

SUPERVISOR AND SUPERVISEE PERCEPTIONS OF A HYBRID METHOD OF
INDIVIDUAL-TRIADIC SUPERVISION

A Dissertation

by

ERICA TINA GARCIA

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This dissertation meets the standards for scope and quality of
Texas A&M University-Corpus Christi and is hereby approved.

Marvarene Oliver, EdD
Chair

Mary Alice Fernandez, PhD
Committee Member

K. Michelle Hunnicutt Hollenbaugh, PhD
Committee Member

Sam S. Hill, PsyD
Graduate Faculty Representative

December 2015

ABSTRACT

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards changed in 2001 to include triadic supervision as an equivalent method of individual supervision. Individual supervision was previously defined as one supervisor working with one supervisee. Triadic supervision is one supervisor working with two supervisees. There was little existing literature that explored the efficacy of triadic supervision prior to this change. Similarly, there is a dearth of research about methods of triadic supervision that include the use of both individual and triadic sessions as one modality of supervision. The present study explored a hybrid method of individual-triadic supervision (HI-TS), which involves rotating sessions of individual and triadic supervision.

Four doctoral student supervisors and seven master's-level supervisees participated in the study experiencing rotating sessions of individual and triadic supervision over a period of ten weeks. A phenomenological qualitative approach was utilized to explore the lived experiences of the participants. Data were collected through reflective journals, individual interviews, and focus groups.

A total of seven themes emerged through data analysis. Three themes were specific to the doctoral student supervisors' experience and included supervisor roles, importance of relationships, and professional maturation. One theme, significance of the triad, was unique to the master's-level supervisee experience. Three themes arose from the data of both doctoral supervisors and master's student supervisees. These included challenges, session composition, and reactions to hybrid individual-triadic supervision.

The results supported the findings of previous research studies about supervision, more specifically supervisory roles, the importance of the supervisory relationship, and supervision session composition and challenges. Additionally, the participants expressed that hybrid individual-triadic supervision was beneficial because supervisors were able to address issues that may have been more appropriate for individual supervision, while continuing to provide the benefits of both individual supervision and triadic supervision to the supervisees. Moreover, the challenges experienced by the supervisors point to the possible need to more deeply develop training methods for supervisors about how to manage triadic supervision sessions. Further research of HI-TS could include a larger scale, quantitative investigation and application with provisionally licensed counselors.

DEDICATION

To the little girl who did not have the eyes to see her own beauty, the ears to hear her own wisdom and wit, the heart to love herself, and the spirit to fully embrace her uniqueness. May you be restored and made new in a way that only the Creator, Redeemer, and Sanctifier have the power to do.

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“I have competed well; I have finished the race; I have kept the faith. From now on the crown of righteousness awaits me, which the Lord, the just judge, will award to me on that day, and not only me, but to all who have longed for his appearance.” 2 Timothy 4:7-8

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CHAPTER I: INTRODUCTION

As practicum and internship students begin their journeys into the application of their knowledge, they also begin to experience supervision in many different forms. In 2001, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) approved triadic supervision as a modality for clinical supervision. Little research existed to support triadic supervision as an equivalently efficacious supervision format as compared to either individual or group supervision. The preponderance of early research focused on individual supervision because triadic supervision was not yet recognized as a method of supervision in the mental health fields (Nguyen, 2003). CACREP (2001, 2009) defined triadic supervision as one supervisor working with two supervisees in a concurrent process. The American Counseling Association (ACA, 2014) offered a definition of supervision in the newest code of ethics which includes a description of supervision as occurring between a supervisor and “another individual or group” (p. 21); however, no distinction is provided utilizing terminology for the various types of supervision.

Individual Supervision

Since the inception of helping professions individual supervision has been the primary method of supervision for training new clinicians (Bernard & Goodyear, 2013). In 1996, Carroll reported that individual supervision, involving one supervisor and one supervisee, was the most widely used form of supervision. Ray (1998) and Ray and Altekruze (2000) studied the effectiveness of group supervision versus a combination of group supervision and individual supervision. Their research yielded results showing that a majority of the participants, (81%), chose individual supervision as one of the top two most advantageous supervision experiences

(Ray, 1998; Ray & Altekruze, 2000). Prieto (1998) and Prieto and Altamaier (1998), in a study of practicum supervision in CACREP programs, also reported that individual supervision is the preferred method of supervision utilized by supervisors.

Advantages of Individual Supervision

Multiple authors have reported that individual supervision affords supervisees an environment in which there is a higher level of comfort with self-disclosure regarding their work with clients (Efstation, Patton, & Kardash, 1990; Waldfogel, 1983; Walter & Young, 1999; Webb, 2000). Newgent, Davis, and Farley (2004) studied the experiences with individual, triadic, and group supervision of students enrolled in a supervision course. Those participants who experienced dyadic (individual) supervision reported higher levels of perceived effectiveness of supervision than those who participated in triadic supervision. They also reported higher satisfaction levels. In a more recent study, Borders et al. (2012) investigated supervisor and supervisee perceptions of the advantages and disadvantages of individual, triadic, and group supervision. The participants in the study noted several benefits of individual supervision, including the ability to delve into questions and concerns more in depth. Also seen in the literature is that feedback in individual supervision can be customized specifically to the developmental level of the supervisee (Borders et al., 2012; Carroll, 1996).

Disadvantages of Individual Supervision

A disadvantage of individual supervision is the lack of multiple perspectives (Carroll, 1996; Lakin, Lieberman, & Whitaker, 1969). Additionally, when there is a struggle within the supervisory alliance, supervisees tend to be unwilling to discuss more sensitive concerns (Ladany, Hill, Corbett, & Nutt, 1996). Ladany et al. (1996) also contended that supervisors

acting in the role of counselor may struggle to set appropriate boundaries within supervision. Supervisees may also struggle with the power differential between supervisor and supervisee (Borders et al, 2102).

Triadic Supervision

Supervision has played a prominent role in the training of clinicians since the psychoanalytic movement. Gans (1957) was the first who discussed a format of supervision involving a single supervisor working with two supervisees. This format of supervision was termed co-therapy and entailed a supervisor working in a single supervision session with two trainees who co-facilitated a therapy group. While Gans (1957) was the first who wrote about the use of triadic supervision, McGee (1968) was the first who used the term triadic supervision.

Following McGee's (1968) use of the terminology, the first proposed model entitled "triadic supervision" was created by Spice and Spice (1976, p. 252); however, this model differed greatly from the definition of triadic supervision used today. Spice and Spice's (1976) model involved three students working together in one of three different roles: supervisee, commentator, and facilitator. During the supervision process outlined by Spice and Spice, the student acting in the role of supervisee presents an example of their work with a client. The commentator is responsible for reviewing this sample prior to the actual triadic supervision session and writing their observations. During the supervision session, the commentator shares his or her observations with the supervisee and urges communication about the key components of the commentary that both supervisee and commentator identify. During this process the student acting as facilitator aides the dialogue between the supervisee and commentator by keeping the discussion oriented on the here and now in order to encourage a deepening of the

supervision session. Faculty involvement in this process is minimal and primarily found in the beginning stages of supervision to aide in the development of the students' roles. Once the students involved in the triadic process become acquainted with each of their roles, the faculty member no longer participates. Spice and Spice's (1976) proposed model served multiple purposes, including the extension of supervision training to master's-level students, who would potentially become supervisors once in the field.

Lyman (2010), in a study of the prevalence of triadic supervision usage, surveyed faculty at CACREP-accredited programs throughout the United States about the use of triadic supervision within their counseling programs. Lyman found that 63.5% of the CACREP-accredited universities whose faculty responded to the research survey actively utilized triadic supervision. Lyman's study uncovered a trend in the application of triadic supervision throughout master's programs across the country.

Advantages of Triadic Supervision

Triadic supervision has become the focus of a growing body of research since this format of supervision was approved by CACREP (2001). Included in the developing literature are examinations of the effectiveness of triadic supervision and challenges related to triadic supervision. Nguyen (2003) studied the differences in counselor development and encouraging counselor effectiveness across individual and triadic supervision. Nguyen (2003) found that supervisees who participated in triadic supervision showed a higher level of developmental growth than those supervisees who participated in individual supervision.

Bakes (2005) studied the differences in scores on the Supervisory Working Alliance (SWAI; Efstation et al., 1990) between supervisees participating in individual and triadic

supervision. Participants receiving triadic supervision rated their supervisors as more highly focused on their abilities with case conceptualization than those involved in individual supervision. They also reported a slightly higher perceived working alliance than their colleagues receiving individual supervision. Bakes (2005) also found that supervisees who obtained triadic supervision appeared to attain an increased understanding of their clients compared to supervisees in individual supervision.

For counseling programs with minimal supervisory resources, triadic supervision can aid supervisors and supervisees with ensuring that supervisees receive supervision as required. In addition the reflective process that can take place in triadic supervision sessions allows for supplementation and extension of the supervision session, which can also encourage supervisees to view things from manifold perspectives (Andersen, 1987, 1991; Stinchfield, Hill, & Kleist, 2007). This reflective process can also assist supervisees with growth in their clinical skills, case conceptualization, and development of multicultural competency through expansion of their worldview (Goldberg, Dixon, & Wolf, 2012). Furthermore triadic supervision promotes budding counseling professionals to collaborate with their colleagues, a skill which is continually stressed to new and seasoned counselors alike.

In a qualitative study of counselor trainees' experiences in triadic supervision Stinchfield, Hill, and Kleist (2010) found that supervisees experienced a normalizing of the various developmental processes that new counselors often experience, as well as allowed for circuitous learning through observation of their peers' session tapes and feedback received from their supervisor. This mutual process helped alleviate anxieties that the supervisees were experiencing and fostered a feeling of belonging. Stinchfield et al. (2010) also found that

supervisees benefitted from hearing multiple perspectives from their peers, which assisted them in developing empathy and more intricate reasoning abilities. Participants also reported that they benefitted from being encouraged and supported to provide their peers with feedback regarding their counseling skills by their supervisors. A strong rapport and trust was built throughout the triadic supervision process which was analogous to that of the counseling relationship and process experienced with clients (Stinchfield et al., 2010). Supervisees also began to develop supervisory skills through the collaborative relationship experienced in triadic supervision.

Disadvantages of Triadic Supervision

Although there are advantages of triadic supervision noted throughout the counseling literature, there are disadvantages identified as well. Due to a dearth of empirical studies there is minimal training for how to perform triadic supervision in counselor education programs (Hein & Lawson, 2008; Oliver, Nelson, & Ybañez, 2010). Due to a lack of training in providing triadic supervision supervisees may develop a perception of an inexperienced supervisor as being ill-equipped, and supervision sessions may be viewed as unorganized (Newgent et al., 2004).

An additional ethical concern lies in the maintaining of confidentiality by supervisees (Goldberg et al., 2012). Fly, Van Bark, Weinman, Kitchener, and Lang (1997) stated that the most regularly breached ethical policy violated by trainees is confidentiality. Due to multiple supervisees being involved it is more difficult to ensure confidentiality of the supervision session content. Stinchfield et al. (2010) also found that supervisees reported apprehensions regarding the ability to trust their fellow supervisee.

Oliver et al. (2010) and Goldberg et al. (2012) stated that triadic supervision may not be suitable for all supervisees. McGee (1968) proposed that transference between supervisees may

hinder the supervision process. Goldberg et al. (2012) also purported that the possibility of triangulation could impede the supervisees from experiencing cohesiveness during supervision. Hein, Lawson, and Rodriguez (2011) examined the experiences of supervisors who worked with incompatible supervisees in triadic supervision. The supervisors in this study reported that progress within supervision was hindered due to the supervisor working around the discordant dynamics between supervisees. Hindrance took on various forms and included a decrease in the amount of time spent working on supervision activities (Hein et al., 2011).

The possibility for further division amongst supervisees exists for several reasons. Hein and Lawson (2008) reported that time management can be difficult for supervisors utilizing triadic supervision. One supervisee may have more clinical experience than the other causing the more experienced supervisee to feel as if they are unable to receive the same attention and benefits of supervision (Newgent et al., 2004). Stinchfield et al. (2010) also found that supervisees felt that there were difficulties balancing the amount of time each supervisee received during supervision. Also, depending on how a supervisor structures supervision sessions one supervisee may feel apart from the supervision process (Stinchfield et al., 2010).

Group Supervision Versus Triadic Supervision

Although some treat triadic supervision processes as an extension of or similar to group supervision, each form of supervision contains separate elements that give credence to each being separate entities. CACREP (2009) describes group supervision as three or more students, not to exceed twelve, working with a supervisor at one time. Group supervision dynamics also differ from triadic in that time cannot necessarily be evenly devoted to each individual supervisee. In triadic supervision supervisees are more likely to receive an equal chance to share

and receive feedback than in group supervision (Bernard & Goodyear, 2013; Borders, 1991; Stinchfield et al., 2007).

Current Research

Since Spice and Spice (1976), triadic supervision has been further investigated (Bakes, 2005; Bang & Goodyear, 2014; Borders et al., 2012; Bobby & Kandor, 1992; Book, 1973; Derrick, 2010; Goldberg et al., 2012; Hein & Lawson, 2008; Hein & Lawson, 2009; Hein et al., 2011; Lawson, Hein, & Getz, 2009; Lawson, Hein, & Stuart, 2009; Lawson, Hein, & Stuart, 2010; Lyman, 2010; Newgent et al., 2004; Nguyen, 2003; Oliver et al., 2010; Solano & Dunham, 1985; Stinchfield et al., 2007; Stinchfield et al., 2010; Sturdivant, 2005; Taylor et al., 1979). The models of triadic supervision offered in the literature enable supervisors to work with supervisees in varied settings; however, there is little information about frameworks that attempt to build on the strengths of triadic supervision and individual supervision. The paucity of research in this area of clinical supervision begs the investigation of a method of supervision that builds on the strengths of both individual and triadic supervision.

