkins and Shohet’s (2006) types of supervision, namely training supervision and consultancy/clinical supervision.

As Sue reflects on her earliest experiences of being a supervisor she is clearly aware of the differing roles, highlighting the difference between supervising a trainee and
someone who is already qualified, particularly in relation to responsibility for the supervisee:

“I think that when you become a supervisor initially you do feel um clinically responsible, you are clinically responsible for your trainee and I think that erm being a supervisor to a trainee is different to supervising somebody else who’s already qualified”. (Sue, lines 264-267)

Later in her interview as Sue is asked to reflect on her role as supervisor she once again distinguishes between supervising a qualified psychologist and a trainee and the differing role that this entails:

“That would be different because it would take out all the things about making sure they got the right referrals making sure they got the right experience they’ve got enough hours got the right case load you know all those kinds of things”. (Sue, lines 422-427)

There is a real sense of the differing needs associated with supervising a trainee including fulfilling the needs of the student training establishment whilst balancing that with the needs of the client and service provider. For the qualified supervisee, Sue sees her supervisory role as less about session structure, academic requirements and service protocol and more about client orientation and process.

“Well that would be quite different I think it would be you know exploring the presenting difficulties you know how the work’s going so far what’s going on in the
room you know what’s happening in the process erm what the barriers are to you know the client moving forward”. (Sue, lines 431-435)

“Lots about process”. (Sue line 445)

As Wendy reflects on her role as supervisor she supports both Sue and John’s understanding of the differing roles between supervising trainees and fully qualified therapists:

“Yes because then I’d feel, um, they’re going to know I’m not so good (laughs) or there is that I don’t know, I don’t know, that would be it would very different I think, yeah yeah, I think because when people are in training I perhaps put myself in that position of the unknown and trying to kind of help them through that whereas when you’re trained you know, so that would be a very different experience and I suppose it would be as it is now with my supervisor in the supervisee supervisor relationship. It would be very much like that”. (Wendy, lines 345-354)

There is a real sense of the fear she has of being inadequately prepared to supervise qualified psychologists and of her being “found out” to be incompetent. There is also a sense of the power imbalance that she feels exists between her and other qualified psychologists but then she attempts to challenge these misgivings by exploring her current personal experience of being a qualified supervisor.
4.2 Being responsible for the other

As the participants reflected on their supervisory role there was a real sense of the responsibility that is associated with the role and the multi-faceted nature of this responsibility, including responsibility for the supervisee, client, service and self. As Ann reflects on her earliest experiences of being a supervisor the sense of responsibility is clear:

“It’s not an easy one, and the responsibility, it is a huge responsibility”.

(Ann, lines 458-459)

“When I did suddenly, was eligible truly to be able to supervise, erm, you know, I suddenly had three supervisees to do, two of them, you know, were far more straightforward and one was more difficult, but it was the actual, the realisation of the responsibility, you know, these are people's lives and you know, they had given up a lot to do this training and how important it was, but it's not just a responsibility for them, but it's also a responsibility for the clients that they're dealing with, erm, and just the fact that we are accountable for them”. (Ann, lines 421-430)

As she reflects further this responsibility and accountability clearly comes at a cost to her:

“It's not an hour, you know, it's not just an hour a week or however long, often you see them, it's everything else involved in that, so I think for every supervisee you’re looking at probably, because some of it's just mental anguish, you’re looking at about three hours to every one hour you do with them, I think when you look at.. especially in the earlier stages”. (Ann, lines 462-468)
This sense of responsibility and accountability towards the service and service users as well as the supervisees is developed by Sue, highlighting the added responsibility of supervising a trainee:

“I think it’s also a responsibility to the service to ensure that you’re, the clients that are being seen by your service are being seen safely and are being offered good therapy or good psychological intervention or something it is to some extent about making sure the trainee is ok with the work they’re doing and the standard is OK and you know the making sure the clients are appropriate for them so they’re not really given somebody’s whose far too complex for their level of training theoretical knowledge you know”. (Sue, lines 405-413)

Sue suggests that part of the supervisor’s responsibility to the service and service users is to ensure that the supervisee is working safely, to a satisfactory standard and that the complexity of the client is appropriate to the level of theoretical knowledge of the trainee - the anxiety associated with this responsibility is clear.

By taking responsibility for the other, particularly in relation to trainees, John identified the evidence of good practice as an important component to this responsibility:

“Checking the, erm the student's case notes, checking formulations, seeing that they are competent in their 1 to 1 work with clients, looking at the bigger picture, not just the therapeutic work....” (John, lines 184-188)
John also highlights the evaluative nature of the supervisory role:

“Yeh, as a supervisor I want to make sure that the student is doing, or the supervisee is doing what they're suppose to be doing or, checking their erm, knowledge base and you test that by erm, the way they explain and discuss the case and the interventions they are using and the reasons why, their rational and their theoretical knowledge on which they are basing their ideas and so forth and then whether they are competent in using those erm, methods”. (John, lines 302-308)

Sue concurs with the need for this reassurance together with the evaluative role of the supervisor:

“I think there is also an element as a supervisor that you you are looking sometimes to be reassured that your supervisee or you know if it is a trainee specifically erm are doing what they should be doing and they’re working at a particular level, and there, you know erm there are certain service requirements things like the quality of their case notes and their assessment letters and those sort of things are all sort of”. (Sue, lines 490-497)

Ramos-Sanchez et al. (2002) suggest that the evaluative role of the supervisor places the supervisee in a more vulnerable, subordinate position and that supervisors need to take into account how this power discrepancy may affect the supervisees’ willingness to express his or her personal goals of supervision.

For both Ann and Sue this sense of responsibility for their student supervisees extends beyond their clinical work to their academic studies:
“It’s also erm, ensuring that the supervisee fulfils everything that the training is asked and specifically where they are within their timetable of training, erm, I think it's important to be able to accommodate that for them so you can facilitate what, you know, what they need and what they require to pass but also to develop, so I think their developments important”. (Ann, lines 509-515)

“So it’s quite wide as I was saying before its I see it as being quite a wide role in that sense that you have to try your best to make sure that they get a good broad experience and something that’s really helpful to them in light of their studies really where they are at university so there’s all that but really being supportive and to give them opportunity to talk about the process the work they’re doing you know what they’re feeling about with their client and sort of explore all that”. (Sue, lines 413-421)
Research Issues Arising from the Study

A strength of this study is that by exploring the supervision experiences of participants who are both supervisees and supervisors, an understanding is gained both from the perspective of the supervisee and the supervisor, providing an insight into the experiences of both. Previous studies have found differences in perceptions between supervisees and supervisors and highlighted the importance of exploring both (Worthen & McNeill, 1996).

A potential limitation of this study is the lack of representativeness and small sample size used. The study recruited six participants who were graduates of the Doctoral Programme from the same British university with a sample of five women and one man. Brocki and Wearden (2006), however, suggest that most papers employing IPA do not aim to achieve a representative sample in terms of either population or probability, while Touroni and Coyle (2002) argue that qualitative research seeks to produce in-depth analyses of a small group’s accounts rather than representative samples and that knowledge is advanced through a series of detailed, small-scale studies. Conclusions drawn are thus specific to that particular group and generalisations should be approached with caution (Flowers, Smith, Sheeran & Beail, 1997).

Smith (1999) argues that “from an idiographic perspective, it is important to find levels of analysis which enable us to see patterns across case studies while recognising the particularities of the individual lives from which these patterns emerge” (p. 424). He suggests that such research should be judged first and foremost on how illuminating it is of the particular cases studied and that the “micro-level
theorising should be richly informative of those particular individuals and may well be fairly modest in its claims to generalisation” (p. 413). As a result the themes derived from the six interviews are best understood as applying to the recalled experiences of the six participants and may be used to view supervision experiences of other supervisees and supervisors. However, the findings are not necessarily generalisable to or predictive of all supervision experiences and may not be inclusive of all important events or elements of what may be considered good supervision. The study also focused on Chartered Counselling Psychologists who were in their early stages of professional development and consequently the findings must be viewed as being temporally and circumstantially situated, as well as being limited by the small, homogeneous sample.

In relation to the sample size, Smith (1996) asserts that IPA challenges the traditional linear relationship between the number of participants and the value of research. Smith and Osborn (2003) note that sample size depends on a number of factors and that there is no “right” sample size (p. 54). As an idiographic method, small sample sizes are the norm in IPA as the analysis of large data sets may result in the loss of “potentially subtle inflections of meaning” (p. 626) (Collins & Nicolson, 2002) and a consensus towards the use of smaller sample sizes seems to be emerging (Smith, 2004; Reid et al., 2005). Smith and Osborn (2003) also suggest that IPA sampling tends to be purposive and broadly homogenous as a small sample size can provide a sufficient perspective given adequate contextualisation – IPA studies are concerned with examining divergence and convergence in smaller samples. The aim of this study, like that of IPA was to select participants in order to illuminate a particular
research question and to develop a full and interesting interpretation of the data and I believe that this has been achieved.

Worthen and McNeill (1996) suggest that it is also possible that retrospective evaluations of previous supervision experiences may be biased by viewing present needs as being inadequately met in previous supervision relationships, especially in cases in which current supervision needs are being adequately attended to.

In acknowledgement of the interpretative role of the researcher in IPA the researcher made summary notes immediately after each interview and kept self-reflective notes throughout the research project in order to identify pre-existing assumptions that they held prior to the analysis. These may have inevitably influenced what was attended to in the interviews and fostered a tendency to priorities certain themes over others. The interpretative facet of IPA is a key feature of the approach, however, and Salmon (2003) notes that “results of psychological research reflect the researcher as much as the researched” (p. 26).

Following Smith and Osborn’s (2003) guidelines, the researcher took care to distinguish between the participants’ original account and the analyst’s interpretations and provided verbatim extracts from the transcripts, which, acting as alternative criterion, allow the reader to make his or her own assessment of the interpretations made. Despite this, IPA is inevitably subjective (Brocki & Wearden, 2006) and for some this may raise questions of validity and reliability (Golsworthy and Coyle, 2001). As a way of addressing these issues, Reid, Flowers and Larkin (2005) suggest that a number of methodological features, such as “transparency” of the results and
“reflexivity” in the interpretation processes, provide good benchmarks for ascertaining whether the generic qualitative “good practice” guidelines set down by Elliott, Fischer and Rennie (1999) have been adhered to. Transcripts may be analysed by a number of researchers independently before a joint thematic framework is agreed and the analyses could be checked and interpretations validated by other academics or professionals. Reid et al. (2005) argue that these steps provide acceptable forms of cross-validation. Yardley (2000), however, argues that reliability may be an inappropriate criteria against which to measure qualitative research if the purpose of the research is to offer just one of many possible interpretations as in the current study.
Summary and Conclusions

The thematic content that emerged from this study of Chartered Counselling Psychologists experiences of supervision provides potentially important information in relation to the training of both supervisees and supervisors. Specifically, the findings indicated two major issues: first, a lack of preparation for the role of supervisee; and second, a lack of formal training for the supervisory role. In both cases a lack of conceptual knowledge led to role ambiguity and uncertainty. This created a power imbalance within the supervisory relationship, together with high levels of anxiety and dependency. The findings revealed that the participants relied upon self-directed learning, their previous experience and their therapeutic skills to inform their supervisory practice. The findings also highlighted the critical role of the supervisory relationship for both supervisee and supervisor in managing the anxieties generated by this lack of preparation and training as well as in supporting the learning and development of all involved in the relationship.

The evidence from this study suggests that supervision training remains a neglected area. There is a need for improved preparation and training for trainee counselling psychologists in their role as supervisees and in their transition to supervisor. The findings also highlight the potentially pivotal role of universities and training establishments in the delivery of supervision training in the future.

All of the participants in this study expressed concerns about the training and preparation of both supervisees and supervisors. However, the quality and effectiveness of their supervisory experiences was highly valued and considered a central platform for the development of psychological skills and knowledge.
The findings and recommendations from this study must be set against the background of unprecedented change that is currently affecting psychology in this country, particularly in relation to supervision. In 2007 the Division of Counselling Psychology published its own *Guidelines for Supervision* (DCoP, 2007) and these informed the deliberations of the supervisor training and recognition group and their recommendations for supervision incorporated in the Society’s *Generic Practice Guidelines* (BPS, 2008). The Professional Practice Board produced the *Generic Practice Guidelines* to continue the harmonisation across Divisions. This had begun by aligning the level of qualifications required for chartered status – the professional doctorate – and by the criteria required for admission to Divisions.

In 2009 the BPS introduced a Register of Applied Psychology Practice Supervisors. The purpose of the Register is to recognise skills in supervision and applicants for the Register are required to provide evidence of formal training in an agreed set of supervision skills (BPS, 2010). This training will support psychologists towards registration as a recognised provider of supervision. Being on the Register indicates the possession of basic skills in supervision and Registration lasts for five years at the end of which there is a requirement for members to reapply. To achieve this successfully, they will need to self-certify that they have engaged in a minimum amount of further training in supervision and also that they have practised as a supervisor for a minimum period within those five years.

The BPS currently offers a four day supervision course which aims to facilitate supervisors (or would-be supervisors) to develop, reflect on and continue to develop their personal approach, which has validity for them as individual practitioners, the
context in which they work and their client group (BPS, 2010). Generic key concepts, skills and approaches are explored with a view to transferability and application across the many different types of supervision required. The course provides a structured and comprehensive overview of the theory and practice of supervision and ongoing opportunities for support and continuing development as supervisors.

The introduction of the Health Professions Council (HPC) in July 2009 has resulted in further significant changes and the HPC is currently in consultation with the BPS in relation to the accreditation criteria for supervisors and this is due to be published in 2011. A significant change will be the removal of the requirement that clinical psychologists have at least two years post qualification experience before they undertake the role of supervisor – a regulation that has only applied to clinical psychologists. Current Clinical Psychology Guidelines state:

“A clinical psychologist may not undertake supervision of trainee clinical psychologists unless they have at least two years’ whole time equivalent post qualification experience” (BPS, 2008, p. 22. 9.1).

The HPC argues that the implication that supervisors need clinical or practice experience to acquire the skills necessary to provide competent supervision is not supported by empirical data. In addition, the HPC argues that readiness to supervise is a decision for an employer rather than a regulatory body.

The HPC is now responsible for delivering the standards of education and training within psychology and is currently in the process of introducing a national
professional registration scheme for health practitioners. The hope is that the centralisation of registration will lead to greater uniformity in the skills, knowledge and professional characteristics of psychologists.

The issue of uniformity within supervision is highlighted by Roth and Pilling (2007) in their development of a competence framework for the supervision of psychological therapies. They highlight the variation in the way that supervision is currently delivered in this country together with the many different forms of supervision training, most of which is essentially elective. They also point to the significant gap between the numbers of clinicians who practice supervision and those who have obtained accreditation to do so. While they do not imply that the quality of supervision offered by unaccredited individuals is poor, they argue that it does contribute to a situation where clinical services, aiming to employ individuals who can deliver effective supervision, have little external guidance which they can use to delineate the competences their workforce will need, to operate as effective supervisors.