Statement of the Problem

Multiple models of supervision are presented in the literature (e. g. Bornsheuer-Boswell, Polonyi, & Watts, 2013; Fitch, Pistole, & Gunn, 2010; Lawson et al., 2009; Lemberger & Dollarhide, 2006; Nguyen, 2003; Spice & Spice, 1976; Stinchfield et al., 2007, etc.). These models have both benefits and limitations. Lawson et al. (2009) found that supervisees who participated in triadic supervision received less time during supervision sessions to process their concerns. This has also been reported in other studies (e.g. Derrick, 2010; Borders et al., 2012).

Additionally, when supervisees were not compatible with one another the effectiveness of the supervision process was decreased (Lawson et al., 2009).

In a survey of 276 faculty members representing 134 CACREP-accredited counseling programs, Lyman (2010) found that 60.6 % of the surveyed faculty was currently providing triadic supervision to their students. This was a significant portion of the surveyed faculty that participated in the study. Derrick (2010) stated that while accrediting bodies recognize triadic supervision as a valid form of supervision there is a lack of direction regarding when the use of triadic meetings may be apposite to individual supervision. The participants in Derrick's (2010) study expressed that having individual supervision sessions in combination with triadic supervision is necessary as some of the participants felt the need for more personalized attention regarding certain concerns. Likewise, Borders et al. (2012) indicated that the supervisors in their study suggested a "balance of sessions" (p. 290) to best accommodate for supervisee needs. This was described as alternating individual and triadic sessions each week. While there is recognition of benefits and limitations to both individual and triadic supervision within the counseling literature to date there has not been an investigation of a modality of supervision that melds individual supervision and triadic supervision. A hybrid method of supervision involving rotating sessions of triadic and individual supervision may build upon the strengths of both.

Purpose of the Study

The purpose of this qualitative study was to discover the perceptions of master's-level supervisees and doctoral-level supervisors participating in a hybrid method of individual-triadic supervision (HI-TS). I utilized a phenomenological approach to investigate the lived experiences

of the participants. Through the use of data from journals, interviews, and focus groups themes from their lived experiences were identified.

Research Questions

The research questions that guided this study are:

1. What are the lived experiences of supervisees undergoing a hybrid individual-triadic method of doctoral supervision?
2. What are the lived experiences of doctoral supervisors using a hybrid individual-triadic method of doctoral supervision?

Significance

Triadic supervision is recommended by CACREP (2009) to assist in the management of supervision. Programs are continually looking for the best methods of supervision since clinical supervision is considered the cornerstone of training for counselors and therapists (Bernard & Goodyear, 2013). There is a high level of importance placed on supervision as supervision is required in all counselor preparation programs. It is critical to continually strive to find effective methods of supervision for counseling and other behavioral sciences. The body of research about triadic supervision is growing, yet there exists no research regarding HTS, involving the use of individual and triadic sessions. This study added to the current literature about supervision in general and triadic supervision specifically. Findings from this study could provide supervisors with information about a supervision modality that may address concerns of supervisees and supervisors alike.

Methodology

Creswell (2009) defined qualitative research as “a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (p. 4). Patton (2002) described a phenomenological study as “one that focuses on descriptions of what people experience” (p. 107). Due to the nature of the study and the emphasis on the lived experiences of both supervisors and supervisees a qualitative phenomenological approach was utilized. The sample consisted of seven master’s-level student supervisees and four doctoral student supervisors who were willing to share their experiences and perceptions of a hybrid method of individual-triadic supervision.

Population and Sample

Sample size cannot be predicted prior to the study since a point of saturation in themes is sought above a large number of participants (Marshall & Rossman, 2010; Miles & Huberman, 1994; Patton, 2002). The sample for this study was obtained through criterion sampling, a class of purposeful sampling. Purposeful sampling allows for investigation into and in depth comprehension of a phenomenon (Patton, 2002).

All doctoral students completed an advanced clinical supervision course prior to participation in the study. Three of the doctoral supervisors provided supervision as site supervisors at the Counseling and Training Clinic (CTC) at a university in South Texas. One doctoral supervisor provided doctoral supervision to practicum students as a part of their university supervision training. A total of seven master’s students participated in the study. Six of the supervisees received site supervision at the CTC. One received individual supervision from a doctoral student as a part of the required university practicum supervision.

Method of Supervision

Supervision took place over ten weeks. Each supervisor met with their supervisees once per week for approximately one hour each session. The supervision sessions were divided between alternating individual and triadic sessions. Scheduling was up to the discretion of each supervision triad.

Data Collection

When conducting qualitative research it is important to bear in mind that one source of data is insufficient to show a true representation of participants' experiences or to draw inferences about themes and patterns; therefore, data triangulation is necessary to meet the burden of trustworthiness (Patton, 2002). According to Denzin (1978) triangulation is essential because no individual method sufficiently provides a lucid picture of data. Denzin further stated that "each individual method reveals different aspects of empirical reality" (1978, p. 28). In addition to building trustworthiness, triangulation also allows the researcher to test for consistency across the data collection methods.

All participants completed a basic demographics form and chose a pseudonym at that time. I chose pseudonyms for the participants who opted not to choose their own. Data was collected through the use of reflective journals, individual interviews, and focus groups. No direct prompts were given for the reflective journaling process. At the conclusion of the semester all participants took part in individual face-to-face interviews regarding their experiences with HI-TS. An open-ended semi-structured interview format was utilized. After initial units of meaning were drawn from the interviews, both supervisors and supervisees were invited to participate in a focus group geared specifically for their part in the study to clarify

initial themes. Participants were given the space to add any additional reflections regarding their experiences. Two doctoral supervisors and three master's-level supervisees attended their respective focus groups.

Data Analysis

Reflective journals were collected after the last supervision session and analyzed for themes. All interviews and focus groups were audio and video taped so as to ensure the integrity of the information shared by the participants. Open-ended, general questions were used for all interviews and focus groups (Creswell, 2009). Member checking, as defined by McLeod (2001), involves the researcher providing each participant with a report of their words so that research participants can comment on the authenticity of the report. Interviews were transcribed, and each participant was provided with a copy of their respective transcripts for the purposes of member checking.

Data analysis entailed four processes: Epoch, phenomenological reduction, imaginative variation, and synthesis (Moustakas, 1994). Core content of interviews and journal entries was identified during the coding process (Patton, 2002). A peer analyst was also utilized to build trustworthiness and improve the accuracy of identified themes.

Limitations

Several limitations to the study should be noted. Multiple doctoral supervisors participated in this study. Each of the supervisors was able to use varying theoretical orientations. Some of the supervisors provided site supervision, while one supervisor was providing required university supervision as a doctoral-student supervisor. If data had been

collected for only site supervision or only doctoral supervision, different results may have been obtained.

Definition of Terms

Counselor preparation program

An academic institution that trains students to work as professional counselors

Hybrid individual-triadic supervision

A supervision framework that utilizes alternating meetings of individual and triadic supervision

Individual supervision

“A tutorial and mentoring relationship between a member of the counseling profession and a counseling student” (CACREP, 2009, p. 63)

Internship

“A distinctly defined, post-practicum, supervised “capstone” clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement” (CACREP, 2009, p. 61).

Practicum

“A distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge” (CACREP, 2009, p.62)

Supervisee

A student undergoing supervision

Supervisor

A tutor and mentor who “monitors the student’s activities in practicum and internship, and facilitates the associated learning and skill development experiences” as well as “monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients” (CACREP, 2009, p. 63)

Triadic supervision

“A tutorial and mentoring relationship between a member of the counseling profession and two counseling students” (CACREP, 2009, p. 63)

Researcher’s Perspectives

I first became interested in supervision during the second semester of my doctoral program. As a new supervisor, I had only one supervisee and therefore did not participate in triadic supervision. I very much enjoyed the personal attention I was able to give my first supervisee, and I found it reminiscent of my clinical experience at the master’s level. During the summer of 2011, I had three supervisees, and due to the shorter length of time allotted to complete the required hours of supervision, I utilized a combination of triadic and individual supervision. It was during this term that I realized my preference for individual supervision, yet I also recognized the benefits of triadic supervision when helping supervisees to grow in self-awareness and skill development.

As the summer progressed and class schedules changed, one of my supervisees, who had participated in only triadic supervision for the first half of the summer, remarked to me during an individual session, “I like getting more personal attention.” This solidified my perspective that individual supervision has strong benefits and is my preferred method of supervision. As a

supervisor, I am not always able to work with my supervisees on an individual basis. The use of this hybrid method of supervision stemmed from the desire to be able to provide future supervisees with the benefits of both individual and triadic supervision and fueled my interest in research regarding this method.

Organization of Remaining Chapters

The remaining chapters focus on the lived experiences and perceptions of master's-level supervisees and doctoral supervisors who participated in HI-TS, which combines individual and triadic supervision sessions. Chapter 2 is a review of the literature surrounding triadic and individual supervision. Chapter 3 contains a breakdown of the research methodology used, including in depth discussion of the data collection process and data analysis. Chapter 4 provides a detailed description of the results and analysis of the data. Chapter 5 is a summary, discussion of the results, and implications for further research possibilities.

CHAPTER II: LITERATURE REVIEW

This chapter provides an exploration of historical and current literature concerning supervision, both individual and triadic. This includes proposed models and methods. Additionally, the advantages and disadvantages of each are discussed.

Supervision

Supervision is a prominent part of the developmental process for clinicians in training. According to Leddick and Bernard (1980), “a supervisor is one who oversees the work of another with responsibility for the quality of that work” (p. 187). Bernard and Goodyear (2013) contended that supervision is also an intervention. Clinical supervision is not only recognized as important to mental health professions. It is also seen as the primary way of teaching clinical skills (Barnett, Cornish, Goodyear, & Lichtenberg, 2007; Goodyear, Bunch, & Claiborn, 2005). Borders and Leddick (1988) stated “if an expertise in counseling is the central core of the counseling profession, then clinical supervision, the process employed to convey that expertise, is of pivotal significance to the profession” (p. 271). Early research about supervision in the field of counseling focused solely on either individual supervision (i.e. one supervisor working with one supervisee) or group supervision (i.e. three or more supervisees working with a supervisor) are involved (CACREP, 2009). This was mainly due to the fact these were the only recognized ways to provide supervision to counselors in training.

Individual Supervision

History. The development of supervision can be traced back to the training of those practicing psychoanalysis in the 1920s and 1930s (Burns, 1958). Since the commencement of helping professions, individual supervision has been the chief approach to supervision and an

apparatus for guiding new clinicians (Bernard & Goodyear, 2013). Leddick and Bernard (1980) performed an analysis of literature regarding supervision that represented a combination of helping professions. They found that a small number of models were presented for supervisors to use; however, they noted that there were suggested paths offered for supervisors to follow when providing supervision.

Previously, supervision was referred to by the most closely associated counseling theory rather than as actual models (Goodyear, Bradley, & Bartlett, 1983). The earliest model of individual supervision that Leddick and Bernard (1980) identified in the literature was created by Eckstein and Wallerstein (1959, 1972), which Leddick and Bernard entitled dynamic theory. Eckstein and Wallerstein (1959, 1972) used the analogy of a chess game to describe the stages of this model. In the first stage, also known as the opening, the supervisor and supervisee evaluate each other's level of knowledge. The impressions the supervisor and supervisee develop of the other during this stage sets the tone for the level of respect afforded to each other. During the second stage, or mid-game, interpersonal conflict takes place. The supervisor utilizes the roles of counselor and teacher to facilitate growth in the supervisee. The final stage, the end game, focuses on aiding the supervisee in developing a level of independence and is characterized by the supervisor moving out of the role as a teacher or counselor and taking a more silent stance during supervision (Eckstein & Wallerstein, 1959, 1972). Eckstein and Wallerstein's chess analogy model of supervision had little effect in the helping professions. Social work, psychology, and counseling were progressing as individual disciplines, which left the area of supervision undeveloped for the time (Leddick & Bernard, 1980).

The next movement in supervision was towards facilitative theory (Leddick & Bernard, 1980). As the person-centered movement (Rogers, 1957) began to emerge within the field of counseling, supervision began to follow this same trend. Supervision took on a more indirect approach. The concentration during supervision became the needs of the supervisee rather than the power of the supervisor. This indirect approach also meant the role of the supervisor changed depending on the training needs of each supervisee. Supervisees learned counseling skills through the modeling from the supervisor (Leddick & Bernard, 1980).

Additionally, Rogers (1942) was also the first to use recordings of counseling sessions to evaluate supervisee performance. Supervisees also participated in group counseling and a practicum experience. Utilizing Rogers' method of supervision also entailed assumptions that supervisees would naturally learn the intricacies of person-centered counseling through modeling demonstrated by their supervisors. Supervisors were also assumed to be exceptional counselors.

Appearing concurrently with facilitative approaches to supervision were behavioral approaches to supervision (Leddick & Bernard, 1980). These behavioral approaches emphasized learning theory and involved a variety of behavioral methods and interventions with clients and training methods for supervisees. For example, Krumboltz (1966) viewed the mission of the supervisee as assisting clients to develop behavioral skills. Goals were developed based on clients' desires without ignoring the values and beliefs of the counselor. According to Krumboltz (1966), goals were developed in one of the following areas: (a) "altering maladaptive behavior," (b) "learning the decision making process," and (c) "preventing problems" (p. 155-156). Krumboltz recommended refraining from more subjective goal setting, such as moving towards self-actualization, to more measurable goal setting. Supervisees were to "seek whatever

ethical methods most effectively and efficiently bring about the desired behavior changes” (Krumboltz, 1966, p. 157); however, Krumboltz placed no specific emphasis on how exactly supervisees were to be trained.

After 1966, Leddick and Bernard (1980) noted a shift in supervision practices away from Rogers’ (1957) model and more behavioral approaches towards what they termed “a blend of models” (p. 191). These models emphasized supervisees’ skills. These included supervision models that combined multiple theoretical perspectives, such as an emphasis on supervisee process behaviors that combined Rogers (1957) and behavioral methodology (Ivey, 1971). Hackney and Nye (1973) defined skills in a measurable way; therefore it became easier to measure supervisee performance and produce research regarding the efficacy of supervision (Leddick & Bernard, 1980). Not unlike behavioral approaches, the supervisee learned to create change within clients through the use of specific goals and techniques, while the supervisor acted as model to facilitate learning.

In the 1970s, there was a continued trend toward models of blended theoretical approaches rather than straight theory. These approaches included an integrative competency-based counselor education model (Bernstein & LeCompte, 1976), a systemic model (Stewart, Winborn, Johnson, Burks, & Englekes, 1978), a counseling/instruction dichotomy and consultation metamodel (Gurk & Wicas, 1979), and the discrimination model (Bernard & Goodyear, 2013). In 1987, Holloway asserted that developmental models were the emerging trend. Developmental models of supervision are characterized by ties to psychosocial developmental theory. A supervisor using a developmental model of supervision takes into

account where a CIT is on a spectrum of development from beginner to expert (Corey, Haynes, Moulton, & Muratori, 2010).

One such model is the integrated developmental model (IDM) of supervision (Stoltenberg, 1981; Stoltenberg & Delworth, 1987; Stoltenberg, McNeill, & Delworth, 1998). Under the IDM model, supervisees are seen as fitting into one of three levels of counselor development. The first level is the beginning CIT who may be high in motivation but also experiences anxiety about being a counselor. The CIT may also experience anxiety about being evaluated. The second level is the CIT who may have built some confidence; however, this confidence also fluctuates. The third level is the CIT who has developed appropriate counseling skills and feels relatively secure about their abilities as a counselor. Throughout the stages the supervisor utilizes appropriate skills and interventions to meet the CIT where he or she is developmentally (Stoltenberg, 1981; Stoltenberg & Delworth, 1987; Stoltenberg et al., 1998).

Utilization of individual supervision. Historically individual supervision has been the most popular type of supervision provided to developing professionals in mental health disciplines (Berman, 1975; Carroll, 1996; Enyedy et al., 2003; Goodyear & Nelson, 1997; Hart, 1982; Loganbill, Hardy, & Delworth, 1982; Lakin et al., 1969; Newgent et al., 2004; Prieto, 1998; Pietro & Altamaier, 1998; Ray, 1998; Ray & Altekruze, 2000; Wetchler, Piercy, & Sprenkle, 1989). The popularity of individual supervision may simply be tied to the fact that triadic supervision was not widely accepted or recognized as an allowed method of supervision. However, Prieto (1998) and Prieto and Altamaier (1998) studied group supervision usage in practicum classes and found that the majority of supervisors who participated in their studies identified individual supervision as the most helpful for trainees above group supervision. Prieto

and Altamaier (1998) also found the 69% of the trainees in their study saw individual supervision as being the most helpful above group supervision. Ray (1998) and Ray and Altekruze (2000) studied the effectiveness of group supervision over an amalgamation of group supervision and individual supervision. The authors found that 81% of the supervisees who participated in the study preferred individual supervision over group supervision (Ray, 1998; Ray & Altekruze, 2000). Likewise, Newgent et al. (2004) studied the perceptions of students in a supervision course regarding similarities and differences between individual, triadic, and group supervision. Those who participated in individual supervision conveyed higher satisfaction levels and higher levels of perceived effectiveness of supervision than those who participated in triadic or group supervision; however, the participants viewed triadic supervision and individual supervision as being rather similar to each other in four areas: “facilitative working alliance, supervisory leadership style, relationship dynamics, and satisfaction with supervisor” (Newgent et al., 2004, p. 76).

Lyman (2010) surveyed faculty at CACREP accredited counseling programs in the United States about their usage of triadic supervision with master’s students. Of the 276 faculty who responded to the survey 36.5% reported that they did not use triadic supervision. While Lyman did not collect information about methods other than triadic supervision or what faculty may be using in place of triadic supervision, one may deduce that individual supervision would be the other method of supervision since CACREP requires that all students participate in individual supervision in addition to group supervision.

Current literature. With such a strong focus on the therapeutic alliance and parallel experiences that occur in supervision, one cannot deny that the supervisor-supervisee working

alliance also plays a role within the context of the supervision experience (Bernard & Goodyear, 2013; Bordin, 1983; Henderson, Cawyer, & Watkins, 1999). Borders et al. (2012) investigated supervisor and supervisee perceptions of individual, triadic, and group supervision during practicum. They interviewed eleven supervisors and thirty-one supervisees about each of the supervision modalities. Borders et al. (2012) found that the supervisors in their study identified the relationship with their supervisees participating in individual supervision as an advantage of individual supervision. Individual supervision allowed for the supervisors to check in with their supervisees specifically about the supervisory relationship and build further rapport (Borders et al., 2012).

Additionally, Bland (2012) studied the self-efficacy and supervisory working alliance of counseling students across individual, triadic, and group supervision. The Working Alliance Inventory-Trainee Version (WAI-T; Bahrnick, 1990; Horvath & Greenberg, 1989) and the Counselor Self-Esteem Inventory (COSE; Larson et al., 1992) were administered to master's-level students in both CACREP and non-CACREP counseling programs. Students who completed the measures were receiving supervision with multiple supervisors, such as faculty, doctoral students, or site supervisors; however, they were instructed to choose one type of supervision on which to focus when completing the assessments. Statistical analysis resulted in no significant differences in the participants' perceptions of their working alliance across all three types of supervision. No statistically significant differences were detected in counselor self-efficacy levels across individual, triadic, and group supervision (Bland, 2012).

Bland (2012) noted that information was not gathered from supervisors in this study. Bland suggested further research could expand to include data collection of the Working

Alliance Inventory-Supervisor Version (WAI-S; Bahrnick, 1990; Horvath & Greenberg, 1989) to determine if differences in the supervisors' perceptions exist when employing the various methods of supervision. Bland (2012) stated, "The addition of the supervisor's perception could add a more complete picture of whether or not the supervisory model impacts the perception of the alliance, taking into consideration the evaluations of both members of the supervisory relationship" (p. 62-63). Bland also indicated that the use of qualitative methodology could be useful for further investigation into the gradations of difference or similarity between individual, triadic, and group supervision. Specifically, Bland recommended a phenomenological approach to develop a deeper understanding of the experiences of participants since this type of information cannot be obtained through quantitative methods.

Advantages of individual supervision. While individual supervision has been the primary mode of supervision throughout the history of the counseling field, there are both advantages and disadvantages to this type of supervision. Several advantages of individual supervision have been noted in the literature. Pierce and Schaubel (1970) investigated to what extent a supervisor's operative abilities in empathy, regard, genuineness, and concreteness would affect the level of their supervisee's functioning on these same dimensions when participating in individual supervision. Supervisees participating in individual supervision with supervisors high in the core conditions (Rogers, 1957) and concreteness experienced significant growth in these areas and functioned better in these areas than those who had supervisors low in the core conditions and concreteness (Pierce & Schaubel, 1970). A follow up study showed that the supervisees with the high-level supervisors also continued to function more highly in these areas 9 months after the initial study concluded (Pierce & Schaubel, 1971).

In a study performed by Borders et al. (2012) comparing supervisor and supervisee perceptions of the advantages and disadvantages of individual, triadic, and group supervision, supervisees noted that they enjoyed the ability to focus solely on their concerns during individual supervision and saw this as a distinct advantage of individual supervision. Participants also reported feeling freer and less concerned about monopolizing time because the session was devoted solely to them. According to the authors, “Individual sessions were more supervisee focused, individualized, intimate, and deep” (Borders et al., 2012, p. 293).

The depth of individual supervision sessions increases opportunities for exploration, self-disclosure, self-reflection, self-awareness, personal growth and time spent focusing on a supervisee’s concerns (Borders et al., 2012; Waldfogel, 1983; Walter & Young, 1999; Webb 2000). Supervisees are also more willing to self-disclose in individual supervision and are more likely to discuss topics they are not comfortable discussing in front of their peer (Derrick, 2010; Mehr, Ladany, & Caskie, 2010; Solano & Dunham, 1985; Sweeney & Creaner, 2014; Taylor, De Soto, & Lieb, 1979). Moreover, counselors participating in individual supervision tended to feel higher levels of comfort discussing issues regarding their work with clients versus those in group supervision (Efstation et al., 1990; Waldfogel, 1983; Walter & Young, 1999; Webb, 2000).

Borders et al. (2012) also found that supervisors felt more comfortable challenging supervisees when providing individual supervision, as well as higher comfort levels with deeper supervision sessions. Additionally, supervisors can monitor supervisee development more easily when providing individual supervision (Borders et al., 2012). Furthermore, feedback can be individualized and supervision personalized for the supervisee (Borders et al., 2012; Carroll, 1996).

Supervisees participating in individual supervision have the ability to work at their own pace in a noncompetitive environment (Borders et al., 2012; Carroll, 1996). Supervisees also felt a growth in self-confidence when receiving individual supervision over triadic or group supervision (Borders et al., 2012). Supervisees weighed more highly the feedback of their supervisor over that of a peer and saw individual supervision as their opportunity to obtain more of their supervisor's feedback (Borders et al., 2012). The only change recommended by the participants in the study, both supervisors and supervisees, was the desire for more individual supervision sessions. Likewise supervisors valued the ability to provide individualized feedback, which also enabled the supervisors to track supervisees' behaviors across their caseload, and reported feeling more able to develop rapport with the supervisee. Overall participants reported less disadvantages for individual sessions than for triadic and group sessions (Borders et al., 2012).

Disadvantages of individual supervision. There are noted disadvantages of individual supervision throughout the literature. Grotjahn (1951, 1960) and McGee (1974), who wrote about individual supervision usage with budding group therapists, suggested that supervisees may not represent sessions in the true light in which they take place, such as failure to note and report nonverbal behaviors on the part of the client and the counselor. McGee stated that "the supervisor is almost totally reliant on supervisee perceptions, which are usually fraught with distortions being colored by the fledgling group therapist's initial anxieties, fears of exposure, and resistances to group psychotherapy" (p. 167).

Lakin et al. (1969), who explored common issues in the training of group therapists, stated that the individual supervision "approach sets up apprenticeship and imitative tendencies"

(p. 322) which limits the supervisee's ability to try different theoretical perspectives when working with clients. By contrast, C. H. Patterson, when interviewed about the importance of counseling theory to the process of supervision, stated that it is essential that supervisors and supervisees should be from the same theoretical orientation in order for both to be on mutual intellectual ground (Freeman, 1992). Furthermore, individual supervision provides a narrow focus on past situations and experiences when attempting to train supervisees for unanticipated future events (Lakin et al, 1969).

Even though individual supervision provides the opportunity to customize supervision for supervisees, supervisors may experience problems with shaping supervision to the aptitude and proficiency of the supervisee (Lakin et al., 1969). The authors went on to propose that a supervisor may struggle with establishing appropriate boundaries within the supervisory relationship when the supervisor acts in the role of a counselor. Along with Lakin et al.'s (1969) assertions, Carroll (1996) noted that individual supervision provides a singular context since supervisees only receive feedback from one source and therefore only one perspective regarding their concerns, issues, and case conceptualization. This may limit their growth and ability to develop skills for working with multiple populations and could potentially increase the likelihood that supervisees will become dependent on their supervisor. The supervisor participants in Borders et al.'s (2012) study also indicated that one disadvantage of individual supervision was the smaller amount of viewpoints offered during supervision. Furthermore, the supervisors identified time, differential of power, and triangulation as perceived disadvantages of individual supervision, although these disadvantages were mentioned to a lesser degree (Borders et al, 2012). The mention of time also seems to support the assertion of Stinchfield et al. (2007),

who suggested that, “Faculty engaging in supervision may find themselves with more students and less time for supervision” (p. 173).

Some of the aforementioned disadvantages of individual supervision can be attributed specifically to the supervisor-supervisee pairing and working alliance. Ladany et al. (1996) surveyed supervisees participating in individual supervision about their omissions during supervision sessions. Their results showed that the primary type of disclosure supervisees withheld in supervision is when they experienced a negative reaction to their supervisor. The type of negative reactions to supervisors varied and included such nondisclosures as: (a) the supervisor not being attuned to the supervisee’s cultural identity; (b) the supervisor displaying unprofessional behavior, for example being late to supervision; (c) the supervisor suggesting interventions for which the supervisee did not feel their clients were ready; and (d) the supervisor having a narrow theoretical practice (Ladany et al., 1996).

Participants identified three main reasons for nondisclosure of their negative feelings toward their supervisors (Ladany et al., 1996). The first, which the authors termed deference, refers to respect for the supervisor due to their role in the supervision process. The second, referred to as impression management, refers to the supervisee’s fear of being seen in a negative light. The third, which was labeled political suicide, involved supervisees’ fears of current or future career related repercussions, being threatened by the supervisor with receipt of a failing grade, and the supervisor refusing to continue supervision (Ladany et al., 1996). Moreover, when issues occur within the supervisory working alliance supervisees may not disclose information in supervision because they fear the judgment of their supervisor, yet also desire the supervisor’s approval which could result in resistance to the supervision process (Bang &

Goodyear, 2014; Salzberger-Wittenberg, Henry, & Osborne, 1983). Additionally, this fear could also lead to supervisees struggling with the ability to remember aspects of their sessions with clients other than those that paint them in a positive light (Book, 1973).