The recommendations resulting from this study could address many of the issues raised by Roth and Pilling (2007). The development of a generic training programme offered by all training establishments could result in a standardised supervision training programme that could form part of a statutory requirement governing the registration of supervisors leading to the formal accreditation of all supervisors. There are no clear indications from the HPC, however, that compulsory supervision training is going to emerge as the mechanism by which “fitness to supervise” is determined. Instead, the broader concept of compulsory continuing professional
development, which may include clinical supervision, appears to be the organising framework that will be used to demonstrate that a psychologist should retain the right to offer supervision. This raises a philosophical question for universities and training establishments about the value that training programmes place on learning to conduct quality supervision. If supervision is to remain a core competency in counselling psychology, academic programmes may have to commit resources and space in the curriculum for courses or practice in this important professional activity.
Recommendations for Practice

This study explored the supervision experiences of Chartered Counselling Psychologists and the findings indicate that there is a need for improved preparation and training for trainee counselling psychologists in their role as supervisees and in their transition to supervisor. These findings support the evidence from the literature review that supervision training has been unsystematic (Scott et al., 2000) and inconsistent (Majcher & Daniluk, 2009) and support the findings of McMahon and Simons (2004) who highlighted the importance of supervision training for both supervisees and supervisors. The findings also highlight the potentially pivotal role of universities and training establishments in the delivery of supervision training in the future and support the findings of Falender et al. (2004). They suggest that the development of competency in supervision should be an integral part of psychology doctoral training programmes. These establishments are in the unique position to offer, as a part of the curriculum, preparation for supervision and later in their course, training to become supervisors. This could bring about the standardisation of training and formal accreditation of supervisors.

In relation to the improved preparation of supervisees, recommendations could include an “induction” to supervision at the beginning of training programmes and prior to the first supervisory engagement. This would provide a more structured and comprehensive programme than the one currently offered. The findings from this study suggest that induction training should form part of the curriculum and include an introduction to the theoretical models of supervision and supervision contracts. The study also highlights the value of an exploration of the supervisory relationship,
including the negotiation of roles, role conflict and issues around evaluation, together
with highlighting the importance of peer support.

In addition, findings suggest that trainees should be encouraged to explore their
expectations of supervision, together with their supervision goals, as a way of
clarifying expectations and facilitating a more active and productive role in their own
training. By hearing commonly held preconceptions, and through discussion with
fellow students, trainees may be able to identify unrealistic personal expectations.
Openness about these matters was seen by the participants to ease their levels of
anxiety as supervisees, assisting in the development of a positive supervisory alliance.
Supervisees would also be encouraged to be congruent with their supervisor regarding
their anxieties about counselling and their need for a supportive, trusting supervisory
relationship. The current study also highlighted the importance of self-directed
learning in preparing to be supervised and trainees could, therefore, be encouraged to
engage with relevant supervision literature that would help them prepare for
supervision such as Gilbert and Carroll (2003) and McCann (2006).

In relation to the recommendations for the training of supervisees to become
supervisors, training establishments could again be central to delivering this training.
A supervision training module could form part of the final year curriculum so that all
supervisees are prepared for their transition to become supervisors well in advance of
the role.

The findings from this study suggest that supervision training should highlight to
supervisors the particular importance of developing a positive relationship with
supervisees in the earlier stages of training. The early supervisee experience and the transition to supervisor are characterised by high dependency and vulnerability. Participants in this study considered a safe, trusting and supportive supervisory relationship to be essential in managing their anxieties and facilitating growth and development. The study also suggests that a good alliance serves to promote positive supervisory events and buffer against the damaging consequences of negative events. For example, analysis of the qualitative data revealed that feeling supported by their supervisors was an important factor in supervisees’ descriptions of positive experiences in supervision.

It is suggested from these findings that supervisors should receive training in how to build safe, trusting and supportive relationships with their supervisees as well as being encouraged to explore their supervisees’ goals for supervision and to clarify their own expectations for the supervisees’ performance. The findings from the study also suggest that the balance between being supportive and being challenging is crucial in the effective guidance of the supervisee. Supervision training therefore needs to highlight this.

The study also revealed that in a positive supervisory alliance, the relationship evolves over time, the supervisee progressing from dependency to autonomy. For example, a preference for supervision direction towards a less directive and more facilitative approach from the supervisor as the supervisee gains in experience and confidence. It is therefore important in the training of supervisors that they understand this developmental aspect of the supervisee so that they can adjust their supervision accordingly.
The transfer of knowledge was also identified as a central role for supervision with supervisees highlighting the importance of learning new skills, developing theoretical understanding through psycho-education and exploring client work through reflective practice. Once again the supervisory relationship was seen as crucial for the successful transfer of knowledge suggesting that the learning and acquisition of professional skills may be delayed, hampered or not fully developed outside the context of an effective supervisory relationship. This finding highlights the importance of the teaching role for supervisors particularly with supervisees who are trainee counselling psychologists. Recommendations are that part of the training programme should include an awareness of the learning needs of the supervisee and course curriculum together with a teaching module for the supervisors in order to help them develop their teaching skills.

Finally, the current study highlights the difference between supervising trainees and qualified psychologists together with the responsibility and accountability associated with the supervisory role. In relation to the supervision of trainees, supervisors would be made aware of the demands on them, including fulfilling the needs of the students’ training establishment, whilst balancing this with the needs of the client and service provider. The evaluative nature of the supervisory role would also be highlighted together with the implications of this on the supervisory relationship. The course could also include theories of supervision and supervisor development, case presentations, reviewing both audio and videotapes of supervision and role-play. Thus students would be prepared for their transition from supervisee to supervisor and learn early in their development that supervision is an ongoing professional responsibility.
Suggestions for Future Research

Further research is needed to extend the findings of this investigation. A suggestion would be to replicate this research examining the training experiences of other health professionals such as Clinical, Forensic and Educational Psychologists and from this develop a generic training programme that can be used by all specialities and form the basis of a compulsory supervision accreditation scheme. It is critically important that any supervision training programme that is developed is informed by up to date supervision research in this area, something that is currently lacking.

There is also a need to go further than simply providing supervisors with additional training. An examination of the effects of such training is necessary to assure quality preparation together with whether training in supervision has an effect on the development of quality supervisors, and whether the quality of supervisors have an effect on counselling outcomes. If competence to provide supervision is at all similar to competence to provide psychological therapies, it is likely that supervisors will require independent scrutiny of their actual supervision behaviour. This will require the development of psychometrically validated inventories and rating scales to measure essential aspects of supervision process and outcome, something that Craig, Gonsalvez and McLeod (2008) argue is currently lacking.

Finally, the evidence from this study supports Stoltenberg’s (1981) finding that novice supervisees are characterised by high dependency on the supervisor. Further research is needed to establish whether early supervision dependency is a developmental stage or whether dependency is the result of a lack of preparation.
SECTION 3

CRITICAL APPRAISAL OF THE RESEARCH PROCESS
Critical Appraisal

The idea for this research paper was conceived in a supervision session in February 2006. I had begun my training at a British university in September 2005 and was on work placement in an integrated community mental health team. My supervisor at the time was a Chartered Counselling Psychologist who had graduated in 2003. The supervisory relationship was a first for both of us; it was my first experience of being a supervisee and for my supervisor it was his first experience of being a supervisor. As we reflected on our experiences of the supervisory relationship, he shared with me some of the issues that he had encountered on his journey from supervisee to supervisor and suggested that this experience could be an interesting line of research – the seed was sown.

As I reflect on my research strategy, I am aware that it has been influenced by the philosophical perspective that I have developed during my training. As a counselling psychologist I see myself as an integrative practitioner within the post-modern/constructionist philosophical strand, believing that there is no objective and absolute “truth” about anything, least of all about what it means to be a fully functioning human being – there are only perceptions, ways of seeing, constructions (Gergen, 1997; Rorty, 1999). I believe that my research has been heavily influenced by this philosophical perspective, the former being rooted in humanistic and existential-phenomenological psychology in which the search for understanding and meaning is central and in which the focus is upon an engagement with subjective experience, values and beliefs.
The intention of the research question was to explore Chartered Counselling Psychologists experiences of clinical supervision. Meaning was central and Smith and Osborn (2003) argue that a suitable approach for investigating how individuals are making sense of their personal and social world is interpretative phenomenological analysis (Smith, 1996; Smith, Jarman & Osborn, 1999). Smith and Osborn (2003) state that in IPA research “there is no attempt to test a predetermined hypothesis of the researcher; rather the aim is to explore, flexibly and in detail, an area of concern” (p. 53). As I reflect on the research process I feel that this approach was particularly appropriate in an area where a review of the literature had revealed a lack of previous research. Brocki and Wearden (2006) argue that IPA is particularly suitable for novel research questions, which I feel that this was.

Salmon (2003) argues that since Rosenthal (1966) demonstrated investigator effects on research outcomes, the reality that results of psychological research reflect the researcher as much as the researched has been inescapable. The scientist is a participant in, rather than observer of, the field of study (Potter, 1996). Some qualitative researchers celebrate this stance by arguing that researchers’ experience, situation and motivation are integral to their research and I would concur with this.

Throughout the research process it has been important to acknowledge my interpretative role. The analysis of the data requires a close interaction between the analyst and the text and IPA recognises the theoretical preconceptions brought by the researcher to the data analysis process. The analyst seeks to comprehend the present account whilst concurrently making use of his or her own “interpretative resources” (p. 223) (Smith et al., 1999).
As the research developed, the literature review demonstrated the need for research in the area of training for both supervisors and supervisees and it was felt that this area could be best explored by examining the preparation and training that they received for their roles. The identification of two distinct roles, that of supervisor and supervisee at this stage in the research process, together with a need to gain an understanding of their experiences of preparation and training for supervision, clearly influenced the methodological and data collection process. It informed the areas explored in the semi-structured interview, such as the participant’s experiences of supervision both as a supervisee and supervisor, their conceptual knowledge of supervision and the training they received. I would suggest that whilst these questions reflected my areas of interest, they at the same time allowed us to enter as far as possible, the psychological and social world of the respondent.

As I reflect on the methodological and data collection processes, however, I am now aware of the active role that I played in generating the data. Within the interviews, my non-verbal cues to the interviewee, my utterances, minimal responses and silences all shaped the interaction. My biases, interests, values and experiences influenced the introduction of new topics and the direction that the interviews took as well as my interpretation of the data.

I am also aware that the themes that were generated reflected the questions asked in the semi-structured interview. For example, the Super-ordinate theme “The Supervisee Experience” reflects question two in the interview schedule where the participant is asked to describe their experiences of being a supervisee. In the same way, the Super-ordinate theme “The Transition” reflects question eight and nine
where the participant is asked to describe their experience of the transition from supervisee to supervisor and how this transition could be improved.

On reflection I acknowledge that the structure and focus of the interview provided a framework for subsequent analysis and that I was responsible for introducing concepts within the data collection process such as “transition”, not the participants, and that the themes that were generated reflected my interests and focus. Right at the outset of the data collection process I had saturated the research with my own categories, with the potential danger that the themes were generated by me rather than by the participants.

I would argue, however, that in IPA research the questions posed must be crucial to the replies obtained and that if themes subsequently elicited are greatly similar to the topic areas investigated, then researchers are in effect structuring the analysis before the process of data collection begins – something I am now aware that I did. Given the stated recognition in IPA of the researcher’s interpretative role in analysis (e.g. Smith, 1996), it would seem apt for such an acknowledgement to be made generally of the researcher’s involvement including the role of preconceptions, beliefs and aims prior to the analysis stage of the research proceedings.

This highlights the issue of circularity in qualitative research. Circularity refers to the complexity, depth and comprehensiveness of qualitative research as it emerges from its connectedness across researcher, method, analysis and developing theory (Yeh & Inman, 2007). They are all part of the intersecting whole that helps to capture and make meaning of the experience under study. In essence, qualitative research analysis
is a circular, fluid and ongoing process that requires examination and re-examination on multiple levels at different points in time. Although IPA explicitly recognises the interpretative facet of the approach in its theoretical grounding, I am now aware as I reflect on the data collection process that I failed to fully acknowledge my role in generating the themes.

Brocki and Wearden (2005) suggest that IPA interviews are often designed on the basis of theory or existing writings and are thus circulatory in nature. Michie, Hendy, Smith and Adshead, (2004) based their interview questions on theoretical constructs identified in previous research whilst Swift, Ashcroft, Tadd, Campbell and Dieppe (2002) used Aristotle’s theory of virtue and vice to construct a guide for interviews. In a different approach, Robson (2002) used completely unstructured interviews and purposely made no detailed literature review of the research topic until after analysis of the data was complete. There is no reason why either approach is incompatible with the use of IPA but given IPA’s recognition of the dynamic role of the researcher, what I failed to do was fully acknowledge and examine my role in eliciting the themes during the data collection process, something that I could have addressed with more rigorous reflective examination.

If I were conducting the research again I would make the semi-structured interview questions less explicit and less loaded but sufficient to let the respondent know what the area of interest is and recognise that he or she has something to say about it. It is the participants’ personal lived experience that we are exploring and how they have made sense of that personal experience.
I feel at this point in my critical review of the research process it is important to acknowledge the particular influence that my personal experience of supervision has inevitably had on the research process. Throughout my training, supervision has been an important part of my professional development, enabling me to explore in detail any issues that I may have encountered in therapy and beyond, in a supportive and nurturing environment. My supervisors have been challenging on many occasions but the result of the challenge has always been positive. It has always made me think harder and deeper about an issue that I had perhaps, up until that point, only dealt with superficially. It has made me examine my own feelings towards clients as well as the way clients make me feel. It has encouraged me to explore what is “really going on” in the therapeutic relationship.

During my training I feel that I have been very fortunate to have had four supervisors who have each given me invaluable help and support in all areas of my work, both with clients and my academic studies. They have provided me with a “safe space” to work and allowed me to develop independently and I will be forever indebted to them. I am aware, however, that this is not everyone’s experience and I was very conscious of trying to “bracket” my experiences throughout the research process.

The most striking element of the research process has been the dichotomy between the participants’ experience of receiving supervision and their experience of supervision training. For all of the participants, the quality and effectiveness of their supervisory experiences was highly valued and considered a central platform for the development of psychological skills and knowledge. At the same time, they all
expressed concerns about the training and preparation of both supervisees and supervisors.

As the research has developed and I have immersed myself in the experiences of the participants, I am aware that I have become increasingly motivated to highlight the lack of preparation and training that these participants received and this has been reinforced by my own experience. As I move closer to being a qualified counselling psychologist I have become increasingly aware of the lack of preparation that I have received to assume the supervisory role together with the lack of training programmes that are available. It appears that in some areas little has changed in sixteen years since Hoffman (1994) described the lack of formal training for supervisors as the mental health professions “dirty little secret” (p.25).

As I reflect on the research process and the subsequent findings, I would suggest that whilst this study does not strive for generalisability, neither is it merely the retelling of the participants’ accounts. The inductive nature of IPA allowed the researcher to discuss the analysis in the light of varied existing psychological theories, models and approaches, to highlight the current lack of preparation for the role of supervisee, together with the lack of formal training for the supervisory role and make recommendations for the future.
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Psychotherapy Research

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- Authors whose first language is English, French, German, Spanish, Italian or Portuguese should submit their work in these languages, unless their command of English is exceptional.