Magnuson, Wilcoxon, and Norem's (2000) study supported the findings of previous studies regarding negative supervision experiences (Ladany et al., 1996; Larkin et al., 1969). The authors discovered that supervisees viewed the following attributes as contributing to a "lousy" supervision experience: (a) imbalance in the focus of the supervision sessions, such as sessions being focused solely on one topic area; (b) developmental inappropriateness for skill-level of supervisee; (c) supervisor narrow-mindedness regarding supervisee differences, whether in theoretical orientation or other areas; and (d) unprofessional behavior and lack of modeling professionalism on the part of the supervisor. Specifically, the participants in Magnuson et al.'s (2000) study pointed to relational issues with their supervisors as contributing to a negative supervision experience. Their experiences ranged from a lack of humanization in supervision to personal insults and solely receiving negative feedback.

As with the aforementioned studies, Borders et al. (2012) found that the primary disadvantage identified by supervisee participants was related to the supervisor-supervisee working alliance. Specifically the supervisees identified peculiar behavior on the part of the supervisor as being the most common disadvantage of individual supervision. Additionally a minority of the supervisees in the study indicated that a disadvantage of individual supervision was unconstructive evaluation sessions (Borders et al., 2012).

Triadic Supervision

History. The preponderance of early research focused on individual supervision because triadic supervision was not yet recognized as a method of supervision in the mental health fields (Nguyen, 2003); however, Gans (1957) was the first to document experimentation with a format of supervision that was termed co-therapy. This supervision process was the initial root of triadic supervision and involved two psychotherapy trainees who were facilitating a therapy group together working in supervision with one supervisor. Gans (1957) theorized that the common experience of the two therapists at the same stage of clinical skill involved in the process of supervision could provide a natural system of checks and balances for each other, and thus, aid in their learning. A higher level of self-awareness and a stronger understanding of transference and countertransference with clients were also theorized to develop through the use of co-therapy (Gans, 1957).

McGee (1968) was the first to coin the term triadic supervision. Much like Gans (1957), McGee's system of triadic supervision involved two psychotherapists who ran a psychotherapy group and were in supervision specifically for this purpose. McGee (1968) recommended that supervisees be matched prudently and emphasized that triadic supervision was best used with co-therapists who were at the same level of clinical training. Although there was no empirical evidence to support these assertions McGee (1968) stated that this type of supervision would provide the co-therapists with the occasion for significant professional development.

While not specifically referred to as triadic supervision, co-therapy follows the previous description of triadic offered by McGee (1968) and is also an early model of this type of supervision. Co-therapy has its roots in group counseling and marriage, couple, and family

counseling, which is where it is more widely used (Alpher & Kobos, 1988; Bakes, 2005; Connell & Russell, 1986; Goodyear & Nelson, 1997; McGee, 1968; McGee, 1974; McGee & Schuman, 1970; Romans, Boswell, Carlozzi, & Ferguson, 1995). Co-therapy, according to McGee (1974), is two counselors who run a therapy group together and share equal responsibilities in the facilitation of the group. Co-therapy allowed for direct observation of supervisees by their peer and their supervisor, who would observe group therapy sessions as they occurred (Gans, 1962; McGee, 1974). The supervisor would then provide supervision to the co-therapists after the session ended.

In the 1970s triadic supervision was primarily used by psychology interns (Altfeld & Bernard, 1997). Psychiatric medical settings were the chief setting in which triadic supervision was utilized. McGee (1974) distinguished triadic supervision as being a unique approach to supervision, although very similar to co-therapy. The difference between the two is that the supervisor does not attend the therapy sessions with the co-therapists and provides supervision at some point after the group session has concluded. McGee (1974) asserted that supervisees in co-therapy supervision could be subject to anxiety during therapy sessions because of the observation of the “therapist-judge” (p. 170); however, in triadic supervision the “therapist-judge” is not present. This would still allow for the supervisor to have a more authentic picture of the group therapy sessions because of the presence of the co-therapist.

The earliest proposed model of triadic supervision in the counseling literature was developed by Spice and Spice (1976). This peer supervision model was comprised of three students working in three different roles: supervisee, commentator, and facilitator. During the Spice and Spice triadic supervision process the student acting in the role of supervisee presents a

section of a session in which they are working with a client. The commentator reviews the session before the triadic supervision session takes place and writes their observations and impressions. When the triad meets the commentator shares their comments with the supervisee and facilitates discussion of key components of the commentary identified by both the supervisee and commentator. Throughout this process the student in the role of facilitator contributes to the dialogue between the supervisee and commentator by grounding the discussion in the here and now. This grounding in the 'here and now' is meant to foster a deepening of the supervision session (Spice & Spice, 1976). There was very little involvement on the part of faculty in this process, and primarily took place in the beginning stages of supervision to help the students develop in their roles. Once the students involved in the triadic process become acquainted with each of their roles, the faculty member no longer maintained his or her involvement in this peer supervision process (Spice & Spice, 1976).

To validate the creation of this triadic model of supervision Spice and Spice (1976) proposed three concepts. First, Spice and Spice suggested that students may perceive supervision to be a negative process that causes resistance among budding counselors. Second, Spice and Spice believed that peer supervision needed to be more highly emphasized in order to aid students in building confidence in their own skills as potential supervisors. Lastly, Spice and Spice acknowledged that not all training facilities provide the same level of support for beginning counselors to receive feedback regarding their clinical skills. This may be due to disparities in technology, such as video equipment, and guidance from more seasoned professionals. The authors stated that supervision needed to be more adaptable to situations in which students were not provided these extra supports; therefore, supervision should be

malleable to a variety of professional environments (Spice & Spice, 1976). This process differs greatly from the definition CACREP (2009) offers of triadic supervision since the supervision is primarily provided by peers rather than a faculty member of the counseling program.

Current literature. Although triadic supervision was being utilized in some settings for decades, it was not recognized as an accepted form of supervision for counseling students until 2001 when the CACREP standards were changed to include triadic as equivalent to individual, or dyadic, supervision. With the change in CACREP standards a slow emergence of efficacy and explorative studies began to appear in the counseling literature. Additionally investigations into the experiences of supervisors and supervisees who participated in triadic supervision also began to emerge.

Nguyen (2003) studied the efficacy of triadic supervision on counselor effectiveness and development in comparison to individual supervision. Further, two models of triadic supervision were implemented and tested as a part of the triadic data collection. Nguyen called these two models split focus and single focus. These will be discussed further later in this chapter. Following a pre-test post-test design, counselors were administered a questionnaire to measure their developmental growth. In addition to the questionnaire counselors submitted a taped session at the beginning and at the end of the study. The sessions were rated by the counselors' doctoral supervisor and an outside rater. Results of the study showed no significant differences in effectiveness across all three groups; however, the counselors who participated in split focus triadic supervision showed a significantly higher level of growth over the supervisees who participated in single focus triadic supervision and individual supervision. Furthermore, single

focus triadic supervision showed statistically significant growth in the areas self and other awareness over individual supervision (Nguyen, 2003).

Newgent et al. (2004) investigated doctoral supervisors' perceptions of differences between individual, triadic, and group supervision of supervision. The authors administered four assessments to participants: The Working Alliance Inventory (WAI; Horvath, 1984), Supervisory Styles Inventory (SSI; Friedlander & Ward, 1984), SWAI (Efstation et al., 1990), and Supervision of Supervision Evaluation (SSE; Newgent, 2002). Across the WAI, SSI, SWAI, and SSE, triadic supervision was not significantly different from individual supervision, although it was significantly different from group supervision. On the SSE effectiveness subscale and need subscale, triadic supervision was significantly different from both individual supervision and group supervision. Notable results of this study are as follows: (a) the perceptions of the working alliance were not different when compared to individual supervision and group supervision; (b) individual and triadic supervision were perceived as being similar to each other but different than group supervision when looking at perceptions of leadership style; (c) relationship dynamics in triadic supervision were similar to those in individual supervision but significantly different than those in group supervision; (d) participants were more satisfied with triadic and individual supervision than group supervision; (e) participants viewed individual supervision as the most effective, followed by triadic supervision, with group supervision being perceived as the least effective of the three; and (f) participants viewed individual supervision as meeting the needs of supervisees more so than either triadic or group supervision (Newgent et al., 2004).

Bakes (2005) studied the perceived working alliance in supervision and compared differences between dyadic and triadic supervision. The author sought to look at the perspectives of both the supervisors and supervisees in the study. Results indicated that supervisees participating in triadic supervision perceived a slightly stronger working alliance on the client focus subscale of the SWAI (Efstation et al., 1990) than those who were in dyadic supervision, meaning their supervisors tended to be more focused on how well they understood their clients than did the supervisees in dyadic supervision. The author reported that there was a strong difference on the identification subscale of the SWAI, although neither power nor effect size was reported. This means that supervisors providing dyadic supervision perceived the counseling style of their supervisees to be more similar to theirs than the supervisors providing triadic supervision.

Sturdivant (2005) completed a qualitative investigation exploring supervisor perceptions of triadic supervision. The major themes that emerged from the study were vicarious learning, feedback/multiple perspectives, vulnerability/support/intimacy, challenges, and time saver. The supervisors in this study also perceived similar dynamics between triadic, individual, and group supervision. Another study which explored the experiences of supervisors utilizing triadic supervision was completed by Hein and Lawson (2008); however, their research focused specifically on the effect triadic supervision had on the role of the supervisor. The participants were all students in the same counselor education program, and all were using a model of triadic supervision developed by the faculty of their program. The supervisors in the study reported that triadic supervision both increased and decreased the demands on the supervisor. Specifically the

management of relationship dynamics and feedback dynamics were both increased and decreased (Hein & Lawson, 2008).

Another qualitative study that examined the perceptions of supervisors was conducted by Hein and Lawson (2009). The authors investigated what supervisor experiences are related to triadic supervision when compared to individual supervision. The first overarching theme that was identified is that some aspects of the supervision process are enhanced when triadic supervision is utilized. The specific areas where triadic supervision enhanced the supervision process were feedback dynamics and supervision of learning and growth, and the supervisors also believed that the overall atmosphere of supervision was improved. The second overarching theme that was identified is that triadic supervision impairs certain aspects of the supervision process. Specifically, the supervisors identified difficulties involving feedback, meeting the supervisees' needs, and providing them with assistance. The supervisors who participated in this study "recognized the existence of perspectives and support offered by the second supervisee that could not be provided (at least not as effectively) by the supervisor" (Hein & Lawson, 2009, p. 105). The authors further suggested that it may be beneficial for supervisors utilizing triadic supervision to stipulate an exact structure and format for how supervisees provide feedback and be considerate of how the supervisor's feedback affects both supervisees in the triad.

Lawson et al. (2010) conducted a qualitative study that examined the experiences of supervisors related to having a second supervisee present in supervision. Supervision was provided by a doctoral student who used a model that was developed by the faculty of the university. The authors identified three themes based on the data collected regarding the presence of the second supervisee. These are: (a) value to the supervisee, (b) value to the

supervisor, and (c) value to supervision activities (Lawson et al., 2010). The supervisors indicated that the second supervisee provided important feedback to the peer during supervision sessions. They also credited the second supervisee with identifying and providing insight about things which may not have occurred to the supervisor or may have been overlooked. The second supervisee was also credited with providing the peer with feedback that the supervisor may have been reluctant to provide. Moreover, the second supervisees provided significant assistance with activities, brainstorming, and problem solving during supervision. Lawson et al. (2010) contended that their “findings suggest that many of the benefits of the addition of the second supervisee in triadic supervision are similar to the advantages of group counseling and therapy over individual therapy” (p. 86).

Hein et al. (2011) investigated how incompatibility between supervisees involved in triadic supervision can affect the supervision process. They specifically sought to gain an understanding of this phenomenon through the perspectives of the doctoral supervisors providing supervision. Part of the requirement for participation in this study was experience with supervisee incompatibility during the supervision process. Three categories were developed from the data collected. Those categories are supervisee incompatibility can take a variety of forms, supervisee incompatibility can affect the content of supervision, and supervisee incompatibility can affect the process of supervision (Hein et al., 2011). Three subthemes were identified for the third category. These subthemes are feedback, support, and atmosphere of supervision. Based on their findings, the authors recommended that in addition to other skills that are thought to be crucial for effective supervision, “it also seems important for supervisors to

receive explicit training in identifying and addressing various forms of supervisee incompatibility” (Hein et al., 2011, p. 434).

There have been a number of studies focused on the supervisee perspectives and experiences with triadic supervision. Lawson et al. (2009) studied the experiences of master’s-level supervisees who participated in triadic supervision. The supervisees in this study all received triadic supervision beginning in their practicum experience and continuing into their first internship. The participants also participated in the same model of supervision that was created by the faculty of their program. They were paired intentionally with a peer, and then the two supervisees were intentionally assigned a supervisor. There were five themes that emerged from the data collected. The first theme detailed the time and attention limitations afforded through triadic supervision (Lawson et al., 2009). Supervisees also identified the compatibility of the supervisees in the triad as being vital to the success of the triadic supervision process. Another theme identified in the study is that new feedback dynamics are introduced via triadic supervision. The fourth theme that was discerned is the presence of a peer in supervision offers important forms of learning. The last theme was the recognition of the support offered by the peer in the triad (Lawson et al., 2009). The authors recommended that pairing supervisees for triadic supervision be done carefully. It is best to have a good working relationship between the supervisees paired together in a triad, although they contended that this is not the only means that needs attention in order to provide an optimal supervision experience (Lawson et al., 2009).

Stinchfield et al. (2010) qualitatively examined the experiences of CITs participating in triadic supervision. The supervision provided followed a reflective model of triadic supervision (Stinchfield et al., 2007). From their exploration of the participants’ experiences the themes that

emerged were initial apprehensions, shared developmental process, vicarious learning, multiple perspectives, and safety through trust and relationship. The author reported that, “the experiences of supervisees seemed positive and highlighted the developmental changes that occurred across a semester of triadic supervision” (Stinchfield et al., 2010, p. 235).

Recommendations for practitioners included taking into consideration how triadic supervision should be most effectively structured to ensure both supervisees receive adequate time during sessions and encouraging reflection about vicarious learning processes.

Derrick (2010) completed a qualitative investigation of the experiences of both supervisors and supervisees who participated in triadic supervision. The author examined the experiences of four triads. The participants were rather diverse in their levels of experience as some of the supervisors were doctoral students and some were university staff. The supervisee participants were a combination of master’s-level practicum and internship students and doctoral students. Derrick (2010) did not provide how many of each type of participant was involved in the study in order to provide anonymity to the participants.

Participants proposed that in order for triadic supervision to be effective, supervision sessions needed to be organized and structured. The participants noted a number of concepts related to structure and organization, such as length of the supervision sessions; a balance of structure and flexibility that allowed for all members of the triad to remain on target in their proper role; and location of supervision sessions (Derrick, 2010). The participants also identified roles for each member of the triad, which varied depending upon whether the member was the supervisor or supervisee. Supervisors were seen as the organizers, facilitators, evaluators of supervisee growth, and evaluators of client well-being. Supervisees were viewed as needing to

be mindful of their fellow supervisee's needs for supervision time; genuine, self-reflective, and willing to share willing to accept feedback from their supervisor and peer; and accountable for their own learning (Derrick, 2010).

Derrick (2010) also found that participants recognized that triadic supervision offered opportunities for vicarious learning and multiple perspectives. The participants believed that triadic supervision augmented learning through feedback and a more efficient use of the supervision session. Triadic supervision was also viewed as providing a gauge with which supervisees could measure their growth. Additionally, Derrick (2010) stated that the participants suggested triads should be formed carefully with intentionality to provide an optimal supervision experience. The participants in Derrick's (2010) study also identified that the concept of power played a role in the triad. The supervisor was seen as having power, yet still able to create an environment where supervisees felt safe and comfortable. The participants conveyed that there could also be an inequality of power between the supervisees and viewed supervisors as the vehicle to alter any inequalities that may exist (Derrick, 2010).

A study conducted by Oliver et al. (2010) investigated the processes that occur during triadic supervision. Using a constructivist grounded theory method of qualitative research, the authors built on previous research they conducted that examined doctoral supervisors' and master's practicum supervisees' experiences with triadic supervision (Oliver, Nelson, & Ybañez, 2008). The investigation spanned a period of four years during which the researchers gathered data through individual interviews, focus groups, and videotaped triadic supervision sessions.

The culmination of the research process resulted uncovering the following systemic processes in triadic supervision: systemic engagement, synergy, recursiveness, presence of the

supervisor, and community (Oliver et al., 2010). Systemic engagement refers to how “the arrangement of supervisor working with two supervisees provides connection and relatedness such that the arrangement itself forms a unity or whole” (Oliver et al., 2010, p. 58). The concept of synergy signifies that the triad as a whole creates something much more robust than any of the individuals working alone or as a dyad. The third concept, recursiveness, refers to the phenomenon whereby the interactions amongst the triad have further reaching impact because they not only affect all members of the triad, but also the clients with whom the supervisees are working. The interactions the supervisees have with their clients are then brought back into supervision which continues this recursive process. The image then is that the triadic supervision process has a larger impact than simply affecting those directly in the triad. The presence of the supervisor, which is the fourth theme, is rather self-explanatory yet unsurprising given that presence is a fundamental principle of counseling and supervision processes. The final theme, community, has a complex definition since it encompasses many aspects of the triadic supervision process and can be seen as a part of both synergy and systemic engagement. Community involves collaboration and having a space for authentic interactions with the freedom to make mistakes. It is fostered, at least initially, by the supervisor through questions that engage both supervisees in the supervision process. Community also implies shared responsibility of the triad members for the supervision process (Oliver et al., 2010). The authors purported that these finding “may have significance as a conceptual framework for educators who teach and supervise supervision, as well as for those who are being trained in supervision” (Oliver et al., 2010, p. 64).

Advantages of triadic supervision. Triadic supervision is not without both strengths and disadvantages. One such advantage is logistical in nature. Bobby and Kandor (1992) surveyed professionals who worked for CACREP accredited and non-accredited counseling programs about CACREP standards to ascertain which particular standards may be problematic for certain counseling programs. The authors found that 31.6% of the professionals from accredited programs and 27.4% of the professionals from non-accredited programs indicated that the requirement for one hour of individual supervision per week for practicum students was a concern to maintaining or seeking accreditation. These programs did not have doctoral programs; therefore, all of the supervision responsibility fell to the faculty. CACREP has since recognized triadic supervision as equivalent to individual supervision (2001, 2009), which benefits counseling programs with limited supervisory resources. Furthermore, Sturdivant (2005) found that the supervisors reported that triadic supervision is time saving. Newgent et al. (2004) discovered that the participants in their study perceived individual and triadic supervision as similar to each other and reported fairly comparable satisfaction levels. They recommended that counseling programs could offer group and triadic supervision to maximize departmental resources (Newgent et al., 2004). Triadic supervision may be a viable option for meeting the supervisory requirements for programs that have faculty or time constraints.

Nguyen (2003) examined the differentiations in the development of counselors and stimulating counselor effectiveness across individual supervision and triadic supervision. Nguyen found that using split focus triadic supervision increased the developmental growth of supervisees over those who participated in individual supervision. Bakes (2005) studied the supervisory working alliance between dyadic (individual) supervision and triadic supervision.

Results showed that those supervisees who participated in triadic supervision perceived their supervisors as more focused on how well they could conceptualize their client cases than those who participated in individual supervision. Additionally these supervisees perceived the supervisor-supervisee working alliance as slightly higher than those supervisees who were in individual supervision (Bakes, 2005). Stinchfield et al.'s (2010) study lends further credence to this finding. The researchers found that supervisees reported that strong rapport and trust were built throughout the triadic supervision process. This was analogous to that of the therapeutic alliance between a counselor and client and the process experienced with clients (Stinchfield et al., 2010)

Hein and Lawson (2008) studied the perceptions of supervisors regarding triadic supervision. Supervisors reported that triadic supervision decreased the demands on the supervisor by allowing the second supervisee to provide feedback in instances when the supervisor could not. This led to relationship dynamics being easier to manage for the supervisor as well. Subsequent findings by Borders et al. (2012) showed that supervisors providing triadic supervision are more able to provide challenges and confrontational feedback to supervisees than in individual because challenges were not solely on their shoulders. Similarly, the supervisee participants in Stinchfield et al.'s (2010) study also reported that they benefited from being encouraged and supported by their supervisors to provide their peers with feedback regarding their counseling skills.

Moreover, Hein and Lawson (2009) reported that some aspects of the supervision process are enhanced when triadic supervision is utilized. The specific areas where triadic supervision enhanced the supervision process were feedback dynamics and supervisee learning and growth.

The supervisors in the study believed that the overall atmosphere of supervision was improved (Hein & Lawson, 2009). Borders et al. (2012) also reported that supervisors believed that the feedback from the supervisees' peers augmented their own feedback over solely receiving feedback from the supervisor. Additionally, in a study completed by Lawson et al. (2010) the supervisors reported that the presence of a second supervisee was beneficial to the supervisee, the supervisor, and supervision activities.

Other studies also show similar benefits of triadic supervision. Newgent et al. (2004) reported that triadic supervision encourages budding counseling professionals to collaborate with their colleagues, a skill which is continually stressed to new and seasoned counselors alike. Furthermore, vicarious learning, normalizing of fears and developmental processes, multiple perspective feedback, and peer support were perceived benefits of triadic supervision (Borders et al., 2012; Lawson et al., 2009; Stinchfield et al., 2010; Sturdivant, 2005). Specifically, Sturdivant (2005) reported that having multiple perspectives in supervision assisted supervisees in developing empathy and more intricate reasoning abilities. Stinchfield et al. (2010) also found that supervisees began to develop supervisory skills through the collaborative relationship experienced in triadic supervision.

Borders et al. (2012) examined supervisor and supervisee perceptions of individual, triadic, and group supervision. Participants delineated their perceived advantages and disadvantages of each, sometimes developing their perceptions by comparing the modalities, although this was not the original context the researchers intended to take. When the participants compared triadic to group they noted several benefits of triadic over group supervision. The supervisee participants believed that feedback received during triadic supervision is "deeper,

challenging, and personal” compared to feedback received in group supervision (Borders et al., 2012, p. 288). Some of participants further described feelings of safety and a higher level of comfort to express concerns about personal development and receive challenges or confrontation with their peer versus group supervision. Supervisees highlighted that they had a deeper knowledge of their peer’s clients and development when receiving triadic supervision versus their peers in group supervision. Their peers served as models during triadic supervision (Borders et al., 2012). The supervisors in Borders et al.’s (2012) study experienced the “peer interactions to be more intimate, collegial, and involved” than in group supervision (p. 288).

Disadvantages of triadic supervision. Throughout the literature there are documented disadvantages of triadic supervision. While an early proponent of triadic supervision, McGee (1968, 1974) specifically pointed to potential transference between the supervisees as a drawback of triadic supervision. Another potential drawback noted by McGee was differing levels of impetus between supervisees. McGee also believed that supervisees who were not good partners in a triad could develop strong negative feelings towards each other that a supervisor could not successfully reconcile. Moreover McGee and Schuman (1970) believed that a serious potential disadvantage of triadic supervision could be supervisor favoritism of one supervisee over the other.

Interestingly, more recent studies have supported McGee’s (1968, 1974) and McGee and Schuman’s (1970) original assertions about potential drawbacks of triadic supervision. For example, Bakes (2005) identified that there is the potential for unequal treatment of supervisees by the supervisor, which was identified by McGee and Schuman (1970). Supervisors should

take care to manage any countertransference they experience when working with supervisees in triadic supervision.

Another concern within triadic supervision is the potential for supervisees who are incompatible to be paired together for triadic supervision (Borders et al., 2012; Hein et al, 2011; McGee, 1968, 1974). Hein et al. (2011) studied supervisors' experiences of working with incompatible supervisee pairs. Various forms of incompatibility were reported by participants, including skill level, receptivity to feedback, and motivation. Motivation was another factor previously mentioned by McGee (1968, 1974). Hein and Lawson (2008) reported that supervisors struggled with management of relationship dynamics during supervision when the supervisees were at differing developmental levels. Hein et al. (2011) found that this dynamic affects the content and process of supervision sessions. Thus the supervisors in the study reported that supervisees in this situation do not make as much progress as they potentially could. Supervisors reported that they did not have as much time to spend focusing on supervision activities and processes because of the supervisee issues (Hein et al., 2011). Likewise, the supervisors and supervisees who participated in Borders et al.'s (2012) study identified "peer mismatches" as an impairment to the learning process. Specifically supervisees felt they did not have the aforementioned benefits of receiving augmented feedback or personable exchanges with their peer because of the dynamics in a mismatched situation (Borders et al., 2012).

Another disadvantage of triadic supervision involves the length of supervision sessions and the ability to provide ample processing time for each supervisee (Borders et al., 2012; Lawson et al., 2009; Stinchfield et al., 2010). Borders et al. (2012) reported that the supervisors

and supervisees in the study believed that triadic supervision sessions should be lengthened to 1.5 hours instead of the standard hour because triadic sessions were “more time pressured” (p. 293). Additionally the supervisees felt afraid of dominating the session, and the supervisors were concerned about addressing both supervisees’ needs within the one hour session.

In Newgent et al.’s (2004) study the participants viewed individual supervision as significantly different from triadic supervision in meeting the needs of the supervisees and overall effectiveness. While the authors did not collect data to explain this finding, subsequent studies have addressed some issues that could potentially be attributed to this. Hein and Lawson (2008) studied the impact of triadic supervision on the role of the supervisor. They reported that the demands on the supervisor increase with triadic supervision in two specific areas: management of relationship dynamics and feedback dynamics (Hein & Lawson, 2008). Hein and Lawson (2008) concluded that there was a stronger cognitive burden for the supervisor since they were managing two supervisees instead of one.

Hein and Lawson (2009) discovered that some characteristics of the supervision process are diminished in triadic supervision. Supervisors struggled specifically when feedback was involved, ensuring each supervisee’s needs were met, and providing each supervisee with help as needed (Hein & Lawson, 2009). Borders et al. (2012) also found that supervisors struggled with giving feedback to supervisees; sometimes having their peer present hindered the supervisee’s ability to receive and process feedback. The supervisors in Sturdivant’s (2005) study reported that there were difficulties in managing both themselves and the supervisees when utilizing triadic supervision. Borders et al. (2012) also confirmed this finding in their study. Supervisors

reported struggling with knowing exactly how they fit into the triadic sessions (Borders et al., 2012).

Lakin et al. (1969) pointed out that no two supervisees are alike. This means that supervisors should be flexible in meeting the needs of their supervisees as supervisees may have differing developmental experiences. Triadic supervision could be an inappropriate type of supervision to utilize when supervisees need to disclose personal information to their supervisors or deal with especially sensitive topics (Goldberg et al., 2012; Oliver et al, 2010). Furthermore, Goldberg et al. (2012) provided several scenarios that could show the need for a supervisee to receive individual supervision, including: (a) personal issues that are uncomfortable to discuss in front of another supervisee; (b) hostility or competitiveness between supervisees; and (c) intellectual disability, delayed development, or maturity disparities of a supervisee which could hamper the development of one or both supervisees.