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Appendix 2: University Of Wolverhampton RES20A Form

RES 20A

(October 2003)

Division of Psychology Ethics Committee:
submission of project for approval

- This form must be word processed – no handwritten forms can be considered

- ALL sections of this form must be completed

- No project may commence without authorisation from the Divisional and School Ethics Committees

**CATEGORY A PROJECTS:**

There is no significant interference with participants’ physical or psychological wellbeing. In detail:

- The research procedure is not likely to be stressful or distressing.
- The research materials are not of a sensitive, discriminatory or otherwise inappropriate nature.
- The participants are not members of a vulnerable group, such as those with a recognised clinical or psychological or similar condition.
- The research design is sufficiently well-grounded so that the participant’s time is not wasted.

Projects involving access to confidential records may be considered Category A provided that the investigator’s access to these is part of his/her normal professional duties.

Category A projects will be approved by the Psychology Ethics Committee and monitored by the School Ethics Committee. The School Ethics Committee will not normally examine individual Category A projects but receives a record of projects that have been approved at Divisional level.

<p>| Title of Project: | A qualitative study using interpretative phenomenological |</p>
<table>
<thead>
<tr>
<th><strong>Participants: Please indicate the population and number of participants, the nature of the participant group and how they will be recruited.</strong></th>
<th>Six participants will be recruited for the research project. They will be Chartered Counselling Psychologists who have graduated from Wolverhampton University and who are in their first year as practicing supervisors. Potential participants will be recruited by requesting permission from the university to circulate information about the research to graduates of the course. (Access to these confidential records was felt to be part of the investigator’s normal professional duties and thus covered by the Res 20A). A letter will introduce the researcher and explain the rationale for the research and the procedure. An information sheet and contact details form will be enclosed with the letter and any recipients willing to take part in the study will be asked to return their contact details on the form provided.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Supervisor:</strong></td>
<td>Dr Nicola Hart</td>
</tr>
<tr>
<td><em>(for all student projects)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Name of Investigator(s):</strong></td>
<td>David Briggs</td>
</tr>
<tr>
<td><strong>Location of Research:</strong></td>
<td>Practitioner Doctorate in Counselling Psychology</td>
</tr>
<tr>
<td><em>(Module code, MPhil/PhD, Staff)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Qualifications/Expertise of the investigator relevant to the submission:</strong></td>
<td></td>
</tr>
</tbody>
</table>
Please attach the following and tick the box* provided to confirm that each has been included:

* in the case of undergraduate projects, this should be done by supervisors to confirm that each part is properly constituted

| Rationale for and expected outcomes of the study |  |
| Details of method: materials, design and procedure |  |
| Information sheet* and informed consent form for participants |  |
| *to include appropriate safeguards for confidentiality and anonymity |  |
| Details of how information will be held and disposed of |  |
| Details of if/how results will be fed back to participants |  |
| Letters requesting, or granting, consent from any collaborating institutions |  |
| Letters requesting, or granting, consent from head teacher or parents or equivalent, if participants are under the age of 16 |  |
| Is ethical approval required from any external body? YES/NO (delete as appropriate) |  |
| If yes, which committee? |  |

NB. Where another ethics committee is involved, the research cannot be carried out until approval has been granted by both the School committee and the external committee.

Signed: .................................................................................................................... Date: ..........................................................

(Investigator)

Signed: .................................................................................................................... Date: ..........................................................

(Supervisor)

Except in the case of staff research, all correspondence will be conducted through the supervisor.

FOR USE BY THE SCHOOL ETHICS COMMITTEE

Divisional Approval .................. Date

Granted: ........................................... :
School Approval Granted:

(Chair of Divisional Ethics Committee)

Date

(Chair of School Ethics Committee)
Appendix 3: Consent Form

CONSENT FORM FOR PARTICIPANTS

This research project explores first year counselling psychology supervisors’ experiences of supervision.

The purpose of this research project is to gain insights into the experiences of counselling psychologists in their first year as practicing supervisors. By exploring this experience it is hoped to provide information that can inform the training of both supervisors and supervisees and thereby develop the supervisory process.

Your participation would involve a one-to-one interview, lasting no longer than 1 hour, in which you would be invited to share your reflections upon how you have experienced supervision, both as a supervisee and supervisor. The interview would be tape-recorded then transcribed for analysis.

I understand that:

- I will be interviewed for up to an hour on my experiences of supervision.
- My interview will be taped.
- The transcript of my interview will be analysed by the researcher (David Briggs), and will be available to the supervisor and examiners.
- Confidentiality will be maintained and potentially identifying material will be removed from the final reports.
- Tapes and transcripts will be stored securely and anonymised, and tapes will be destroyed after examination of the project.
- I can withdraw from the study at any time without giving a reason and without penalty.

Researcher:

Name………………………………………………………………………………………………………..

Signature……………………………………………………………………………………………….

Participant:

Name……………………………………………………………………………………………………..

Signature……………………………………………………………………………………………….
Appendix 4: Contact Details

CONTACT DETAILS

• Name:…………………………………………………………………………………

• Preferred method of contact:

  Email………………………………………………………………………………

  Tel No………………………………………………………………………………

• Upon completion of the study I would like to receive a:

  Summary of the reports: YES/NO (please delete as appropriate)

  Follow up interview: YES/NO (please delete as appropriate)
Appendix 5: Letter to Participant

Dear Participant

Thank you very much for taking the time to consider participating in this research project.

My name is David Briggs and I am a student of Counselling Psychology at the University of Wolverhampton. As part of my Doctorate in Counselling Psychology I am exploring Chartered Counselling Psychologists experiences of supervision.

The purpose of this research project is to gain insights into the experiences of counselling psychologists in their first year as practicing supervisors. By exploring their experiences of supervision it is hoped to provide information that can inform the training for both supervisors and supervisees and thereby develop the supervisory process.

Your participation would involve a one-to-one interview, lasting no longer than 1 hour, in which you would be invited to share your reflections upon how you have experienced supervision, both as a supervisee and supervisor. The interview would be conducted either at your place of work or at the university. (For more information please see the enclosed information sheet).

I would be most grateful for your participation in this research. If you are willing to be interviewed please fill out the contact details form enclosed, and return it in the envelope provided. If you have any queries please contact me at the above address or by email at davidbriggs2@btinternet.com

Yours faithfully

David Briggs
INFORMATION SHEET FOR PARTICIPANTS

Title of Research Project:

A Qualitative Study Using Interpretative Phenomenological Analysis to Explore Chartered Counselling Psychologists Experiences of Supervision.

My name is David Briggs and I am a student of Counselling Psychology at the University of Wolverhampton. As part of my Doctorate in Counselling Psychology I am exploring the supervision experiences of Chartered Counselling Psychologists.

The purpose of this research project is to gain insights into the experiences of counselling psychologists in their first year as practicing supervisors. By exploring their experiences of supervision it is hoped to provide information that can inform the training for both supervisors and supervisees and thereby develop the supervisory process.

Your participation would involve a one-to-one interview, lasting no longer than one hour, in which you would be invited to share your reflections upon how you have experienced supervision, both as a supervisee and supervisor. The interview would be tape-recorded then transcribed for analysis.

Your anonymity will be maintained throughout the research project and potentially identifying material will be removed from the research report. Each tape-recording of the interviews will be given a numerical identifier rather than your name and the transcription of the interview and the analysis will be conducted by the researcher alone. Only members of the examination board, the supervisor and the researcher will have access to the information and data.

The tape and transcript will be securely stored and anonymised and tapes will be destroyed after examination of the project.

Participants will be offered the opportunity to receive feedback of the results through follow-up interviews and/or a summary of the report.

Contacts for Further Information:
For further information, please contact David Briggs, Counselling Psychologist in Training at:

MC103 Counselling Psychology
Psychology Division
Millennium City Building
University of Wolverhampton
WV1 1SB
Appendix 7: Interview Schedule

INTERVIEW SCHEDULE

Thank you for agreeing to be interviewed about your experiences of supervision. Please answer as openly as you can, but do not feel obliged to answer any question you would rather not.

1. Can you please describe your present position to me?
2. Can you please describe your experiences of being a supervisee?
3. As a supervisee, what was your conceptual knowledge of supervision?
4. As a supervisee, did you receive any preparation for supervision?
5. As a supervisee, what do you get from supervision?
6. What, if any, formal training have you received to become a supervisor?
7. Can you please describe your experiences in your role as supervisor?
8. What has been your experience of the transition from supervisee to supervisor?
9. How could this transition be improved?
10. What do you see your role as supervisor to be?
11. What do you think are the key factors in the supervisory relationship?
12. What do you like to get from supervision as a supervisee?
13. What do you like to get from supervision as a supervisor?

Is there anything that we haven’t covered that you feel is important concerning your experiences of supervision?

Thank you very much for your time and effort. It is very much appreciated.
Appendix 8: Provisional Interview Schedule

PROVISIONAL INTERVIEW SCHEDULE

Thank you for agreeing to be interviewed about your experiences of supervision. Please answer as openly as you can, but do not feel obliged to answer any question you would rather not.

1. Can you please describe your present position to me.

2. Can you please describe your experiences of being a supervisee?

3. As a supervisee, what was your conceptual knowledge of supervision?

4. As a supervisee, did you experience any preparation for supervision?

5. As a supervisee, what do you get from supervision?

6. What, if any, formal training have you received to become a supervisor?

7. What has been your experience of the transition from supervisee to supervisor?

8. How could this transition be improved?

9. What do you see your role as supervisor to be?

10. What do you think are the key factors in the supervisory relationship?

11. What do you like to get from supervision as a supervisee?

12. What do you like to get from supervision as a supervisor?

Is there anything that we haven’t covered that you feel is important concerning your experiences of supervision?

Thank you very much for your time and effort. It is very much appreciated.
Appendix 9: Guidelines for IPA

Guidelines for IPA (Smith, 1996)

1. Read the transcript a number of times, using one side of the margin to note down anything that strikes you as interesting or significant about what the respondent is saying. Some of these comments may be attempts at summarising, some may be associations / connections that come to mind, others may be your preliminary interpretations.

2. Use the other margin to document emerging theme titles, that is, using key words to capture the essential quality of what you are finding in the text.

3. On a separate sheet, list the emerging themes and look for connections between them. Thus you may find that some of them cluster together, and that some may be regarded as master or superordinate concepts. Do some of the themes act as a magnet, seeming to draw others towards them and helping to explain these others? You may also find that during this process you come up with a new master theme that helps to pull together a number of initial categories you had identified. As new clusterings of themes emerge, check back to the transcript to make sure the connections also work for the primary source material – what the person actually said. This form of analysis involves a close interaction between you and the text, attempting to understand what the person is saying but, as part of the process, drawing on your own interpretative resources. You are now attempting to create some order from the array of concepts and ideas you have extracted from the participant’s responses.

4. Produce a master list of themes, ordered coherently. Thus the process outlined above may have identified five major themes that seem to capture most strongly the respondent’s concerns on this particular topic. Where appropriate, the master list will also identify the sub themes that go with each master theme.

5. Add an identifier of instances. Under each master theme you should indicate where in the transcript instances of it can be found. This can be done by giving key words from the particular extract plus the page number of the transcript. It may also help to code the instances in the transcript with an identifier. Level
and type of coding depend on the size of the project and on your own way of working.

If you have a number of individuals’ transcripts to analyse, analysis can proceed in the following way. Begin the process anew with interview two, going through the stages outlined above and producing a master list for this second interview. The master lists for each interview could then be read together and a consolidated list of themes for the group produced. If new themes emerge in subsequent interviews, they can enlighten, modify or become subordinate to a previously elicited one.
Appendix 10: Summary of the Supervision Competence Framework

Much of the content of the supervision competence framework is pantheoretical: it is intended to be used by supervisors of all psychotherapeutic orientations. However, its first application will be in the IAPT programme, where it is being used to identify the competences needed to supervise staff delivering high and low intensity CBT interventions. The framework locates supervision competences into a 'map', with four domains (University College London, 2007). The first domain outlines a set of Generic Supervision competences that underpin the supervision of all therapy modalities and include:

1. The ability to employ educational principles, which enhance learning.
2. The ability to enable ethical practice.
3. The ability to foster competence in working with difference.
4. The ability to take into account the organisational context for supervision.
5. The ability to form and maintain a supervisory alliance.
6. The ability to structure supervision sessions.
7. The ability to help the supervisee present information about clinical work.
8. The ability to help supervisee’s ability to reflect on their work and on the usefulness of supervision.
9. The ability to use a range of methods to give accurate and constructive feedback.
10. The ability to gauge supervisee’s level of competence.
11. The ability for the supervisor to reflect (and act on) on limitations in own knowledge and experience.
Though still pantheoretical, the domain of Specific Supervision competences outlines some particular supervisory tasks:

1. The ability to help the supervisee practice specific clinical tasks.
2. The ability to incorporate direct observation into supervision.
3. The ability to conduct supervision in group formats
4. The ability to apply standards.

The third domain focuses on model-specific supervision, and the fourth identifies the metacompétences supervisors need to apply across all the other domains of the framework; these are usually examples of higher-order decision making.

A central objective in the development of the supervision competence framework was to restrict the list of competences to those for which there is evidence of benefit or a clear professional consensus regarding their value. The findings from this study provide further evidence to support these competences including the importance of being able to develop a positive supervisory relationship, being able to employ educational principles that enhance learning, having the ability to assess supervisee competence and the importance of reflection for both supervisees and supervisors.
Appendix 11: Six Memos from Individual Tables of Themes

Memo 1 Sue

Sue is a counselling psychologist working in physical health.

1. The Supervisee Experience

The Importance of the supervisory relationship

As Sue reflects on her earliest experiences of being a supervisee she is clear in her own mind of what she needed:

“You want some guidance and support”. (Sue, line 72)

“I had an idea what I wanted to get from it and erm I certainly felt that I wanted support and that was really important and a space where I could actually just explore the process of my client work and sort of I suppose particularly in the first year you probably feel the need for some reassurance you know that it’s all going alright and I think that’s what I wanted to get from my supervisor at the time”. (Sue, lines 85-91)

“I see it be err supportive mostly I’d say”. (Sue, line 404)

Sue identifies guidance and support as a personal need together with “a space” where she can explore the process of her client work. She also highlights the significance of the first year of being a supervisee and the particular need that she had for reassurance. Sue is clear about her needs as a trainee – sharing her doubts and worries and she highlights the importance of the supervisory relationship in allowing
her needs to be met. Without trust in the relationship she will not feel safe, her needs cannot be met and she has to manage her own anxieties:

“I think you know when you’re a trainee you need to be able to go to your supervisor and I think say I don’t know what to do or I’m worried that I’m not doing it right or doesn’t seem to be working and you want to explore it but you know if you’re with somebody who you don’t feel safe and don’t feel there’s a trust in the relationship then you feel like you’ve always got to say yes I’m doing it right?” (Sue, lines 42-48)

Sue highlights the importance of feeling safe:

“It’s just a safe space where you can say where you can hold you hands up and say you know this client’s not actually improving as much as I hoped or I really don’t know what to do with him or her or you know I’ve tried this and that didn’t work and they’re just not improving at all or something like that”. (Sue, lines 155-163)

In feeling safe Sue has the confidence to be honest and open - to acknowledge her weaknesses and the difficulties that she is experiencing with her clients. Central to this sense of safety for the supervisee is the supervisory relationship where the supervisor creates a non-judgemental environment within which the supervisee grows. Comparing the supervisory working relationship to therapeutic relationship, Sue also identifies trust as a key component in feeling safe in the relationship:

“Oh well trust really, um trust I think’s very important because I think you need to feel safe you know to discuss things openly and erm you know that’s important so you need to kind of I think the same sort of things you’d have with a client really being
non-judgemental having conditional positive regard you know very sort of humanistic
erm ethos really I think has to be there so that you can get the most out of it so that’s
what I’d say were the key things “. (Sue, lines 456-463). There is a sense that without
that trust the supervisory relationship cannot be open.