Additionally, a concern with triadic supervision is the paucity of empirical studies about this modality. With little empirical research there is also little or insufficient training for supervisors as to how to manage triadic supervision (Hein & Lawson, 2008; Oliver et al., 2010). This lack of in-depth training in triadic supervision leads to ethical implications regarding supervisors who utilize triadic supervision as the ACA Code of Ethics (2014) calls for supervisors to “have theoretical and pedagogical foundations for their work” with supervisees (p. 13). Moreover the ACA Code of Ethics specifies that supervisors must receive training in “supervision methods and techniques” prior to providing clinical supervision services (p. 14). The training of supervisors is often reserved for doctoral-level educational settings, thus supervisors in the field who do not pursue a doctoral-level education may be practicing outside

their ranges of experience (Bernard & Goodyear, 2013; Herlihy, Corey, & Moulton, 2003). Supervisors not trained in triadic supervision may not know how to function within triadic sessions (Borders et al., 2012).

A further disadvantage of triadic supervision is the limited ability to maintain confidentiality, more specifically by the supervisees (Goldberg et al., 2012). The ethical policy most frequently violated by trainees is confidentiality (Fly et al., 1997). Although supervisors may remind supervisees of their responsibility and ethical duty to keep information covered in supervision sessions confidential this cannot be completely guaranteed due to the multiple participants in the supervision process.

Triadic Supervision Models and Modalities

Research concerning supervision as well as the introduction of conceptual models is ongoing. Some of these are integrative theoretical models which can be applied to both individual and triadic supervision (e.g. Bornsheuer-Boswell et al., 2013; Lemberger & Dollarhide, 2006). Since CACREP (2001) approved triadic supervision, approaches to triadic supervision have been proposed throughout the literature. Because the focus of this study is hybrid individual-triadic supervision, only models of triadic supervision will be included in this section.

Nguyen (2003), in a study that compared triadic supervision and individual supervision, introduced two methods of triadic supervision. Single focus triadic supervision involves devoting an entire supervision session to one supervisee one week and the other the following week. These single focus sessions continually rotate throughout the duration of supervision (Nguyen, 2003). Split focus triadic supervision allows for both supervisees to receive equal

focus during every supervision session, approximately 30 minutes each depending upon the length of the session (Nguyen, 2003).

Stinchfield et al. (2007) proposed a model of triadic supervision entitled the reflective model of triadic supervision (RMTS). Based on the therapeutic reflective process, which originated from reflecting teams (Andersen, 1987), supervisees are provided with an environment that allows for developmental growth. As stated by Stinchfield et al. (2007), “Integrating the reflective process into triadic supervision encourages the presence of inner dialogue and the associated learning that accompanies reflection” (p. 174).

This model involves one supervisor meeting with two supervisees for 1.5 hours per week. The authors specified the supervisor to be a faculty supervisor; however, this model could be employed by other counseling supervisors. Each week supervisees bring recordings of a counseling session. The supervisees rotate who presents his or her tape first each week. Throughout the process of the case presentation there are three important roles that are taking place: the supervisor; the supervisee, who is presenting their tape; and the observer-reflector, who is the other supervisee not presenting at that moment. The supervisee role entails discussing with the supervisor the presented session and the supervisee’s skills. Once this discussion has been completed the supervisee then moves into the reflective role. During this process the second supervisee remains actively in the observer-reflector role (Stinchfield et al., 2007).

Being in the role of observer-reflector involves those two precise things, observing the supervision that takes place between the supervisee and the supervisor and reflecting on what was observed. Assuming the role of the observer-reflector “provides an opportunity for the supervisee to have an inner dialogue about the skills and process” as they emerge in the

presented session (Stinchfield et al., 2007, p. 178). Once the supervisee moves into reflective role, the supervisor and the observer-reflector begin a dialogue with the observer-reflector's "clinical impressions and tentative hypotheses about personalization, skill development, and case conceptualization in relation to the peer supervisee's videotape" (Stinchfield et al., 2007, p. 178). The aim of RMTS is to assist supervisees in developing both inner and outer dialogues, giving them the opportunity to both discuss their thoughts and impressions and reflect on the thoughts and impressions of others without responding immediately (Stinchfield et al., 2007).

Lawson et al. (2009) developed a model of triadic supervision that they implemented at their university. Previously unnamed, Hein et al. (2011) referred to this model as a strength-based developmental model (SBDM). The SBDM involves a process "of presession planning, in-session strategies, administrative considerations, and evaluation of supervisees" (Lawson et al., 2009, p. 261-262). Presession planning actually begins before supervision ever starts. Supervisees are strategically placed with their peers for the semester. Supervisees are given the opportunity to indicate with whom they believe they will and will not be able to work during the semester. This is done to assist in avoiding personality conflicts among peers. The supervisees are also administered the Myers-Briggs Type Indicator (Myers, McCaulley, Quenk & Hammer, 1998). They are also assessed based on their developmental level via the Integrated Developmental Model (IDM; Stoltenberg et al., 1998). In addition to personality and developmental level, faculty consider each student's cognitive development, existing counseling skills set, and whether they are internally or externally motivated (Lawson et al., 2009).

After the pairings have been made, faculty meet with the doctoral supervisors to debrief them about each supervisee's current developmental level (Lawson et al., 2009). The initial

supervision is structured with supervisors providing supervisees with informed consent and providing an explanation of the supervision structure for the remainder of the semester. Every session thereafter follows the single focus method (Nguyen, 2003) previously mentioned. Sessions begin with a time of check-in for the supervisee who is not the focus of the session that week. This lasts approximately 10 to 15 minutes. The remainder of the session involves the supervisee presenting a case to the supervisor.

Lawson et al. (2009) recommended having the non-presenting supervisee engaged in the process. One suggestion is to have the non-presenting supervisee play the role of an observer who logs what they believe the client to be thinking or feeling during the session. The role or activity used during this process is not as important as maintaining a strengths-based stance when presenting feedback to the presenting supervisees. Feedback should begin with strengths or noted improvement and then move into areas in need of improvement or further growth. Lawson et al. (2009) also stated that feedback “should be required of the supervisee peer” (p. 265).

Another triadic supervision model is an integrative model developed by Goldberg et al. (2012). This model integrates RTMS (Stinchfield et al., 2007), the Supervisory Working Alliance Model (SWAM; Bordin, 1983), and the Fundamental Interpersonal Relationship Orientation (FIRO) approach (Schutz, 1958). The RTMS was discussed previously in this chapter. The SWAM is relational and entails setting goals, agreeing on tasks, and developing the relational bond. This involves having the supervisor and supervisee conjointly develop goals that will be used to elicit change during the term of supervision (Bordin, 1983). The FIRO approach is based on egalitarian relationships among the supervisor and supervisees (Schutz, 1958). The bases for FIRO are the interpersonal processes of inclusion, control, and affection.

Goldberg et al.'s (2012) adapted model is built upon egalitarian relationships between all members of the triad. The fundamental elements of this adapted model are the fundamental elements of RTMS, FIRO, and SWAM: structure; reflective feedback (Stinchfield et al., 2007); inclusion; control; affection (Schutz, 1958); bond; goal; and task (Bordin, 1983). Goldberg et al. (2012) further explained, "These elements are addressed by means of collaboration, mutual decision making, showing support and trust for one another, and pointing out one another's successes" (p. 51). Each member of the triad is charged with developing and upholding a positive environment throughout supervision (Goldberg et al., 2012).

Conclusion

Triadic supervision is recognized by CACREP (2009) as a form of individual supervision. Programs are continually looking for the best methods of supervision since clinical supervision is considered the cornerstone of training for counselors and therapists (Bernard & Goodyear, 2013). Though there is encouragement for the use of triadic supervision there may be a better method that would allow for combining the benefits of both triadic and individual supervision models. The existing body of literature about individual and triadic supervision highlights the advantages and disadvantages of both types of supervision. While the existing models of triadic supervision offered in the literature enable supervisors to work with supervisees in varied settings, there are no current modalities of supervision proposed that combine individual and triadic supervision methods. The paucity of research in this area of clinical supervision begs the development of a method of supervision that builds on the strengths of both individual and triadic supervision. Exploration of a hybrid mode of individual-triadic supervision can bring together the best of both triadic and individual supervision.

CHAPTER III: RESEARCH DESIGN AND METHODOLOGY

The purpose of this study is to provide an understanding of the lived experiences of supervisors and supervisees participating in hybrid individual-triadic supervision. I designed a phenomenological study to investigate these experiences from the perspectives of the supervisors providing hybrid individual-triadic supervision and the supervisees participating in hybrid individual-triadic supervision. This chapter provides a description of the design and methodology of the study.

Research Questions

There are two overarching research questions guiding this study.

1. What are the lived experiences of supervisees participating in a hybrid individual-triadic method of supervision?
2. What are the lived experiences of doctoral supervisors using a hybrid individual-triadic method of doctoral supervision?

Rationale for Qualitative Methodology

Because individual supervision has historically been the most utilized method of supervision, there is an abundance of literature available exploring this type of supervision. The body of literature about triadic supervision has steadily grown since CACREP adopted this as an accepted form of individual supervision in 2001; however, the literature investigating triadic supervision is still limited. According to Creswell (2009) when nominal research has been conducted in a particular area a qualitative approach is merited. Goodyear and Bernard (2013) pointed out that there has been minimal supervision research based on supervision theory. With supervision being described as the cornerstone of counselor training (Bernard & Goodyear,

2013), it is vital to continually add to the existing literature. The current study was designed to add to the still limited research about triadic supervision.

Qualitative research, as defined by Creswell (2009), is a channel for studying and comprehending the meaning that people attribute to an issue. The emerging nature of qualitative research enables for concepts to be cultivated from the ground up (Creswell, 2007). Phenomena that have not been deeply studied previously warrant a qualitative approach (Creswell, 2009; Patton 2002). According to Patton (2002) a phenomenological study is “one that focuses on descriptions of what people experience” (p. 107). Moreover, Hays and Wood (2011) contended that “the sole purpose of phenomenology is to describe the depth and meaning of participants’ lived experiences” (p. 291). Since I sought to understand the lived experiences of supervisors and supervisees participating in hybrid individual-triadic supervision, a method that was not previously explored, a qualitative phenomenological approach was most appropriate.

Role of the Researcher

Merriam (1998) stated that the chief instrument for collecting and investigating data in qualitative research is the researcher. According to Maxwell (2005) the researcher is the catalyst of research, and research relationships are the method of how research is accomplished. Although the researcher is an imperfect apparatus, he or she is the best tool for uncovering significant information (Merriam, 1998); however, the researcher must be authentic to any emerging perspectives (Patton, 2002). Along with this, Richardson (1994) wrote that qualitative researchers “must understand ourselves reflexively as persons writing from particular positions at specific times” (p. 518).

With these perspectives in mind, it is important that I share my own role as the researcher as a part of this study. There is a strong recognition that my own background, as well as educational and clinical experiences play a part in my perspective. I had a responsibility to self-reflect frequently and work through any biases or preconceived ideas I may have had regarding supervision. As the researcher I had a complex role, working with participants and being the instrument by which their voices were heard, including being true to any point of view that was offered (Patton, 2002).

As a budding counselor educator, I had a variety of experiences working as a clinician and working with master's students in different roles: teaching assistant, doctoral supervisor, and mentor. My own experiences under the supervision of a doctoral supervisor during practicum and internship were very positive. I participated in triadic and individual supervision during my practicum and internship semesters, and as a doctoral supervisor working with master's students I had utilized both individual and triadic supervision formats. At the time of the study, I had four years of experience working with supervisees at both the practicum and internship levels. Their counseling emphases varied and included addictions counseling; school counseling; clinical mental health counseling; and marriage, couple, and family counseling.

Although I had successful experiences using both individual and triadic supervision, I tend to favor individual supervision because of the personal attention that each supervisee is afforded during their supervision sessions. Since completing my course in advanced supervision I continued to keep abreast of literature about supervision within the field of counseling. For the purposes of this study and because of my biases towards the proposed framework of supervision,

I chose not to work as a doctoral student supervisor during the study. Instead, my responsibilities included soliciting participants, collecting data, and data analysis processes.

Study Participants

For the purposes of the study, criterion sampling, a type of purposive sampling, was utilized. Berg (2009) stated that researchers who are choosing a purposive sample “use their special knowledge or expertise about some group or select subjects who represent this population” (p. 50-51). Criterion sampling is a sampling procedure that involves choosing participants who meet a specific set of criteria and who will provide “information-rich cases” (Patton, 2002, p. 46). These participants are able to offer “thick description” (Geertz, 1999, p. 348), or data that is layered with the experiences and perceptions of those being studied. This kind of information can be gleaned from those immersed in the phenomenon.

Patton (2002) also suggested that qualitative researchers choose participants in a purposeful way so that inquiry will bring about profound insight into a specific phenomenon. Patton (2002) further asserted that, “In-depth information from a small number of people can be very valuable, especially if the cases are information rich” (p. 244). There was no way to predict how many participants were needed prior to the study since a point of saturation in themes is preferable to a large number of participants (Miles & Huberman, 1994; Patton, 2002). Saturation is reached “when no new information seems to emerge during coding, that is, when no new properties, dimensions, conditions, actions/interactions, or consequences are seen in the data” (Strauss & Corbin, 1998, p 136).

Participants were master’s students attending a CACREP accredited counseling program located in the southern region of the United States and doctoral students attending a CACREP

accredited counselor education program who were providing supervision to master's students. Master's-level participants were either practicum students who were under the supervision of a doctoral supervisor or were practicum and internship students completing their clinical experience at the CTC housed within the counseling department. Doctoral participants had completed a course in advanced clinical supervision and were providing supervision to a minimum of two supervisees.

I attended the practicum and internship orientation meeting that is hosted by the counseling department the semester prior to the beginning of the study to introduce the present study to potential master's-level participants. A general announcement and overview of the study, in addition to my contact information, were presented to all practicum and internship students in attendance. Additional announcements were sent via email to inform all potential master's-level participants who met the criteria for participation about the study. Initially, eight master's-level participants agreed to participate in the study; however, one participant chose to withdraw. Data were collected from the remaining seven practicum and internship supervisees who elected to participate in the study.

I solicited doctoral student participants in two ways: through email and face-to-face interactions. I was able to individually contact each second and third year doctoral student via email with an overview of the study and my contact information. I also went to regularly scheduled class meetings: one for second year and one for third year doctoral students. A printed overview of the study was presented to the doctoral students with my contact information. Additionally, I went to the CTC and spoke with the doctoral supervisors face-to-face. Four doctoral students agreed to take part in the study.

Description of Participants

Master's-level participants. Although there were originally eight master's-level students who came forward and expressed interest in being a part of the research experience, only seven were able to complete the study. Two participants were in their internship, with one in internship I and the other in internship II. Five participants were in their practicum semester of the master's program. The supervisee participants consisted of six females and one male between the ages of 23 and 63 who identified as Caucasian or White. Six of the participants received site supervision at the CTC, and one received university supervision from a doctoral student supervisor as a part of their practicum training. Participants were receiving their master's degrees in counseling and were either on the clinical mental health counseling (CMHC) track or school counseling (SC) track. One participant was completing the coursework required to receive licensure as a Licensed Marriage and Family Therapist in addition to their required courses for the CMHC degree plan. Table 1 provides further illustration of the master's-level participants' demographics.

Table 1

Demographic Description of Master's-Level Participants

Pseudonym	Age	Gender	Ethnicity	Level	Master's Program Area of
					Emphasis
210	31	Male	White	Internship I	CMHC
Barb	23	Female	White	Practicum	CMHC
Jane Smith	24	Female	Caucasian	Practicum	CMHC
Katie	63	Female	Caucasian	Practicum	CMHC
Kelly	25	Female	White	Practicum	CMHC
Kim	24	Female	Caucasian	Internship II	CMHC
Lucy Lui	28	Female	Caucasian	Practicum	SC

Doctoral student participants. Four doctoral-level students agreed to participate in the study. Three of the doctoral participants were attending the university where the study took place. One participant was a doctoral student of a CACREP accredited online doctoral program;

however, this participant was providing supervision at the CTC. All four were seeking a Ph.D. in counselor education. The participants also took a course in advanced supervision as a part of their doctoral programs. There were two female doctoral participants, ages 37 and 58. There were two male doctoral participants, ages 36 and 37. Each of the doctoral student participants had varying amounts of experience providing supervision and receiving supervision. Two held master's degrees in counseling and two held master's degrees in psychology. All four were provisionally licensed and working towards professional licensure as Licensed Professional Counselors. See Table 2 for demographic information regarding the doctoral participants.

Table 2

Demographic Description of Doctoral-Level Participants

Pseudonym	Age	Gender	Ethnicity	Licensure	Experience	Experience
					Providing	Receiving
					Supervision	Supervision
Agnes	58	Female	White	LPC Intern	15 months	15 months
Bernadette	37	Female	White	LPC Intern	16 months	36 months
Mike	36	Male	Hispanic	LPC Intern	12 months	24 months
Walle	30	Male	White	LPC Intern	18 months	24 months

Participant Protection

This research study was designed to protect the confidentiality of the all participants. The study was approved by the Institutional Review Board of Texas A&M University-Corpus Christi [February 27, 2014, #09-14] (see Appendix E). All participants were informed that their participation was voluntary, and they could withdraw at any time. They were also provided with my contact information and that of my dissertation chairperson. All data collected were kept in a locked file cabinet at my home, to which only I have a key. At the conclusion of all interviews and focus groups I secured the recordings and observation notes in the assigned file cabinet. The

participants either chose a pseudonym or I assigned one to them. The pseudonyms were used to label their journals, interviews, and focus group data.

Setting

Marshall and Rossman (2006) contended that the researcher must bear in mind the reasoning for using a specific setting when conducting data collection. The research question is typically what directs a researcher in choosing an appropriate research site (Flick, 2006; Leedy & Ormrod, 2004; Marshall & Rossman, 2006; Silverman, 2006). Berg (2009) recommended that researchers be practical and consider their personal skill level when picking a setting for performing their data collection. Further, Berg (2009) stated that a research site should fit the following criteria: (a) researcher ability to access the site, (b) accessibility of the target group being studied, (c) a high likelihood that the foci of the study and processes associated with the study will be accessible to the researcher, and (d) the individual or individuals undertaking data collection can do so successfully and safely.

The site used for the purpose of this study was a CACREP accredited counseling program at a university in the southern region of the United States and the CTC located on this campus. This program gave me access to both master's-level supervisees and doctoral-level supervisors. Because the focus of the research is on both master's students participating in supervision with doctoral supervisors and the doctoral supervisors providing this supervision, it behooved me to choose a site that has both master's and doctoral-level programs. There was also no risk of harm in using the facilities at the university or in working with the participants, and I was able to successfully recruit people from my target populations. Supervision was held either in private

rooms within the counseling department facilities or in the CTC, which is within the counseling department but housed in a separate location.

The Director of the CTC is a faculty member within the counseling department. A doctoral student is designated as the Assistant Director of the CTC, and two additional doctoral students assisted with supervising the counselors in training (CITs). During the study there were eighteen CITs at the CTC. All doctoral students were also receiving supervision of their Licensed Professional Counselor-Intern hours by faculty members of the university.

The CTC was open two days each week from 10:00 am until 8:00 pm. Clients were seen on the hour beginning at 12:00 pm with the final appointment of the day beginning at 7:00 pm. The CTC serves the larger local community outside of the university, and all services provided are free of charge.

Supervision Process

Supervision took place over ten weeks, with each supervisor meeting with their supervisees once per week for approximately one hour each session. The supervision sessions alternated individual and triadic sessions with scheduling being up to the discretion of each supervision triad. No specific theoretical orientation or session formatting was used since the focus of the study is hybrid individual-triadic supervision (rotating sessions of individual and triadic supervision) rather than a particular theoretical framework.

Data Collection

Participant Journals

Each practicum participant and doctoral participant completed a weekly journal entry as a part of the supervision process. The journals were labeled only by the use of a pseudonym

chosen by the participant or assigned by the researcher per the participant's request at the beginning of the study. The doctoral participants who were in the role of supervisor were asked to allot 10 to 15 minutes at the end of each supervision meeting so that both the doctoral student and practicum participant(s) could spend some time reflecting on that particular supervision session. Journals were unprompted to allow for each participant to provide whatever reflections they had to offer about the experience on that particular day in that particular supervision session. Journals were collected at the end of the ten-week semester. I scanned all journals into electronic files and printed hard copies so that I could make notations and maintain the integrity of the original journals.

Individual Interviews

Of the various methods of data collection that can be used in qualitative research, interviews are one of the more frequently utilized (Bryman & Burgess, 1999). One of the more common approaches to interviewing is the semi-structured interview, in which participants are all asked the same set of questions; however, the researcher has the freedom to ask the questions in no particular order when interviewing the participants and may utilize follow-up questions as needed to clarify or obtain more in-depth information (Bryman & Burgess, 1999). According to Bryman and Burgess (1999), meaning that comes out of interviews is not simply because the interviewer asked the right questions, but instead is "actively and communicatively assembled in the interview encounter" (p. 106). Holstein and Gubrium (1999) indicated that "interviewing provides a way of generating empirical data about the social world by asking people to talk about their lives" (p. 105).

A semi-structured interview guide was used in interviews with all participants. Each interview was guided by standard questions (see Appendices C and D) with room allowed for further exploration and clarification questions. This also helped to avoid the use of leading questions as part of the interview process.

Interviews took place at the end of the ten week supervision time frame. All interviews were scheduled at dates and times that were convenient for the participants and me. The pseudonyms chosen by the participants were then used to label the interviews. Interviews were conducted on campus in private meeting spaces provided by the department. All interviews were audio and video recorded, with the video camera focused only on me to support the confidentiality of each participant.

Focus Groups

The final type of data collected was interview data from two separate focus groups: one for the master's students and one for doctoral participants. Focus groups as defined by Kitzinger (1999) are "group discussions organized to explore a specific set of issues" (p. 138). What causes the group to be focused is a shared action, such as discussion of a particular topic, and the interaction between group members provides the research data. Focus groups are best utilized when the interaction between the participants is capitalized upon. Kitzinger (1999) noted that researchers should not forget the value of both corresponding ideas and beliefs expressed by participants and areas of disagreement.

After all interviews were transcribed and I received responses from the participants after member checks were completed, I read through each interview thoroughly several times to develop a set of initial units of meaning for the doctoral students and another for the master's

students. I assigned each participant a different color marker and used these markers to underline sections of the data that I identified as important or meaningful. I also made notations in the margins with any initial thoughts that arose. Because separate focus groups were held for doctoral and master's students and because I was examining both doctoral and master's student experiences, I decided that it was important to analyze the experiences of each group separately. Focus groups for all participants were conducted one week after the interviews to allow the participants to comment on the findings as they stood at that time. The limits to confidentiality were provided to participants with the initial description of the study and were reiterated at the time of the focus group.

Participants were given a list of the initial units of meaning for them to comment and consult with each other about. As the focus groups occurred I took specific note of points that were agreed upon, points of contention, and new themes or data that emerged from the interactions. Both focus groups were audio and video recorded, with the video recording device focused only on me to maintain the confidentiality of the participants. Once the focus groups concluded both were transcribed for data analysis purposes.

Data Transcription Methods

All interviews and both focus group recordings were transcribed using Dragon NaturallySpeaking 12 software. I chose to transcribe my own data to allow myself a deeper involvement in the participants' experiences and immersion into the data (Patton, 2002). I listened to a section of each interview and then spoke into a microphone, repeating the words that I heard. There was a learning curve to this process as I was unfamiliar with the software prior to the study; however, after the first interview the process became much smoother. I

enjoyed transcribing that data as I believe I developed a deeper understanding of the participants' experiences as I listened and spoke their words. I followed this same process after completing both focus groups as well. After transcriptions were completed, I then listened to the interviews and focus groups once again while reading the transcripts to ensure accuracy.

Member Checks

Lincoln and Guba (1999) recommended member checking, and emphasized that this is the most essential procedure to safeguarding that qualitative research is credible. Member checking involves allowing participants to review information they have provided to a researcher in order to check for the authenticity of their words and provide feedback regarding any needed corrections. Participants are able to immediately correct misperceptions or inaccuracies in data by having access to the transcripts. Member checking provides the occasion for understanding participants' intentions behind their responses because participants are able to give additional data if something is unclear (Lincoln & Guba, 1999).

Participants were e-mailed a copy of their individual transcript as soon as it was completed. They were asked to verify the accuracy of their respective transcripts and provide me with any corrections or changes they would like to make so that their experiences would be authentically represented. None of the participants made changes to the transcripts. Additionally, participants in the focus group were provided with a list of initial units of meaning derived from the individual interviews. This allowed for them to provide corrections or augmentations to my initial analysis of the data.

Data Analysis

Moustakas (1994) identified four steps to phenomenological data analysis. These steps are Epoche, phenomenological reduction, imagination variation, and synthesis. Epoche is a Greek word “meaning to refrain from judgment, to abstain from or stay away from the everyday, ordinary way of perceiving things” (Patton, 2002, p. 484). Since I have a preference for individual supervision, I decided to refrain from providing supervision during the study. Additionally, I talked about my data analysis with my committee chair and utilized a peer analyst. Moustakas (1994) also stated that practicing Epoche may involve multiple sessions in which the researcher steps away, clears her mind of biases, and returns to the data. Several times during the data analysis process I also stepped away from my data and returned. This assisted me by allowing me to have a good focus each time I worked with my data.

According to Moustakas (1994), phenomenological reduction is a multistep process that involves bracketing, horizontalizing, clustering horizons into themes, and organization of horizons and themes into textural descriptions. Bracketing takes place when “the focus of the research is placed in brackets . . . so that the entire research process is rooted solely on the topic and question” (Moustakas, 1994, p. 97). For this process, I wrote down my research concern, a concept recommended by Auerbach and Silverstein (2003), which was to accurately represent the participants’ experiences with hybrid individual-triadic supervision. This research concern and the research questions provided the brackets for my data analysis.

Horizontalizing is comprised of looking at all data, then analyzing the data repeatedly and eliminating repetitive and irrelevant data (Moustakas, 1994). During horizontalization, units of meaning are placed into thematic clusters. The data is re-organized multiple times until only

“the textural meanings and invariant constituents of the phenomenon” remain (Moustakas, 1994, p. 97). Once all I collected all journals, and the interviews and focus groups were completed, I set about reading through the data multiple times. I purchased markers in different colors, and each participant was assigned a color. I printed the interviews, focus groups, and journals and highlighted key and meaningful phrases using the assigned color for each interview so that I would be able to keep the data organized by participant. I also looked for repetitive ideas.

Any sections of data that were underlined on the hard copies were also marked on the electronic copies. Once all of the data was read, I cut out all of the pieces of underlined data and spent time reading them, writing any further thoughts that arose, and placing them into initial clusters. There were several times I stepped away from my data and returned to evaluate my clusters. This provided me with the opportunity to move any initial units of meaning to a new cluster if necessary. Some of the units of meaning did not seem to fit into a particular cluster. These were placed into a category labeled “miscellaneous” until I could decide upon the best grouping for each of these units. This process was completed first for the doctoral supervisors and then the master’s-level participants. After placing the cut-out data into initial clusters, I then created an Excel spreadsheet for each group of participants with the initial clusters. This helped me to organize my thoughts while allowing me to create multiple sheets within one document to keep my data in a single location and easily move pieces of data to different clusters when necessary. Initially, I had a total of 9 clusters for the doctoral supervisors and 5 for the master’s-level supervisees.