A Time to Learn
Sue is clear that learning from the other is central to her needs:

“Because when you’re a trainee you you know that somebody’s got more knowledge
than you, you know you know you’re actually looking for that and you actually want
that feed and you want that help “. (Sue, lines 67-70)

“Learning from the other” is clearly an important component of the supervisee
experience, Sue seeing her supervision as a source of knowledge both in theoretical
and management skills. This emphasis on learning through sharing and gaining
another’s perspective is highlighted by Sue:

“Well how I use it most now is an opportunity to you know think about and get
another view point on my work you know my process therapy and you know in
particular if I feel if something’s difficult erm if there are some areas where I need to
think differently you know I will ask for guidance and advice from my supervisor erm
but its become I suppose more of a brainstorming thing now ”. (Sue, lines 144-150)

Her collaboration with the supervisor is seen as an important way to inform clinical
practice as well as encouraging reflective practice:
“And to keep you kind of on your toes, you know, keep you thinking keep you erm you
know kind of sort of considering different aspects you know, and getting a different
view point on it you know, getting someone else’s point of view”.
(Sue, lines 176-179)

“Yeah someone else to kind of pick up and notice things that maybe you’ve missed”.
(Sue, lines 480-481)

Here Sue acknowledges that she is not infallible, that she can make mistakes and that
it is important to give our supervisors access to the things that we may have missed -
our “blind spots”. Blind spots can lead to counsellors becoming over-involved and
confused with clients, ignoring important points, failing to follow ethical guidelines,
becoming blind to their suitability to continue to practice, and becoming very
restricted in practice (British Association of Counselling and Psychotherapy, 2008).

“Yeah just somebody else’s view point really and um you know ideas that you know
so that you can be creative and always working and always thinking as you’re going
through the process that you’re noticing things about the relationship and about
what’s going on you know having a third eye isn’t it or something really so that’s
what I like”. (Sue, lines 468-473)

2. Supervisee Preparedness

Self-directed learning

As Sue reflects on her preparedness for supervision she highlights the role that self-
directed learning played in her earliest understandings of supervision:
“I think that I had read something about about erm you know about what supervision should be about in one of the I don’t know which book it was the handbook of counselling psychology or something like that”. (Sue, lines 81-84)

“The only preparation I suppose would be what I read myself and you know what I had in my mind”. (Sue, lines 123-125)

There is a real sense of the lack of formal preparation that she received for supervision and the need for self-reliance. Sue makes it clear that the only preparation she had was what she read herself and what she had in her mind, highlighting how her preconceptions about supervision influenced her understanding of it. Sue demonstrates how this self-directed learning helped her to develop a theoretical understanding of supervision including models and what supervision should be about:

“I kind of looked at one of the models for supervision, I’m thinking, maybe it was in the handbook I can’t quite remember, but I had an idea that it should be for several things you know like like support and advice and guidance and you know monitoring that kind of thing erm so I it was probably all I had in my mind at the time”. (Sue, lines 96-101)

**Improving preparedness**

Sue identifies the supervisory contract as an important element of preparing the trainee for supervision:
“I think the contract thing that was good preparation actually because then you thought it made you think about it what do I actually want because he said go and write all down for next session you know we’ll talk about it and so it really made me think about it, I suppose that was about six months after I’d started”.

(Sue, lines 125-130)

Using her own experience of the supervisory contract, there is a real sense of how it encouraged Sue to engage with the supervisory process and empowered her to identify her needs.

3. The Transition from Supervisee to Supervisor

Previous experience to inform practice

As Sue reflects on the training that she has received to become a supervisor, the lack of preparation is clear, her only resource being that of her learnt experience.

“The only other preparation I would have had would have been discussions with my supervisor and my experience of supervision already of what I had received and what have you, I think that erm obviously I would have read books definitely I certainly read the Supervision and Helping Professionals so I mean I had an idea but I think when I first started there was that process for negotiation for the supervisee that you know that I was learning on the job, we negotiated what we thought we should do and that kind of put me in a place where I thought OK I have to go with that it is you do kind of learn as you’re going along as well you know, but I think a lot of what you
She identifies the transfer of knowledge from her supervisor together with her personal experience of supervision and self-directed learning as key to informing her practice. There is a real sense that her lack of preparation has left her vulnerable and exposed and she is forced to negotiate an understanding of her supervisory role with her supervisee. There is also an acceptance by Sue that this will be an ongoing, evolving learning process between her and her supervisee. As she reflects further, she highlights the importance of her personal experience, particularly in relation to informing her understanding of the supervisory role:

“I know when I started I felt I thought about it a lot and I thought about what I would have wanted from my supervisor and I what I got from the supervisor that I’d had that were good supervisors and so those were the kind of things that I would try to offer to my trainee as it were”. (Sue, lines 274-278)

“Well kind of the same thing really I’d like to think that what I provide or try to provide is very similar to what I would want”. (Sue, lines 485-487)

She identifies the understanding of her own needs as a supervisee together with what she perceived as good supervision as central to informing her practice.

The role of the learnt experience is also clearly evident as Sue reflects on her transition from supervisor to supervisee:
The empathy that she feels towards her supervisees is informed by her personal experiences of being a supervisee and she highlights the importance of still being in touch with these anxieties. With her understanding and awareness of the difficulties faced by the supervisees comes a sense of responsibility, of needing to make things right. From a transactional analysis perspective, as supervisor, Sue is taking on the parenting role in the dyadic relationship

A need for training

For Sue the lack of theoretical understanding about supervision resulted in a difficult transition and she highlights the important role that the university or workplace can play in improving the transition by providing appropriate, formal training.

“Well I think it could have been improved if I’d had the the formal training if I could have gone on that course you know I don’t if they I don’t recall doing anything at the university really about supervising”. (Sue, lines 355-358)
A need for consolidation

As Sue reflected on her transition from supervisee to supervisor the importance of a period of consolidation post qualification is clear. For her the transition from trainee to qualified counselling psychologist was particularly significant, bringing with it challenges and demands that she had not previously experienced. Although each of the participants experienced this transition differently, their conclusions were the same – a period of consolidation between qualifying and becoming a supervisor is essential to enable the individual to grow and settle into their new role.

As Sue reflects on her first year post qualification there is a real sense of the personal growth that she has experienced:

“I think the first year of being you know fledgling, newly qualified, I learnt such a lot in that first year that you know I think you kind of need that to be feel ready to to kind of use your experience to support your trainees”. (Sue, lines 328-332)

It was clearly a very positive experience and one that Sue feels is essential in informing her role as supervisor. There is also a sense of the overwhelming nature of this transition and the lack of capacity for taking responsibility for anyone other than the self.

“I think it was you know it is in the transition of being responsible for yourself and being an autonomous practitioner”. (Sue, lines 338-339)
There is a real sense of the significant personal change that occurred in that first year post qualification, of an adult emerging from adolescence and taking responsibility for themselves and their professional status.

4. On Being a Supervisor

Differing roles

As Sue reflects on her earliest experiences of being a supervisor she is clearly aware of the differing roles, highlighting the difference between supervising a trainee and someone who is already qualified, particularly in relation to responsibility for the supervisee:

“I think that when you become a supervisor initially you do feel um clinically responsible, you are clinically responsible for your trainee and I think that erm being a supervisor to a trainee is different to supervising somebody else who’s already qualified”. (Sue, lines 264-267)

Later in her interview as Sue is asked to reflect on her role as supervisor she once again distinguishes between supervising a qualified psychologist and a trainee and the differing role that this entails:

“That would be different because it would take out all the things about making sure they got the right referrals making sure they got the right experience they’ve got enough hours got the right case load you know all those kinds of things”. (Sue, lines 422-427)
There is a real sense of the differing needs associated with supervising a trainee including fulfilling the needs of the student training establishment whilst balancing that with the needs of the client and service provider.

“I suppose if you have a erm trainee then you might have different kinds of supervision there might be sort of the bits caught in between when they knock on your door and say can I have five minutes you know as opposed just to all of it being in that hour a week or whatever you might you have and with my trainees that have just started try to have an hour and a half you know is possible sometimes but making sure they have enough you know ratio to sort of client hours is also important isn’t it”. (Sue, lines 445-453)

For the qualified supervisee, Sue sees her supervisory role as less about session structure, academic requirements and service protocol and more about client orientation and process.

“Well that would be quite different I think it would be you know exploring the presenting difficulties you know how the work’s going so far what’s going on in the room you know what’s happening in the process erm what the barriers are to you know the client moving forward”. (Sue, lines 431-435)

“Lots about process”. (Sue line 445)

**Supervisor as educator**

As Sue reflects on her experiences of being a supervisor she identifies her role as “more than just the supervision of clients”.

\[218\]
“I think there are elements of the supervision which relates to the ongoing learning process and the course and you know support in that kind of area but also you know clinical skills, competencies, making sure people get a broad experience on placement, you know it, there’s much wider erm remit I think than just the supervision of clients”. (Sue, lines 268-273)

She emphasises the importance of ongoing learning and the responsibility that the supervisor has in developing the skills and competences of the supervisee.

Being responsible for the other
Sue highlights the sense of responsibility and accountability towards the service and service users as well as the added responsibility of supervising a trainee:

“I think it’s also a responsibility to the service to ensure that you’re, the clients that are being seen by your service are being seen safely and are being offered good therapy or good psychological intervention or something it is to some extent about making sure the trainee is ok with the work they’re doing and the standard is OK and you know the making sure the clients are appropriate for them so they’re not really given somebody’s whose far too complex for their level of training theoretical knowledge you know”. (Sue, lines 405-413)

Sue suggests that part of the supervisor’s responsibility to the service and service users is to ensure that the supervisee is working safely, to a satisfactory standard and that the complexity of the client is appropriate to the level of theoretical knowledge of the trainee.
Sue highlights the need for reassurance together with the evaluative role of the supervisor:

“"I think there is also an element as a supervisor that you you are looking sometimes to be reassured that your supervisee or you know if it is a trainee specifically erm are doing what they should be doing and they're working at a particular level, and there, you know erm there are certain service requirements things like the quality of their case notes and their assessment letters and those sort of things are all sort of".”

(Sue, lines 490-497)

For Sue the sense of responsibility for her student supervisees extends beyond their clinical work to their academic studies:

“So it’s quite wide as I was saying before its I see it as being quite a wide role in that sense that you have to try your best to make sure that they get a good broad experience and something that’s really helpful to them in light of their studies really where they are at university so there’s all that but really being supportive and to give them opportunity to talk about the process the work they’re doing you know what they’re feeling about with their client and sort of explore all that”.

(Sue, lines 413-421)
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Memo 2 Wendy
Wendy is a counselling psychologist working in physical health.

1. The Supervisee Experience

The Importance of the supervisory relationship

As Wendy reflects on her earliest experiences of being a supervisee there is a real sense of the anxiety that she felt:

“At that point, as a supervisee I felt, I felt there was quite a lot of dependency, that there was insecurity and anxiety”. (Wendy, lines 15-17)

As with Sue, there is a real sense of this being a new experience for Wendy – a new beginning and this is reflected in her negative emotions and strong feelings of dependency towards her supervisor.

“It was almost a father daughter relationship. It was almost as though he had to tell me every step of the way what I should be doing and what I shouldn’t be doing am I doing this right and it was all that insecurity”. (Wendy, lines 21-27)

Comparing the supervisory relationship to a father daughter relationship, Wendy reflects the childlike vulnerability that she felt and the need for guidance and support to help her through what was clearly a difficult stage for her. Her comments reflect the uncertainty and self-doubt in her own ability and seem to be the catalyst for her to reflect further on her relationship with her supervisor:
“Looking back, reflecting back on it now, what he did was shore me up I think and show me my good points and things that I could be good at and the way I worked with clients and erm and also there are times he actually sat in with me when I was feeling unsure and actually what he did he was very erm he was very good at constructive criticism but he was also good at kind of stroking you and saying you’re doing a really good job”. (Wendy, lines 34-40)

Wendy highlights the importance of the supportive, encouraging nature of the supervisory relationship with her use of the phrase “what he did was shore me up” together with the reassurance that she was “doing a really good job”. The positive affect of this supportive relationship is clear:

“I was able though to bring that up during supervision to say I’m not really sure what I’m supposed to tell you and not to tell you erm and he sort of helped me through that”. (Wendy, lines 108-110)

The support offered by her supervisor gave Wendy the confidence to be congruent about her lack of understanding in the supervisory process and this served to reinforce his support.

“It’s about feeling safe in that isn’t it and being able to erm to discuss client work and feel ok you know safe about doing that that you don’t feel that you know that are you doing the right thing are you doing the wrong thing if that’s OK you can ask that question”. (Wendy, lines 463-467)
In feeling safe Wendy has the confidence to be honest and open - to acknowledge her weaknesses and the difficulties that she is experiencing with her clients. Central to this sense of safety for the supervisee is the supervisory relationship where the supervisor creates a non-judgemental environment within which the supervisee grows.

**A Time to Learn**

As well as identifying supervision as an important setting from which to develop theoretical understanding through psycho-education, participants also highlighted its importance as an opportunity to explore client work. For Wendy there is a real sense of the collaborative nature of learning from supervision and of shared responsibility for the client:

“What I like to get from supervision is to be able to take a client to supervision and to be able to expand on the difficulties or the process of what’s happening for the client. I like to be able to have other ideas to look at other ways of working maybe or suggestions of other ways of working erm would that be beneficial or not and then to kind of erm I want to sort of to say shared knowledge”. (Wendy, lines 502-509)

Her focus is on the client and what is happening for them as well as how she is experiencing the client:

“I take transference issues back about the way I feel about things too about what’s going on in the session which usually comes up in that kind of sharing and talk about the client “. (Wendy, lines 533-536)
Wendy expresses a need to be able to develop her understanding of her client’s difficulties and emphasises the important role that supervision plays in this:

“Also if I’m unsure if there’s personality issues going on it is, I quite like to share that with someone else you know this is how they’re presenting what do you feel about that so I do that too”. (Wendy, lines 527-530)

**Developing sense of self**

Wendy’s earliest recollections of the supervisee experience reflect the dependency that she felt towards her supervisor:

“I felt almost child like”. (Wendy, line 13)

She reinforces the strength of this childlike dependency a little later on in the same passage:

“It was almost a father/daughter relationship”. (Wendy, lines 21-22)

This comparison of the supervisee/supervisor relationship to the parent child relationship reflects the consistent, nurturing and supportive nature of their relationship and the strength of the attachment that she felt towards her supervisor:

“I was very very lucky that I had the same supervisor throughout my training who was incredibly supportive”. (Wendy, lines 19-20)
In the context of developmental models, Wendy’s early dependency on her supervisor reflects Level 1 in the developmental model outlined by Stoltenberg (1981). This model focuses on supervisee level of development as expressed by supervisee dependency and the impact of the supervisory environment. Stoltenberg proposed four developmental levels of the supervisee with Level 1 being represented by a supervisee who is highly dependent on the supervisor. At this early stage, supervisees doubt their competence and tend to be highly self-critical, depending on their supervisors to tell them the “right” thing to do (Borders, 1989).

Having identified her early childlike state, Wendy makes reference to the transitions that she feels that she has been through as a supervisee:

“It feels as though I’ve been through a child - adolescent - adult phase in that sense”. (Wendy, lines 13-15)

“Then I kind of feel as though I went into an adolescent role and that was where I did overcome my anxieties and then I fluctuated between kind of dependency and autonomy and I felt very much that sort of a teenage role”. (Wendy, lines 44-48)

Her development from child to adolescent and the fluctuating nature of this transition, between dependency and autonomy represents Level 2 in Stoltenberg’s (1981) model, which is characterised by a conflict between dependency and autonomy. For Wendy this developing sense of self was essential in helping her to overcome her anxieties although it was clearly very fragile:
“I almost felt as though yes that I can stand on my own two feet but only for a limited time. I need to know you are still there for me, sort of thing, and then I can become that little bit more dependent again, when things were difficult and there was also the excitement of the role and position and the motivation to want to do this job versus I can’t cope. So where are you again, I need you there I need you there for me almost again like the parent role”. (Wendy, lines 53-60)

There is a real sense of the child growing in confidence and ability with the reference to standing on her own two feet, and venturing further from her secure base with the knowledge that she can return when she feels threatened. It is clear from Wendy’s reflections the strength that she drew from her supervisor’s support and the dependency that she developed upon this relationship:

“I don’t know now I think back how how I did without it sometimes I feel quite embarrassed I was such a clingy person (laughs) to my supervisor”.

(Wendy, 255-258)

From a developmental perspective this dependency was part of her growth while the end of her training coincided with the transition from adolescent to young adult and a growth in self-confidence and autonomy and less reliance on her supervisor:

“Um, so yes I did that and then I think I kind of become a young adult (laughs), erm, where I was more self-confident and was less dependent and I had greater insight. So and then I think that took me almost to the end of my training. So I was I feel that I
was at young adult stage at the end of my training, not quite the adult but you know”. (Wendy, lines 62-67)

This stage of Wendy’s development represents Level 3 in Stoltenberg’s developmental model, which emphasises conditional dependency. Supervisees at this stage of development are more skilled and confident but also more aware of their limitations. They are more empathic and tolerant of a variety of clients and value a wider range of theoretical approaches. As a result, their client conceptualisations are more complete and their treatment plans are more appropriate (Borders, 1989).

There is a real sense of the vital role that her supervisor played in developing her sense of self although Wendy indicates that her metamorphosis was not yet complete, however, with the acknowledgement that she was:

“Not quite the adult”. (Wendy, line 67)

This final stage in Wendy’s development would represent Level 4 in Stoltenberg’s developmental model, a stage described by Stoltenberg as “master counsellor”. He suggests that supervisees at this stage of development have comprehensive, synthesised conceptualisations, are more flexible in choosing interventions, and consider more sophisticated dynamics such as countertransference. Supervisees at this stage also view their internal responses to clients as valuable data and work from a solid, theoretical base that integrates their professional and personal identities (Borders, 1989).
Wendy highlights this changing need from supervision as she developed from trainee to qualified clinician:

“What I get from supervision from my supervisor now erm, is very different from when I was in training because I suppose there is more psychological speak more psychological terms because I know what those are”. (Wendy, lines 154-165)

There is a real sense of a developing self-belief and growth in self-confidence from the dependent, uncertain child to the self-reliant adult. Wendy identifies supervision as being now more of a discussion and sharing of ideas suggesting a shift from directive/teaching supervision to a more collaborative approach – fundamentally a different relationship.

Wendy shares this sense of mutual growth and development within the supervisory relationship:

“We’ve learnt from each other and I know as our supervision’s progressed that it’s grown that way too that we’ve learnt from each other without us acknowledging that and it’s only now that I’m talking about it, thinking about it that that he’ll say your working, there is this issue and that issue to consider and he’ll consider those too. So It’s progressed really, I suppose the longer you are with a supervisor then you have a relationship that grows, doesn’t it?” (Wendy, lines 184-191)

Wendy highlights the importance of continuity and the reciprocal nature of the learning experience within the relationship.
2. Supervisee Preparedness

A lack of understanding of preparedness

As Wendy reflected on her conceptual knowledge of supervision as a supervisee her lack of understanding is clear:

“No I didn’t feel, I didn’t feel that I was prepared for supervision, I didn’t have an understanding about what supervision was about”. (Wendy, lines 124-126)

There is a sense of powerlessness, of feeling unsupported and being out of her depth and this is reinforced by Wendy’s comparison of her experience to how she imagines it must feel for a client going to therapy for the first time:

“Yeah and I’m sure you must feel like a client at that point not quite knowing, you know you’re going for therapy but what is that going to be about, what is that other person going to tell you you know how are they going to guide you what are they going to do?”. (Wendy, lines 131-135)

By likening herself to the client at the beginning of the therapeutic relationship Wendy conveys the uncertainty, vulnerability and dependency that supervision generated for her. She does not know what to expect and is reliant on her supervisor for guidance. As Wendy reflects on her understanding of her preparedness for supervision she suggests that there was an inevitability of not knowing what supervision was about at the onset because supervision begins before its theoretical aspects have been explored on the course:
“Because your supervision begins at the very beginning of training doesn’t it and you don’t actually do supervise/supervisor/supervisee models until later on in the course so I think not knowing what supervision was about. What did the supervisor expect from me? I was able though to bring that up during supervision to say I’m not really sure what I’m supposed to tell you and not to tell you erm and he sort of helped me through that”. (Wendy, lines 102-110)

These difficulties were overcome, however, by her ability to be honest and open with her supervisor, highlighting once again the importance of the supervisory relationship and of supervisees being able to articulate their needs. Continuing with her exploration of her preparation for supervision, Wendy highlights what for her was a weakness of the training:

“And it doesn’t seem to have the erm oh for example when you’re going, when you’re learning when you’re doing CBT and humanistic there is that, there’s the underpinning element, the reason why you’re doing it the reason why you’re using it isn’t there erm yet there isn’t for supervision there isn’t the same sort of thing so it is a bit like that its almost like using therapy without having know why you’re doing that”. (Wendy, lines 425-431)

“Yeah see its having theoretical knowledge I suppose that’s what I’m trying to say why use CBT because the theory behind it and I don’t think the course gave me enough of that either”. (Wendy, lines 435-440)
Wendy suggests, that unlike theoretical perspectives such as Cognitive Behavioural Therapy, she was not given a theoretical understanding of supervision and therefore wasn’t clear why she was doing what she was doing.

**Improving preparedness**

Wendy highlights the need for early education suggesting the need for formal structure to the training including an introduction to supervision contracts and models – something that she feels was lacking in her own training:

“I think it might have been at that point a very good idea to have some kind of idea, I mean I knew what supervision was about, but mean even more of an idea about what supervision was about or even a contractual supervision sort of model or something that we work to, we didn’t necessarily have that it was very of open erm and a lot about it was also about me and where I was in the process as well myself as well and the training”. (Wendy, lines 88-94)

3. The Transition from Supervisee to Supervisor

**Feeling unprepared – the doubting self**

Wendy shares this feeling of being unprepared to be a supervisor and the undermining effects of this on her self-belief is clear as she regresses from being a qualified psychologist, represented by the parent, to feeling like a first year student again – the child:
“I don’t feel that I was prepared to be a supervisor I was almost back at when I had my first trainee I was almost back at being that person in their first year of training what do I do? What happens in supervision, I’d forgotten it was almost as though my own experience had gone out the window you know erm so I felt very much unprepared”. (Wendy, lines 266-271)

This regression from one ego state to another is developed further as Wendy reflects on her journey from trainee to qualified psychologist and she contrasts this with her transition from supervisee to supervisor:

“Um, quite scary actually I’d say, umm I think it went along with of course you you become you know a trainee psychologist and then you become a psychologist. It felt almost like that I’m now autonomous I’m answerable to me and erm where I felt protected before by the parent I was now in the world on my own and it was almost having a child to look after instead (laughs)”. (Wendy, lines 367-373)

As a qualified psychologist she feels safe and protected by the parent ego state, which contrasts greatly with her earliest experiences of being a supervisor. In that role she felt a sense of isolation and uncertainty, which resulted in a regression from the adult to the child ego state, reflecting the sense of vulnerability created by the lack of preparedness.

As Wendy reflects on her current ego state as supervisor, she identifies that she has grown from the child in the initial transition to the adult and there is a sense that this has been an unnecessarily painful process and that with better preparation the
regression could be avoided. This concurs with Berger and Buchholz (1993) who suggest that pre-supervisory preparation and ongoing discussion are important factors in helping trainees to challenge the regressive pull in the beginning of supervision.

“I am sort of more in an adult process as a supervisor but the initial transition I think was almost that same kind of like feeling quite child like about it”.

(Wendy, lines 378-381)

Previous experience to inform practice

For Wendy her personal experiences as a supervisee have been central to informing her supervisory role:

“Yes and so from my experience as a trainee that’s what I’m hoping I’m giving my trainees now if you like”. (Wendy, lines 251-252)

“I found it quite challenging and I was looking forward to it, to that transition to being supervisor being supervisee but I felt I got an awful lot of my experience of being a supervisee to a supervisor role”. (Wendy, lines 388-391)

From a transactional analysis perspective, as supervisor, Wendy is taking on the parenting role in the dyadic relationship, a role that Wendy identifies as she reflects on her transition:
“I think it can be negative in a sense of I was almost childlike and I wonder whether that’s a good thing to bring and so therefore I become a parent to my supervisees and it sort is that good place to be? But I soon worked that out after our initial meeting, you know am I being too parenting here am I being too protective I do have a feeling of wanting to protect them for some reason so maybe that is because I brought that with me maybe that’s a good thing maybe that’s a bad thing, I don’t know”.

(Wendy, lines 393-400)

Wendy moved from supervisee as child to supervisor as parent within the supervisory relationship and although she feels the need to challenge this protective behaviour, there is a real sense of the collaborative nature of the relationship.

Wendy highlights the importance of focusing on the individual as she reflects on her supervisory role; the transfer of understanding from the therapeutic relationship to the supervisory relationship is clear:

“It’s about what that person brings who they are what they’re about expectations and so on and so forth so the way I dealt with it was just like I do with a therapeutic relationship, I wait and see what the person brings how they’re feeling”.

(Wendy, lines 280-290)

“I think my role is to support and understand and almost my role feels like the same role as I am in the therapeutic relationship with the client almost really erm to understand, reflect, explore, make the other person feel safe, make them to develop a
relationship they feel safe in that they can be open so it feels very much like that”.
(Wendy, lines 442-448)

As Wendy reflects further, she reveals some of her anxieties about engaging with new supervisees and she relates this to the way that she feels with clients. For both relationships there is a sense of her feeling vulnerable and uncertain, but that these feelings serve to challenge complacency:

“Yeah, I find it I find it rewarding erm and I find it quite challenging, erm and I think for each new trainee I have it’s like that initial meeting with the client you don’t know what to expect of who they are so I still do go through that initial process of how will this be always and I think that’s important cause I think if we think oh we’re great supervisors or whatever then we’re not actually you always need to have that self-doubt I think to help you reflect to help you understand to start a relationship with someone”. (Wendy, lines 328-336)

A need for training
As Wendy reflects on how the transition could be improved, her frustration at the lack of preparation for the role is clear:

“I think there should be some more formal training before it happens I think, I don’t think that you understand enough about what supervision, despite the fact that you’ve had supervision yourself, you don’t really understand what supervision is, it’s almost like in therapy if you like you need a therapeutic sort of background to understand it”. (Wendy, lines 404-409)
Her only understanding of the supervisory role has come from her experience of supervision as a supervisee and this has clearly been inadequate in preparing her for her transition and Wendy highlights the need for a theoretical understanding of supervision through formal academic training to help with the transition.

4. On Being a Supervisor

Differing roles

As Wendy reflects on her role as supervisor she supports both Sue and John’s understanding of the differing roles between supervising trainees and fully qualified therapists:

“Yes because then I’d feel, um, they’re going to know I’m not so good (laughs) or there is that I don’t know, I don’t know, that would be it would very different I think, yeah yeah, I think because when people are in training I perhaps put myself in that position of the unknown and trying to kind of help them through that whereas when you’re trained you know, so that would be a very different experience and I suppose it would be as it is now with my supervisor in the supervisee supervisor relationship. It would be very much like that”. (Wendy, lines 345-354)

There is a real sense of the fear she has of being inadequately prepared to supervise qualified psychologists and of her being “found out” to be incompetent. There is also a sense of the power imbalance that she feels exists between her and other qualified psychologists but then she attempts to challenge these misgivings by exploring her current personal experience of being a qualified supervisor.
Supervisor as educator

As Wendy reflected on her role of supervisor she also highlighted the importance of the teaching role, emphasising the importance of encouraging self-reflection:

“We go through an explanation of strategies and interventions that they use and the reason I do that is so they’re aware of the choices not necessarily just the choice of intervention but when and why they’re using that intervention”.

(Wendy, lines 235-239)

“My main goal is to give a trainee greater insight and understanding of the dynamics and I’ve underlined that of therapeutic relationships”. (Wendy, lines 247-249)

As she reflects further on her role as supervisor, particularly in relation to trainees, Wendy broadens her teaching role to include supporting the supervisee with their academic studies:

“The other thing I quite like to do if they’re doing case studies or process reports and I obviously know the client they’re perhaps utilising for that, that I help them through that too and even my old case studies and that’s that have been relevant to those modules that they’re at, so that I want them to have an understanding that I realise how difficult it is to be doing the academic work to be doing client work to try to meet their hours and I do my best to try to help them achieve kind of a round a round, kind of a whole training”. (Wendy, lines 302-310)
There is a real sense of the value that Wendy places on shared experiences and the collaborative, supportive and empathic nature of the supervisory relationship.

Facilitating growth and development

For Wendy, growth and development is very much a two way process with her learning from her supervisees:

“Yeah and also I gain from it in a sense because they’re continually learning as well, um you know there are things when you’ve been qualified for a certain period of time that you’ve forgotten so they give you they teach you sometimes in a kind of way, that feels quite good too”. (Wendy, lines 559-563)
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Memo 3 Sarah

Sarah is a counselling psychologist working in the oncology department of a hospital.

1. The Supervisee Experience

The Importance of the supervisory relationship

“I think certainly when I was starting out and learning the different models it was very much - oh god I’ve absolutely got no idea how to do this, or - tell me how to ask erm, questions in a socratic way or what will I do with this diary and how do you introduce an agenda and that kind of thing, where do I go next, that kind of paralysis, erm that I particularly could feel that... I don't know what I'm doing, I don't know what I'm doing, I don't know what I'm doing, I don't know what I'm doing, and it's alright in a session but then I need to come out and just check that what I did was alright and how do I stay on track”. (Sarah, lines 125-134)

There is a real sense of the initial anxiety felt by Sarah in her earliest recollections of being a supervisee and the need for support and reassurance from her supervisor. The use of the word “paralysis” emphasises the lack of control and powerlessness that she experienced. As with Wendy, the early supervisee experience represented a new beginning – a new experience and one that Sarah found very challenging. She was on her own, full of self-doubt; abandoned like a vulnerable child, desperate for support and guidance but in session with her clients it wasn’t there – she was alone. For Sarah, supervision was essential for providing her with the reassurance that what she was doing was all right.
For Sarah a nurturing, supportive supervisory relationship is essential if her emotional needs are to be met. There is a sense of her being held by the supervisor and from this safe place she is able to explore her emotional response to her clients:

“It feels nurturing and supportive when it works well, erm, I get to express my feelings at being in the room, the the, it's not just the projections but all the stuff that I contain for clients I'm able to talk about most of that and so discharge that”.

(Sarah, lines 94-98)

Sarah identifies the need for her to be challenged but within this she emphasises the need to be challenged in a supportive way:

“I like to be challenged, really challenged but I like to be challenged in a supportive way, I like to be able to go in and pour out every, all the stuff that's there about working with that client or working in that client area, and rummage around in it and know it's safe to do and that I will have the opportunity to put it all back inside and pull some kind of zip or cover over it before I shoot out and do some more of that”.

(Sarah, lines 417-425)

A Time to Learn
As Sarah reflects on her experience of being a supervisee she articulates how she likes to learn:

“I get to think about theoretical approaches and how that might be. I get to, I am, typically I think I work in a way that I tend to pick up a lot and replay it in the room
anyway, because I think, that’s its kind of learning experientially is what I love doing”. (Sarah, lines 98-101)

Sarah is aware of her own needs and she highlights her preference of learning experientially and elaborates on this further:

“So I don't mind splattering, you know, the equivalent of splattering every wall in the room with lots of different theories and then, examining them and seeing which come together quite naturally and what feel, what your gut tells you or what intuition or what discussion tells you, why it might be more important, I don't need to focus on one thing, I quite like blowing it apart, erm, and then putting it back together, erm, I like the freedom to be able to get things off my chest if something is really really painful or uncomfortable”. (Sarah, lines 435-443)

A Developing sense of self
This changing supervisory relationship is identified by Sarah as “a progression”:

“I think probably also there has been a progression in terms of what is my relationship with my supervisor when we are discussing things, what happens when we hit a dilemma with a client, what happens when I feel like they are telling me one thing and I'm feeling very strongly that that doesn't feel, instinctively that just doesn't sit, it doesn't fit, I'm not sure that would be an appropriate way to go about tackling that particular thing, so again I think, having the confidence to tackle some of that method of communication in the room is also what's changed”.

(Sarah, lines 152-160)
Sarah’s developing sense of self and growing confidence has resulted in the supervisory relationship becoming more equal, encouraging her to be more assertive within the supervisory relationship:

“I’ve had some difficulties and some spats within that erm, but on the whole I would say I’ve had good experiences and I’ve been able to assert my needs and also have a really good discussion erm, with the supervisors and I think almost in every case at different times we’ve both acknowledged both me and the supervisor have acknowledged that we’ve both kind of grown as a result of the experience erm, so that’s been good”. (Sarah, lines 30-36)

2. Supervisee Preparedness

Self-directed Learning

For Sarah it is a particular book that she read at the beginning of her training that she identifies as helping her to develop an understanding of supervision:

“I think very early on I read Hawkins and Shohet, erm their book on supervision in the NHS erm, and it seemed absolutely erm clear to me that that was a really good model, erm because I liked the contextual views of things, so I liked the fact that it was considering sort of every aspect of what happens in the supervision between whose relationship is it, your’s and your supervisor’s, your’s and your clients, supervising your clients, your’s and your organisation, so all that kind of thing, so that made massive sense to me and if there is a concept I’ve probably held on to throughout my training it probably is that”. (Sarah, lines 40-49)
There is a real sense of how this book and the model presented in it resonated with Sarah, helping her to make sense of this new experience and it is a model of supervision that she clearly identifies with throughout her training. Sarah also highlights the important role of experiential learning in developing her conceptual knowledge and understanding of supervision. By experiencing supervision with an experienced supervisor, Sarah feels that she was able learn and understand what supervision was:

“The supervisors I had were all experienced supervisors so they had a pretty good idea of what supervision would be and what it would be like to supervise, you know, erm all of them had had a counselling Psychology trainee before which they'd either co-supervised or erm, supervised completely themselves, so I think I learnt very quickly, sort of in a, in a hands on way what it would be like”. (Sarah, lines 77-82)

3. The Transition

Feeling unprepared – the doubting self

As Sarah reflected on her transition from supervisee to supervisor, there is a sense that she felt prepared for her role as supervisor in a way that Kate, Wendy and Ann were not:

“I kind of really blurred the lines between supervisee, supervisor, so I'm in my first year as being able to take formally a clinical psychology trainee which is great, so I've just picked up my new trainee as of last week, but actually in practice I've been supervising, mentoring, supporting third year trainees ever since I started here erm, so that's like for the last four and a half, five years”. (Sarah, lines 183-189)
For Sarah, the transition from supervisee to supervisor is less well defined than for Kate, Wendy and Ann. There is no beginning or end, but rather a sense that the role of supervisor has evolved from a mentoring and supportive role to fellow trainees and work colleagues.

Sarah highlights the evolving nature of the supervisory role:

“So I think quite early on I fell into, what you might call, I might have thought of then as peer supervision with fellow trainees, but when I spoke to my supervisor here about it certainly, he was very much of the view that I was supervising them as well as he would have been able to supervise them and just kind of adding to their experience which was quite weird to realise because I just thought I was doing what I was really interested in, which was talking to people about what we do and how we are”. (Sarah, lines 195-203)

There is a real sense of the unplanned nature of Sarah’s developing supervisory role – of almost stumbling into her role, together with the realisation that as a supervisee she has all the necessary skills to supervise. Key to the evolving nature of the supervisory role is the non-defined way that Sarah understands the role of supervisee and supervisor and the lack of distinction that she makes between roles:

“I'm not very good, I'm not good at drawing a distinction between I'm a supervisor now, I was a supervisee then, because I like working in a peer way with people, so, it doesn't, you know, I don't really see the distinction”. (Sarah, lines 203-206)
Previous experience to inform practice

Sarah highlights the importance of previous experience, referring to these as transferable skills:

“But there are also transferable skills and meeting you know, people at similar stages, to say, this is what it's about, now how does it feel, can you remember all of the things that you wanted as a supervisee, can you remember the things you still want, what, so if you translate that across, how would that allow you to be when you're nurturing people, I'm not sure, I know we don't really pay enough attention to that, it's a bit hit and miss, if you've got a good supervisor with some good things, you know, learning on the job, if you learn from someone to do it well, that's a good thing, if you learn from someone how not to do it, you know how not to do it but you don't necessarily know how to do it well. So I'm not sure, so I think there is a gap”. (Sarah, lines 519-530)

Sarah also highlights the danger of relying too heavily on the transfer of knowledge from supervisor to supervisee when the supervisor is not necessarily competent and for Sarah this represents a “gap” in the training.

“So when I think about it, I've probably, I've probably done quite a lot but it, I don't, I find it difficult to see the distinction because to me it's like a merging of 2 people doing what they need to do”. (Sarah, lines 221-224)

Sarah also uses her experience of working with clients to inform her work with supervisees, emphasising the importance of offering support if it is needed but
allowing the supervisee to find their own way and to develop as autonomous practitioners.

“I guess it's very similar to the way I see working with clients, it's about empowering them to find their own way and their own answers which are hopefully safe answers, to tackle them if they're not, or challenge them but ultimately in a supportive, not a destructive way, that's what I'd like to see and very much empowering”.

(Sarah, lines 349-356)

Just as in her therapeutic relationship there is a real sense of Sarah’s understanding of the need to create the right environment to facilitate the growth and development of the supervisee.

A need for training

As Sarah reflects on her training to become a supervisor, she highlights the lack of formal preparation that she received:

“Erm, a half day training from Wolverhampton erm, I think that was last year where they invited in people who were supervisors or who wanted to be supervisors or co-supervisors, and essentially went through the supervision manual, erm just really telling you what you could read in there, which wasn't particularly helpful”.

(Sarah, lines 163-168)

As Sarah reflects on her experiences of the transition, together with her understanding of the importance of supervision, she is struck by the inconsistencies that she feels
exist between the high value that is placed on the supervisory role and the lack of emphasis and importance that is then given to the training within her academic establishment – something that she sees as a missed opportunity:

“So why if we believe that do we have a one day on supervision in the whole three years and why, when we leave is there no suggestion that that might be an area that we might want to think about”.

(Sarah, lines 346-350)

In response to the lack of supervision training available and having identified a need, Sarah has developed her own supervision workshop, using her experience of inadequate and poor supervision training to inform her training programme:

“I and my supervisor ran at my instigation two workshops for Coventry and Warwick erm, third year Clinical Psychology trainees and Birmingham, on supervision because I felt there wasn't enough about supervision and we, we always get asked if we want to run workshops and I said in my experience there isn't enough generally about supervision and what it's supposed to be and what the process is and where you get to when things go wrong and how you can make it more interesting and creative erm, so we set up and ran a workshop at each place, erm, talking about the transition”.

(Sarah, lines 275-284)

Sarah highlights the importance of developing a general understanding of supervision, the processes involved, the support structure available and the significance of the transition from supervisor to supervisee.

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4. On Being a Supervisor

Supervisor as educator

As Sarah reflects on the role of learning within the supervisory relationship there is a sense of the frustration that she feels towards the conventional understanding of the supervisors role and the constraints that she perceives and her desire to challenge these norms with a more creative approach to learning:

“And what I'd like to be as a supervisor also is completely creative, so I'd like to have some really wacky experiments like, let's do some, let's do some, you know, empty chair technique, let's draw this, let's sculpt this, how does this feel and I think it's very easy in a talking business like ours to just get hooked on the words and two people just sitting opposite or next to each other or, you know, that the optimum space apart, to the optimum angle with the optimum amount of eye contact talking about things instead of erm, drawing, or painting, or screaming or shouting or anything else”. (Sarah, lines 377-385)

Facilitating growth and development

For Sarah facilitating growth and development is an important part of her supervisory role and her focus is on helping her supervisees to become effective clinicians:

“I see it as erm, is a really, erm… helping people to develop, to be effective clinicians, bottom line”. (Sarah, lines 341-342)

Within this growth and development Sarah highlights the importance of the supervisee being able to develop autonomously:
“To bring them on and to let them develop but to let them develop their own style without imposing their own”. (Sarah, lines 348-349)

“I suppose what I also like to get is the sense from the Supervisee that it's what they want most importantly, erm that it isn't me stamping my, this is the way we're going to do it”. (Sarah, lines 466-469)
Client 3 (Sarah): Table of Themes from IPA Semi-structured Interview

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Memo 4 Ann

Ann is a counselling psychologist working in a prison.

1. The Supervisee Experience

The Importance of the supervisory relationship

Ann identifies support as an important part of her supervisee experience, and highlights the collaborative nature of the supervisory relationship and the role that she feels she played in developing this relationship. This confidence reflects her positive experience of supervision:

“I certainly had a tremendous amount of support and I found it was a two way thing, erm, in the sense, I suppose it's a little bit like acting, the more you give if you're a character on stage, the more you get back, it's a sort of, it's a collaborative relationship and I found that with supervision”. (Ann, lines 208-214)

“I enjoyed, I actually enjoyed my experience of being a supervisee, I had a brilliant supervisor”. (Ann, lines 51-52)

“I felt I could talk to him about anything, I wasn't, you know, there wasn't anything to hold back and I think that was important”. (Ann, lines 248-250)

A time to learn

“There was a lot of psych-education involved and I really appreciated that”. (Ann, lines 57-60)
“Very much so, teaching role, yes I found that some of the stuff I was doing at Uni, he had already taught me. Which was brilliant because I just felt, erm, well it formulated it, but also erm, can't think of the word - reaffirmed it - re-enforced - that's the word I was looking for, so I found it really interesting and he always taught me to erm, go out of the box and read lots of things”. (Ann, lines 73-82)

Ann identifies the importance of the teaching role that her supervisor played within her supervisee experience. The psycho-education that she received through supervision helped to develop her academic studies and highlights the importance of supervisors and academic facilities working together in the development of the supervisees’ theoretical knowledge.

There is a real sense of the mentoring role of the supervisor with him encouraging Ann to develop her understanding of the therapeutic relationship beyond that of content, to a deeper process level. Ann uses her experience of supervision to inform her own practice, highlighting the importance of understanding the process:

“He’s always said to me, it's important that you don't do what I do or what I say but you understand the process and that's something that, when I've been teaching is something that I've tried to impart on because I think that's so important, so, yeh it's been valuable”. (Ann, lines 66-70)

A key element of Ann’s supervisee experience is the transfer of knowledge and she articulates her needs clearly:

“I got a lot from supervision. I got a lot of education”. (Ann, lines 208-209)
“I learnt a lot from him as well”. (Ann, line 247)

“I really felt that erm, I could learn a lot from her and that's what I wanted, so I wanted to be able to learn and, and someone to be able to really guide me in managing others”. (Ann, lines 606-609)

“Learning from the other” is clearly an important component of the supervisee experience, Ann seeing her supervision as a source of knowledge both in theoretical and management skills.

2. Supervisee Preparedness

A lack of understanding of preparedness

As Ann reflected on her conceptual knowledge of supervision as a supervisee her lack of understanding is clear:

“But as I became a... I didn't... and I didn't think I had a huge knowledge beforehand, actually, no not as a psychologist”. (Ann, lines 92-94)

There is a sense of powerlessness, of feeling unsupported and being out of her depth.

Ann highlights the anxiety that she experienced as a result of the lack of preparation:
“I think I was a little nervous because I think there was some unexpectedness of it”.
(Ann, lines 112-113)

The lack of conceptual knowledge reflects a lack of supervisee preparation for supervision and this is articulated clearly by Ann:

“Not formal preparation, only through experience because I'd had that supervisor when I was a Counsellor so I'd got some idea but there wasn't any formal ones”.
(Ann, lines 142-145)

Ann highlights a lack of formal preparation and that her only understanding of supervision was from her previous experience of being supervised when she was a counsellor. Kate also describes her experiences of feeling unprepared for supervision:

In trying to understand their preparedness for supervision the participants reflected on the formal training that they had received:

“I think we might have had a 5 minute chat literally on the residential and that was it, so there was no formal training in it”. (Ann, lines 165-168)

“It literally was something that was thrown in whereas the PD Group was much longer”. (Ann, lines 175-176)

“So no, no real formal stuff”. (Ann, lines 177-178)
For Ann there is a clear absence of formal preparation for supervision and her language reflects the lack of importance and value that she feels her training establishment placed on it and the dismissive way in which it was dealt with. She contrasts this with the attention given to the Personal Development Group and concludes that she had no formal preparation.

**Improving preparedness**

“I think there should be, there needs to be something I think much earlier on. You know, whether it’s erm, I think what would be helpful for trainees erm, is some sort of, I don't know, leaflet or package or something that goes out to them once they are accepted on to the course so they understand what it’s all about”.

(Ann, lines 160-168)

As Ann reflects on her own experience and preparedness for supervision she suggests a policy of informing trainees about supervision as soon as possible. She goes on to suggest the importance of educating trainees about supervision and highlights the challenges that supervisees can face, made more difficult by the power imbalance that may exist between supervisor and supervisee:

“’I think there are certain things that should be sort of discussed in some form of training beforehand or in, you know, or a written explanation if people have problems with supervision because I know some of my colleagues have had with their supervisors and I think those sort of things need to be discussed and trainees need to be aware of, you know, what can and can't be done and, because I think they are in a very much powerless position’. (Ann, lines 184-191)
3. The Transition

Feeling unprepared – the doubting self

As Ann reflects on her transition from supervisee to supervisor, her reference to “learning curve” indicates that this was a period when she learnt a great deal, suggesting that there was a gap in her understanding of being a supervisor at the point of transition:

“So it was a learning curve, that transition is not as easy as we’d like to think and it wasn’t because I was big headed and thought I can do this, it was more, you know, I hadn’t really comprehended it fully”. (Ann, lines 439-442)

This is supported later in her transcript when she acknowledges that her understanding of being a supervisor has come from personal experience and guidance from her supervisor – there was no formal training:

“Only in the fact that in my own transition you know, that it was demanding and quite a rude awakening and erm, there haven't been any lessons in, out there as to what you do in difficult cases some of it you learn as you go, you get help from your supervisor”. (Ann, lines 715-719)

A need for training

There is a sense of a missed opportunity as Ann suggests that her academic establishment take a more direct role in supervision training – the current training being inadequate and in need of updating:
“I think again probably in your final year at, at university you know within, I think something like professional issues, I think there could be a day's workshop then, I know we had Robin in, but he didn't go into all that but I think, erm, not so much the how you do the supervision but what it, the importance of it and what it involves and erm, and actually talking about the transition”. (Ann, lines 497-503)

A need for consolidation

As Ann reflected on her transition from supervisee to supervisor the importance of a period of consolidation post qualification is clear. For her the transition from trainee to qualified counselling psychologist was particularly significant, bringing with it challenges and demands that she had not previously experienced. Although each of the participants experienced this transition differently, their conclusions were the same – a period of consolidation between qualifying and becoming a supervisor is essential to enable the individual to grow and settle into their new role.

For Ann, it is not just the period of time between qualifying and being eligible to supervise that is important, but how this time is utilised. She highlights the importance of training together with the quality of the supervision as being particularly critical at this stage:

“I think you definitely need the two years, I think that is important, I can see why the guidelines er, I think that it could just be improved by you know, making sure you've got a very good supervisor that helps you through that process, I think perhaps there could be just before the end of your two years there could be some sort of training, even if it's just a day or two days workshop that just actually looks on that transition,
you know, and about what the huge responsibilities are about, you know being responsible for this person and their clients and things”. (Ann, lines 475-484)

4. On Being a Supervisor

Supervisor as educator

As Ann reflects on her role as supervisor she highlights the educative role:

“I love that teaching side of it so I see that as an important part to the role and helping them really and develop them as much as I can you know”. 

(Ann, lines 533-536)

There is a real sense of the value she put’s on this teaching role and the importance it plays in the development of the supervisee.

Being responsible for the other

As Ann reflects on her earliest experiences of being a supervisor the sense of responsibility is clear:

“It’s not an easy one, and the responsibility, it is a huge responsibility”.

(Ann, lines 458-459)

“When I did suddenly, was eligible truly to be able to supervise, erm, you know, I suddenly had three supervisees to do, two of them, you know, were far more straight forward and one was more difficult, but it was the actual, the realisation of the
responsibility, you know, these are people's lives and you know, they had given up a lot to do this training and how important it was, but it's not just a responsibility for them, but it's also a responsibility for the clients that they're dealing with, erm, and just the fact that we are accountable for them”. (Ann, lines 421-430)

As she reflects further this responsibility and accountability clearly comes at a cost to her:

“It’s not an hour, you know, it's not just an hour a week or however long, often you see them, it's everything else involved in that, so I think for every supervisee you’re looking at probably, because some of it's just mental anguish, you’re looking at about three hours to every one hour you do with them, I think when you look at.. especially in the earlier stages”. (Ann, lines 462-468)

For Ann the sense of responsibility for her student supervisees extends beyond their clinical work to their academic studies:

“It’s also erm, ensuring that the supervisee fulfils everything that the training is asked and specifically where they are within their timetable of training, erm, I think it's important to be able to accommodate that for them so you can facilitate what, you know, what they need and what they require to pass but also to develop, so I think their developments important”. (Ann, lines 509-515)
Facilitating growth and development

For Ann facilitating growth and development is an important part of her supervisory role and her focus is on helping her supervisees to become effective clinicians:

“I think that's a very important part, grow and develop which is the same thing really and become very good practitioners”. (Ann, lines 547-549)

For Ann facilitating growth and development has its own rewards:

“Actually seeing someone grow, develop and then become a manager within your own you know, your own department, that to me is something I like to see, I like to see that development and progression and hope that they are going, go on to be you know, leaders”. (Ann, lines 682-686)
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Memo 5 Kate

Kate is a counselling psychologist working as part of a multidisciplinary learning disability team.

1. The Supervisee Experience

The Importance of the supervisory relationship

As Kate reflects on her experience of being a supervisee, she once again emphasises the importance of feeling supported and valued, but there is a sense that these needs are subsumed by the notion of trust. A mutual trust that is essential for openness and central to the supervisory working alliance.

“I found that a really good supervision in terms of feeling supported from the off, erm, I felt that there were no great expectations of me to start off with so I felt that I was in a very supportive relationship and I felt over time how that relationship changed from one of more of dependent to sort of independence if you like and I just felt valued by the Supervisor and erm, I felt there was a trust there, a mutual trust and I felt completely that I could trust her to be as open as it's possible to be, you know, within that room”.

(Kate, lines 28-36)

A Time to learn

Kate highlights the importance of the learning experience in her first year of being a supervisee reflecting Ann’s experience of it enhancing her academic studies.
“More learning to start off with, I think I used supervision, supervision extensively, certainly in the first year to sort of learn more about, erm, the skills and the models that I was learning at University and I would ask, you know, quite direct questions of the supervisor”. (Kate, lines 175-179)

A Developing sense of self

The impact that a developing sense of self had on the supervisees’ understanding of the supervision process over time is evident from Kate’s reflection on how supervision has changed for her:

“I do think what I’ve got out of supervision has changed slightly over the years, you know, from starting off as erm, a very new trainee with very limited experience to working your way through training to become erm, you know, a final placement erm, trainee and then two years past that now, you know, I, you do change so I think what you get out of supervision changes”. (Kate, lines 164-169)

For Kate the experience gained through three years of training followed by a two-year post qualification period has meant that she has changed, that she has grown and with this growth what she has got out of supervision has changed.

2. Supervisee Preparedness

A lack of understanding of preparedness
As Kate reflects on her conceptual knowledge of supervision as a supervisee her lack of understanding is clear:

“Erm, very little, erm, I think I went through supervision, erm especially in the early days of training, really not having a clue what I was, I was supposed to be doing really and when I look back now with reflection, I realised I didn't really understand that too much about, erm, models of supervision, erm, or what stages that I was meant to be going through”. (Kate, lines 95-100)

There is a sense of role ambiguity and uncertainty in her response and that supervision was just something that happened with little formal preparation.

The lack of conceptual knowledge reflects a lack of supervisee preparation for supervision and this is articulated clearly by Kate:

“Looking back I don't, I don't think that erm, no I don't think I did have much preparation, you just went to supervision erm, and I don't remember much in the way of conversation about what supervision was going to be”. (Kate, lines 156-159)

**Self-directed learning**

As Kate reflects on her preparedness for supervision she highlights the fact that self-directed learning was actively encouraged by her training establishment as a way of developing her own theoretical understanding of supervision. There is a real sense of
her being encouraged to take responsibility for her own learning, something that she 
acknowledges she didn’t fully engage in:

“We were sort of pointed in the direction of models so that was up to me to go and to 
read around that, which I did to a limited extent”. (Kate, lines 143-145)

Improving preparedness
As Kate reflects on her conceptual knowledge of supervision she highlights the 
importance of supervision training and the scope for improvement that there is within 
the current training programme:

“I think everybody training as a Psychologist would benefit from, erm, an actual 
module about supervision”. (Kate, lines 133-135)

3. The Transition

Feeling unprepared – the doubting self
As Kate reflects on her first experience of becoming a supervisor, the lack of 
predparation for the role is clear:

“I was told I'd got to be a supervisor more or less as soon as I started my role, so I'd 
been a supervisor for several months before I actually did any formal training”. 
(Kate, lines 194-196)
There is a real sense of the powerlessness that Kate felt at being “told” that she had got to be a supervisor as soon as she had started in her new job, a role that she was clearly unprepared for:

“I did, did feel completely unprepared for that and found that quite stressful, and it added to the stress of settling into a new role erm, you know, post qualification”. (Kate, lines 266-269) This lack of preparation for her transition had traumatic consequences:

“Absolutely terrifying, when I was told I'd got to be a supervisor, I'd only just started in my role, I was quite aghast actually, erm, feeling very much still as if I'd got my own trainee hat on erm, how on earth was I going to supervise an Assistant when I felt very much like I needed a lot of supervision myself, so I found that a really scary process”. (Kate, lines 208-213)

There is a sense of shock and bewilderment at being put in a position for which she felt unprepared while at the same time feeling resentful that her own needs were being subsumed by the needs of her supervisee.

“I also found it quite, I also found it quite frustrating at times, erm, and quietly to myself I would sometimes feel a little bit resentful and I've never admitted that to anybody before, not even to myself, but sometimes I would feel a little bit resentful if I knew I'd got to supervise this person that day because I felt unprepared, it was eating into my time where I was needing to erm, get on top of my own job”.

(Kate, lines 227-233)
The resentment that Kate feels towards her supervisee highlights the negative impact on the supervisory relationship of Kate feeling that she is unprepared for her role as supervisor – her supervisee becomes the focus for Kate’s frustrations. For Kate her understanding that she is ill prepared for her new role does not fit with the high expectations that she has of herself to care for her supervisee, leading to self doubt and high levels of anxiety:

“If I’m completely honest I found it quite frightening in terms of, was I going to be a good enough supervisor for this Assistant who was also a new Assistant as well, and I almost felt was this the blind leading the blind, so I felt an awful pressure on me erm, to provide. Because I know how important supervision is and at the same time I didn't feel like I'd got the skills to be a supervisor, so that was quite stressful”.

(Kate, lines 221-227)

For Kate, becoming a supervisor did not involve a period of transition, as for her, transition suggests some form of preparation, something that she feels strongly she did not receive. Her knowledge of being a supervisor came from her personal experience of supervision:

“There was no transition period, you know, I was erm, a trainee one week and literally the following week erm, I take my job and I'm now a supervisor, there was no transition you know, I hadn't learnt, I'd learnt for three years how to become a counselling psychologist but I hadn't learnt how to become a supervisor so at that point, you literally have only got the supervision that you've had as examples of what supervision can look like to try and model it on…” (Kate, lines 244-252)
Kate argues that the difficulties encountered on this transition are avoidable. For her, most people who go on to supervise experience a challenging and stressful journey and that this could be remedied with better preparation:

“I think most people, if not all of us, that go on to supervise, erm, get there by stumbling over a few blocks before, before we get on to that path and I think it just adds stress, adds stress to a situation that doesn't necessarily need to be there you know... ”. (Kate, lines 393-397)

Previous experience to inform practice

For Kate her personal experiences as a supervisee have been central to informing her supervisory role:

“I would want to provide the kind of supervision that I've benefited from”.

(Kate, lines 288-289)

The role of the learnt experience in informing supervisory practice is developed further by Kate as she reflects on her experiences of working with a number of different supervisors:

“I've had various supervisors now and taken positives from all of them, you know, erm, and yet everyone works differently and I find that encouraging actually that everyone does work differently, erm, it doesn't make me feel that I have to be, to be a certain way, I don't feel that there's one set way that I have to be as a supervisor or one set model, that there's actually different approaches and you bring your own approach”. (Kate, lines 85-91)
For Kate, her learned experience has been that there is no right or wrong way to supervise, but rather it is about the individual developing his or her own style or model – of becoming an autonomous supervisor.

“I want to give, sort of the best bits from all the supervisions I've had, to try and knit them together into my own model, I suppose”. (Kate, lines 309-311)

“So all the things I value out of supervision I hope that I could pass that on to somebody else”. (Kate, lines 375-377)

For Kate it is about bringing together all of her positive experiences of supervision and generating her own understanding of what it means to be a supervisor.

An important component of Kate’s previous experience was the transfer of skills and understanding from the therapeutic relationship to inform their supervisory practice.

“It is very much like the therapeutic process”. (Kate, lines 317-318)

In making the connection between the therapeutic process and the supervisory role and likening the supervisee to the client, Kate is able to use her personal experience and understanding of the therapeutic relationship to inform her supervisory working alliance:

“I'd want, as working with the client, I'd want a client to leave the room feeling supported, listened to, heard, held, contained erm, and those are all the things that have been important to me”. (Kate, lines 320-323)
For Kate, facilitating this growth and development is central to her therapeutic goal with clients; a goal that she feels is equally appropriate in the supervisory relationship:

“Going back to that therapeutic relationship, my whole point of being in this job is to help to facilitate people to move forward in their lives you know, erm, and it's the same principle I think, in supervision as well, you know, facilitating that moving forward and growing now”. (Kate, lines 381-385)

There is a real sense of both Kate and Sarah focusing on the needs of the individual, whether that is the client in their therapeutic relationship or the supervisee in the supervisory relationship – it is clearly client led therapy and supervisee led supervision.

A need for training

For Kate the lack of theoretical understanding about supervision resulted in a difficult transition and she highlights the important role that the university or workplace can play in improving the transition by providing appropriate, formal training.

“I think you know, if we could have some kind of, erm, some kind of training like a module in university or, or within the workplace before you actually start supervising, then, that that gives you the potential then to to perhaps start on a better footing”. (Kate, lines 281-285)
As Kate reflects on her transition, she clearly feels let down by the inadequate preparation that she received and calls for a “recognisable period of transition” that would involve formal training – there is a sense of a missed opportunity:

“There does need to be a recognisable period of transition erm, and that there needs to be some sort of preparation for that whether that’s formal training or er what I don't know, but at the moment I really don't think there is a preparation that's good enough”. (Kate, lines 389-393)

For Kate, the lack of formal training currently available is clear:

“I’m not aware of any formal training that I could go and do to become erm, a supervisor and that would be really useful”. (Kate, lines 418-419)

A need to consolidate

As Kate reflected on her transition from supervisee to supervisor the importance of a period of consolidation post qualification is clear. For her the transition from trainee to qualified counselling psychologist was particularly significant, bringing with it challenges and demands that she had not previously experienced. Although each of the participants experienced this transition differently, their conclusions were the same – a period of consolidation between qualifying and becoming a supervisor is essential to enable the individual to grow and settle into their new role:
“I feel differently now because I feel like I've settled into my role, but at that point, that transition from trainee to qualified, I needed time to settle into my role and get a grip of what I was meant to be doing and I felt quite frustrated and almost resentful that I wasn't allowed the space to do that and I was having to, to, erm, look out for her and supervise and be there for somebody else when I wasn't ready myself erm, so I found it quite, quite, quite difficult actually”. (Kate, lines 233-240)

Kate is aware of her own needs as she became qualified, needs that were clearly ignored and subsumed by the demands on her to supervise. This complete disregard for Kate’s needs had negative implications for her supervisory relationship and her suggestions as to what is needed is clear:

“Absolutely by not giving erm, you someone to supervise in the first week of starting, you know, your first job. I think there needs to be, I don't know whether you need two years, but you certainly need a good period at least six months or twelve months settling into your own role before your then given that role of supervisor”.

(Kate, lines 271-276)

As she reflects further on her experience, Kate conveys a sense of the anxiety and challenges involved in moving from trainee to qualified and the need to be competent in one role before moving to another.

“I don't see how you can be a competent and good enough supervisor erm, when you don't even know what your own role looks like and you haven't settled into that, you know, how can you hold someone when you are feeling quite chaotic yourself, so, so
for a start off, don’t give somebody erm, a supervisor’s role when they've only just come straight out of training”. (Kate, lines 276-281)

4. On Being a Supervisor

Supervisor as educator

Kate highlights the role of the supervisor in providing a collaborative and supportive approach to learning together with the supervisors’ role in facilitating enquiry:

“I would want to be able to give space to the supervisee to erm, for them to bring their work that they're working on and discuss it with you to explore different possibilities and for you to erm, help that supervisee to perhaps consider things from different angles that they might not have considered before”. (Kate, lines 289-294)

Facilitating growth and development

For Kate, critical to a supervisee growth and development is support from their supervisor both at a personal and professional level:

“Support and support on a personal level almost as well, erm, not just directly to do with work but good supervision for me has always included the last ten minutes with the supervisor saying "and how are you? " you know “ how are you coping with all of this" you know, so I don't mean, you know, encroach onto their personal life but just their personal, erm emotional self within the whole process erm, and I think that's quite important, that people feel, I would like to think that a supervisee would leave a
session with me feeling supported erm, and valued, that their work was valued and if they were struggling, I'd like to think that I could help to facilitate them, you know being able to, to get to where they need to get to you know”. (Kate, lines 294-305)

Kate uses her own experience and understanding of good supervision to inform her supervisory practice, emphasising the need for the supervisee to feel valued both in their work and as an individual.
## Client 5 (Kate): Table of Themes from IPA Semi-structured Interview

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| **Articulating needs from supervision** | Support and guidance, A time to learn          | “Support and clarification”
|                              |                                               | “More learning to start off with”                                                    | 162, 175       |
| **Making sense of the supervisee experience** | The supervisory relationship, Developing sense of self, Differing experiences, Changing needs | “I felt there was trust, mutual trust”
|                              |                                               | “I can now work independently”                                                      | 34, 182, 85, 164 |
| **Supervisory relationship** | Key factors                                   | “Support & support at a personal level”                                             | 294-295        |
| **Preparedness for supervision** | Self-directed learning, Feeling unprepared, Improving preparedness, A lack of understanding | “It was up to me to read around that”
|                              |                                               | “I didn’t have much preparation”                                                    | 143, 152, 133, 96 |
| **The transition**          | Feeling unprepared, A need to consolidate, A need for training, What transition?, Experience to inform | “I did feel completely unprepared”
|                              |                                               | “There needs a recognisable period”                                                 | 266, 389, 281, 244, 376 |
| **The role of supervision**  | Responsibility, Educator, Facilitating growth and development, Previous experience to inform | “That they’ve had a positive experience”
|                              |                                               | “Consider things from different angles”                                             | 369, 293, 304, 317 |
Memo 6 John

John is a counselling psychologist in a residential school.

1. The Supervisee Experience

A Time to Learn

In assessing the competency levels of supervisors, John reveals his understanding that a key element of the supervisory role involves the transfer of knowledge from supervisor to supervisee. His use of the language “transfer that knowledge base onto the trainee” suggests that the trainee is a passive recipient in the relationship and that the supervisor is all knowing:

“You’ve got some who are very good where their erm, theoretical knowledge base is sound and they are able to erm, transfer that knowledge base on to the trainee and there are some who er, have the knowledge but have difficulty in translating that to the supervisee’s level of understanding”. (John, lines 23-27)

John uses his own experience of being a supervisee to highlight the variation in supervisor competence in transferring this knowledge:

“I think some Supervisors actually, they lack the skills of teaching, I think that was quite apparent. They might be good practitioners but not necessarily good teachers”. (John, lines 40-42)

John’s use of the words “teaching” and “teacher” emphasise the educational role that supervisors have, particularly with trainees and his observation that some supervisors
“lack the skills of teaching” highlights an important area of future training for supervisors.

A Developing sense of Self

John highlights the importance of continuity and the reciprocal nature of the learning experience within the relationship:

“Yeh, and It’s good for both ways because I'm learning from them and they're learning from me and then we grow together, learn together, it's not just a one way traffic erm, it's erm, because psychology is so big and therapy is so big, each case is different so we learn from every case and every scenario and every crisis erm”

(John, lines 329-333)

3. The Transition

Feeling unprepared – the doubting self

As John reflected on his transition from supervisee to supervisor, there is a sense that he felt prepared for his role as supervisor:

“If anything, because I was, within the residential school I am talking about the psychological concepts and constructs to other workers so that is informal supervision, giving advice and erm, doing assessments and so forth and making hypothesise and testing hypotheses, so that transition I did not see as a problem, or, it was more or less just changes tubes…” (John, lines 230-235)
For John, the transition from supervisee to supervisor is not well defined. There is no beginning or end, but rather a sense that the role of supervisor has evolved from a mentoring and supportive role to fellow trainees and work colleagues. There is a real sense of the unplanned nature of John’s developing supervisory role – of almost stumbling into his role, together with the realisation that as a supervisee he has all the necessary skills to supervise. Key to the evolving nature of the supervisory role is the non-defined way that John understands the role of supervisee and supervisor and the lack of distinction that she makes between roles.

Previous experience to inform practice

When John is asked to reflect on his conceptual knowledge as a supervisee he highlights the significance of his previous experience in informing his understanding of supervision:

“Erm, I came from the background of social work so I also did psychotherapy whilst in Social Services, so it depends on where I came from, so I used to supervise Social Work students and I did practice teaching award as well so it was about how to apply theory to practice in the Social Worker remit so the supervision I had within the authorities was very very high quality, whereas in counselling psychology I felt it was quite weak”. (John, lines 51-57)

As a counselling psychology trainee John had already had experience of supervision within a different context and setting, giving supervision to social worker students. There is a sense of guidance and structure to his experience of supervision within the
social work system and he highlights the importance of his teacher-training award in helping to inform his supervisory role/practice:

“Erm, I did teacher training and I think I apply a lot of those skills into supervision and I found, I find that very helpful”. (John, lines 149-150)

John also makes it very clear how different (much higher) he found the quality of supervision to be between the authorities and counselling psychology and he elaborates on this further:

“I was doing the job for 20 years so, so the supervision within the authorities was top off the mark and it was also, because it's legislative work erm, there's certain standards that people have to get to before they can supervise others, so they had to get accreditation by the authorities before they can supervise, so erm, erm, that that, you know, that was it really”. (John, lines 72-77)

John emphasises the high quality of the supervision within the authorities and identifies the structured nature of supervisory training and the need for accreditation before one can supervise as key element to this quality – something that is currently lacking within psychology. As John continues to reflect on the differences between his previous experiences of supervision in the authorities he once again highlights the very structured nature of the supervision sessions in contrast to the unstructured nature/form of his psychology supervision.
“Erm, again I think erm, it was less structured, erm, in my previous experiences there was an agenda, the, the erm, the Supervisor's agenda, the Supervisee's agenda and then within that time scale we had an aim and a goal and then tried to meet the objectives by the end of that session. If there were things that were left, then of course we would then put those forward for the next supervision erm, and it was also about growth as well where erm, how the, the trainee or the Supervisee is progressing if not, then it needs to be revisited and further training into those elements or those competences”. (John, lines 83-92)

There is a real sense of the positive/empowering effect that John felt from this structure, helping him to grow, identify further training needs and develop his competencies. For John his previous experience of supervision both as a supervisee and supervisor contrasted greatly to his early experiences of supervision as a psychology trainee:

“As a Supervisee….erm, I suppose erm, my expectations were very different from the Supervisor's expectations and I think that could have been because of my previous experiences, so there was a clash between what I had been used to, to something which seemed to be quite, erm, weak”. (John, lines 103-107)

John’s expectations of supervision were clearly not met and there is a real sense of frustration and disappointment at the poor quality of the supervision that he received. Having highlighted the inadequacy of the supervision that he received, John emphasises the vital role that his previous experience of supervision played in the
positive outcome of his training and without which he feels that he would have been unprepared:

“Yeh, and the other thing, the other identification is, if I hadn't had previous experience, I think I would have been very weak when I left the course, so what happened is, because of my previous experience, the fact has helped me to work within the authorities. So, erm, there is the erm, there's skills at organisation level which I think I suffered if I had not been in the authorities prior to my training....”.

(John, lines 192-199)

As he reflects on his role of supervision, John highlights once again the inadequacy of his training and how he used these negative experiences and what was lacking to inform his practice:

“Lacking...all the things, all the gaps, yeh, the gaps, all the things that I wished I had when I was a Supervisee so I put those into”. (John, lines 179-181)

A need for training

John also identifies a need for training, but from a different perspective. Unlike the other participants, John has had supervisory training and experience in other roles and he identifies this as critical in informing his transition in his current supervisory role. He argues that without this he would have been inadequately prepared to become a supervisor.
“It would be helpful to to have certain training erm, if I hadn't had the previous experience then I think I would have really fumbled and I think I wouldn’t have been very helpful or useful to my trainee”. (John, lines 239-242)

4. On Being a Supervisor

Differing roles

Here John draws a clear distinction between the supervision requirements of trainees and those of fully qualified psychologists:

“There's two types of supervision as well, one is for the students, the trainees and the other one is your colleagues so the colleagues supervision I think is slightly different whereas for students its more of a teaching role and testing role because they don't know much about the organisation or the authorities and we are the best people to train them, get them to the mark. With the colleagues it's very different because we're on a same par erm and then we have joint supervision as well that's what my supervisors like to call it because my experience is just as valid as theirs”.

(John, lines 364-378)

With trainees his role is both educative and evaluative and there is clearly a power imbalance that doesn’t exist with colleagues.

Supervisor as educator

As John reflects on his role as supervisor he highlights the educative role:
“Mmm. erm, it's very rewarding, erm, and it's erm transferring a lot of the, the knowledge, the skills, the experiences to the trainee”.

(John, lines 163-164)

There is a real sense of the value he put’s on this teaching role and the importance it plays in the development of the supervisee.

**Being responsible for the other**

By taking responsibility for the other, particularly in relation to trainees, John identified the evidence of good practice as an important component to this responsibility:

“Checking the, erm the student's case notes, checking formulations, seeing that they are competent in their 1 to 1 work with clients, their observations when they're at meetings, looking at the bigger picture, not just the therapeutic work....”

(John, lines 184-188)

John also highlights the evaluative nature of the supervisory role:

“Yeh, as a supervisor I want to make sure that the student is doing, or the supervisee is doing what they're suppose to be doing er, checking their erm, knowledge base and you test that by erm, the way they explain and discuss the case and the interventions they are using and the reasons why their rational and their theoretical knowledge on which they are basing their ideas and so forth and then whether they are competent in using those erm, methods”.

(John, lines 302-310)
Facilitating growth and development

For John facilitating growth and development has its own rewards:

“It's nice when they flourish and blossom and learn and move forward and there's that sense of...yes they're gauging their erm, from when they started to the time they've finished that that massive development that takes place is very rewarding...”

(John, lines 163-168)
**Client 6 (John): Table of Themes from IPA Semi-structured Interview**

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Appendix 11: Themes from Individual Tables

1) Sue
   Articulating needs from supervision
   Making sense of the supervisee experience
   Personal understanding of preparedness
   Supervisory relationship
   The transition
   The role of supervision

2) Wendy
   Articulating needs from supervision
   Making sense of the supervisee experience
   Personal understanding of preparedness
   Supervisory relationship
   The transition
   The role of supervision
   Changing identities

3) Sarah
   Articulating needs from supervision
   Making sense of the supervisee experience
   Personal understanding of preparedness
   Supervisory relationship
   The transition
The role of supervision
Changing identities

4) Ann
Articulating needs from supervision
Making sense of the supervisee experience
Personal understanding of preparedness
Supervisory relationship
The transition
The role of supervision
Changing identities

5) Kate
Articulating needs from supervision
Making sense of the supervisee experience
Personal understanding of preparedness
Supervisory relationship
The transition
The role of supervision

6) John
Articulating needs from supervision
Making sense of the supervisee experience
Personal understanding of preparedness
Supervisory relationship

The transition

The role of supervision
Appendix 12: Super-ordinate and Sub-ordinate Themes Integrated from Participant’s Tables of Themes

Articulating Needs from Supervision
Support, reassurance, a time to learn, challenge, guidance.

Making Sense of the Supervisee Experience
Identifying personal needs, the supervisory relationship, early dependency, developing sense of self, power imbalance, differing experiences, changing needs.

Personal Understanding of Preparedness
Self-directed learning, feeling unprepared, improving preparedness, a lack of understanding, experience to inform, ideas for improvement, no preparation, early dependency, doubting self, experience to inform.

Supervisory Relationship
Differing experiences, key factors, encouraging, collaborative.

The Transition
The need to consolidate, need for training, experience to inform, preparing for the transition, doubting self, what transition, a time to consolidate,
The Role of Supervision

On being a supervisor, differing roles, being responsible for the other, supervisor as educator, experience to inform, supervisor as mentor, therapeutic relationship, facilitating growth and development, reciprocal learning, power, empowering the other, need for self reflection, responsibility, experience to inform.

Changing Identities

Developing sense of self, doubting self.