The next step in data analysis is imaginative variation (Moustakas, 1994). The purpose of imaginative variation is to “arrive at structural descriptions of an experience . . .” (Moustakas,

1994, p. 98). As I reviewed my initial thematic clusters, I looked for any units of meaning that may have needed to be moved to another cluster. I also looked at the existing clusters to see whether they warranted being combined with another cluster or stood as a unique theme. This process ended with 6 clusters for the doctoral participants and 4 clusters for the master's-level participants.

The last step in the data analysis process is synthesis, which is an “intuitive integration of the fundamental textural and structural descriptions into a unified statement of the essences of the experience of the phenomenon as a whole” (Moustakas, 1994, p. 100). I set about naming each thematic grouping so that the essence of the participants' experiences would be captured as genuinely as possible. I realized that although the data for the doctoral supervisors and master's supervisees had been organized and coded separately there were some thematic groups that shared the same ideas. In order to fully represent all participants' experiences it became apparent to me that I had to include these areas of mutuality as shared themes. Eventually all data fit into three sets of themes, three unique to the doctoral supervisors with one containing two subthemes, one unique to the master's supervisees, and three shared by both the supervisors and supervisees with one containing two subthemes.

Trustworthiness

Trustworthiness speaks to the quality of qualitative research and its findings (Patton, 2002). Lincoln and Guba (1999) proposed that there are several aspects to be considered when deciding the trustworthiness of a qualitative study. One aspect is prolonged engagement. Prolonged engagement refers to “the investment of sufficient time to achieve certain purposes: learning the ‘culture,’ testing for misinformation introduced by distortions either of the self or

the respondents, and building trust” (Lincoln & Guba, 1999, p. 407). Another aspect of trustworthiness is triangulation of data (Lincoln & Guba, 1999; Patton, 1999). Member checking, which is providing participants with a copy of their words so that they may comment on the authenticity, also increases the quality of qualitative research and builds trustworthiness in a study (Lincoln & Guba, 1999; McLeod, 2011).

Prolonged Engagement

After the conclusion of the 10 weeks of supervision, I spent a considerable amount of time immersed in the data. I listened to the interviews and focus groups thoroughly prior to transcription, during the transcription, and again once transcription was completed to check for the accuracy of the transcriptions. I read through the participants’ interviews and journals multiple times when identifying units of meaning. I made sure I accounted for all units of meaning. After identifying initial units of meaning, I organized and re-organized my thematic clusters until I was satisfied that each of the themes was consistent with my data. I also discussed the data analysis process with my committee chairperson, who assisted me in clarifying my thematic clusters.

Triangulation

When conducting qualitative research it is important to bear in mind that one source of data is insufficient to show a true representation of participants’ experiences or to draw inferences about themes and patterns (Denzin, 1978; Patton, 1999; Patton, 2002). Each type of data collected “reveals different aspects of empirical reality” and “provides more grist for the research mill” (Patton, 1999, p. 1192). Patton (2002) averred that triangulation is paramount and fortifies a study.

Denzin (1978) and Patton (1999) delineated four types of triangulation for qualitative researcher: data, or method, triangulation; source triangulation; analyst triangulation; and theory/perspective triangulation. In this study data triangulation and analyst triangulation were used to boost the level of trustworthiness. Data triangulation, also known as methods triangulation, denotes collecting data using more than one type of data collection method (e.g. journals, interviews, and focus groups; Denzin, 1978; Patton, 1999). Data triangulation is the most common type of triangulation used in qualitative research. Further, I utilized analyst triangulation by having a peer analyst review and code the interviews independently. The findings of the peer analyst were then compared with that of the researcher to look for consistency and inconsistency in the way that information was classified and categorized. This system helped to check for the objectivity of the researcher and assure that possible biases I might have did not impact data analysis.

Summary

This chapter provided a description of the research design and methodology used during this study. This included an explanation of the rationale for the research design, description of the population and the setting in which the study took place, and explanation of the data collection and analysis procedures. Chapter 4 will provide detailed descriptions of the findings developed during the data analysis process.

CHAPTER IV: RESULTS

The purpose of this study was to examine the lived experiences of doctoral supervisors and master's-level supervisees who utilized a hybrid individual-triadic model of supervision. Data analysis resulted in themes exclusive to doctoral supervisors, one theme exclusive to the master's-level supervisees, and themes that were mutual to both supervisors and supervisees

Three themes were unique to the doctoral student supervisors' experiences. These include *supervisor roles* (SR), *importance of relationships* (IoR), and *professional maturation* (PM).

The theme of professional maturation contains the two subthemes of *professional maturation of the supervisor* (PMSo) and *professional maturation of the supervisees* (PMSe). Unique to the

master's supervisee experience was the theme of *significance of the triad* (SoT), which

incorporates the experiences with the supervisor as an individual, peer as an individual, and the

triad as whole. Themes that were shared by the supervisors and supervisees were *session*

composition (SC), *challenges* (C), and *reactions to hybrid individual-triadic supervision* (R).

The theme of reactions to hybrid individual-triadic supervision is also broken into the subthemes of *reactions of the supervisors* (RSo) and *reactions of the supervisees* (RSe). See Figure 1 for a graphic representation.

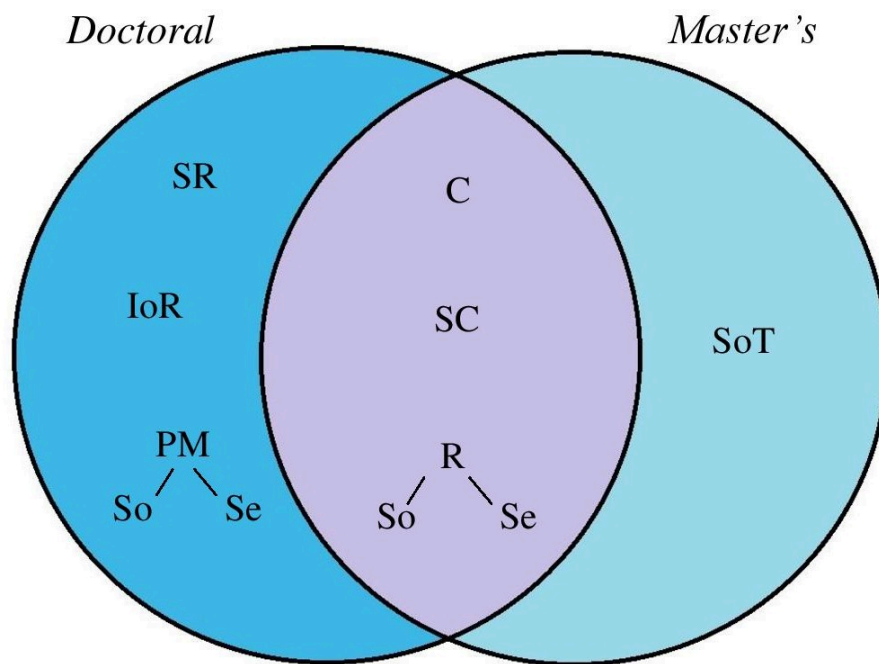


Figure 1. Venn diagram of themes. This figure illustrates themes unique to the doctoral supervisors, themes unique to the supervisees, and themes that are relevant to both.

Doctoral Supervisor Themes

Supervisor Roles

All of the supervisors who participated in the study noted a number of different roles they assumed throughout the supervision process. The roles of teacher/model, counselor, consultant, encourager/supporter, and facilitator were noted most often. There was also sense of fluidity expressed by the supervisors in the roles assumed during supervision. WallE pondered which role he should assume during one particular session and wrote this in his journal:

It was important to allow my supervisee to express her concerns and emotions, while being supported by her doctoral supervisor. At times I want to provide more direction but understood the supervisee had all the answers and could figure it out on her own. A key process when empowering the practicum student. While supervising the student, I am aware of developmental issues, gatekeeping concerns, education as need, appropriate support, scaffolding, and being in the here and now.

The supervisors expressed a desire to ensure their supervisees were comfortable from the beginning of their supervision experience. Bernadette shared that the supervisees she worked with had some initial difficulty with comfort level in triadic sessions, and she found herself trying to assist them with feeling comfortable. For the first session of the semester, she wrote in her journal, "I felt I spent most of the time ensuring the topics covered were light and comfortable for them." She described this process in her interview as "trying to find common ground between everybody." Additionally, for his initial session of supervision, Mike wrote, "The bulk of our session consisted of us calming anxieties, reassuring them of their abilities, and building rapport."

Walle wrote about an ethical dilemma that his supervisee was experiencing at her site. In this particular session he took on the role of teacher/model, and stated, “I modeled calm and collective behavior to alleviate the student’s anxiety about the day and assisted in maintaining appropriate energy in the room.” Agnes indicated that at times she found herself moving from “consultant, maybe a little counselor, maybe a little teacher, actually all I think all three, three depending on the need.” She remarked about one supervisee in particular who struggled repeatedly with advice-giving and excess self-disclosure. Agnes chose to act as a model, using a solution-focused stance throughout sessions in order to help this supervisee see how clients could be encouraged towards growth without using personal stories and advice from the supervisee.

The supervisors also made time during sessions to address personal issues with their supervisees, thus taking the role of. Agnes indicated:

I believe there are times in supervision where the focus needs to be on the supervisee and not his/her clients . . . although this supervisee has been the model practicum student, I felt he/she would benefit from some focus on personal wellness.

Mike also made space for personal concerns, and stated, “I invited everything, too. They could’ve brought whatever. I invited them to bring whatever concerns.” Furthermore, the supervisors sought to normalize things for their supervisees through the use of self-disclosure, such as Agnes’ sharing with her supervisees she was having a bad week and Bernadette sharing her prior experiences as a master’s student with her supervisees.

Bernadette also verbalized the need for fluidity in the roles she assumed with her supervisees. She noted that at times, she was more a teacher who assisted her supervisees with theoretical development. Other times, she functioned more in the role of a consultant who

encouraged her supervisees to “research certain things because they needed more information about something.” She stated, “. . . and especially if I didn’t really know a lot about it . . . I would direct them to places or people that I knew would have good answers for them.” Mike shared a similar sentiment about moving among supervisory roles: “So as supervision progressed, it became more of how they should think about it, and what they should do to accommodate for their clients, and as a supervisor I worked with them to uncover that for themselves.”

The role of encouraging supervisees and supporting them was also discussed by the supervisors. WallE wrote about one of his supervisees experiencing an ethical dilemma at her site. He explained, “I validated my supervisee’s feelings and empowered her to address the issue as soon as possible.” Mike also often referred to empowering his supervisees and encouraging them throughout the semester whenever it was deemed as necessary. Regarding one particular session with a practicum supervisee, he wrote, “She came in high strung and eager for information. I helped her by empowering her to do a good job amidst the uncertainty.”

The supervisors also saw their roles evolving as the semester continued. Agnes noted, “I found as the semester progressed, I became more and more of a facilitator or a consultant than I was and less and less teacher and counselor.” She also wrote in her journal later in the semester, “I mainly stayed out of their discussion and only interjected a few questions and comments.” Agnes acknowledged that some of this was due to her tendency to supervise from the discrimination model (Bernard & Goodyear, 2013); however, all of the supervisors echoed this evolution of their roles in supervision.

Bernadette wrote about her supervisees' experiences with discomfort during triadic at the onset of supervision. After a session that occurred later in the semester, Bernadette reflected in her journal about the evolution of their relationship and the way they began to relate more openly with each other. This change in the supervisees' relationship also caused her to change roles. She wrote, "It almost seemed like I was almost a facilitator today." Bernadette remarked in her interview, "... it was really neat to see them, you know, working together and, um, me not having to be in that driver seat the whole time."

The supervisors expressed a desire to be seen as a resource to their supervisees. Perhaps this was best summed up by Walle when he stated:

I wanted them to see me as, I don't know, a mentor, a leader, you know, somebody they can come to for advice . . . somebody they could come to for support, and be able to guide them to find the answers if needed . . .

Importance of Relationships

The supervisors also highlighted the importance of relationships to the supervision process. This included their relationship with the supervisees and the supervisees' relationships with each other. Mike expressed that his relationship with the supervisees took some work. In his interview, he shared:

The relationship, like the counseling relationship, it didn't happen at the onset. You know, I had to work to relate to my supervisees, and so, at the beginning a lot of concreteness was expected . . . I think . . . there was, I guess, a transition period at the onset.

Mike also discussed his intentionality in getting to know his supervisees on a deeper level beyond the usual focus of clinical skills. He stated:

I would often shake it up, though, in just varying ways, infuse some activity, open up and talk about random topics just to get to know each other a little bit better. One time I went around and asked what kind of hobbies they were involved in, and I was surprised to learn that they, they like to dance, that they either do it semi-professionally or formally, like at a studio or something . . . we would talk about that, you know, and the benefits of them being able to participate in something like that, and how that factors into their overall well-being.

Mike shared in the focus group, “I think it just evolved. Our relationships, it just evolved to where it was just a welcoming environment.”

Walle also thought he was able to develop rapport with his supervisees. He knew both of his supervisees prior to the supervision experience. He was able to see evidence of the relationship development through the “energy and positive interactions” between himself and his supervisees. Walle described the relationship between a supervisor and supervisee unique, and stated:

It’s definitely a bond you build, a unique bond than anything else is being their supervisor, and being there for them, and just connecting them within different ways. I mean, because at times you do touch on personal issues, you know, dealing with self-care issues. You kind of help them with that, provide them with some direction. You know, if they’re dealing with some professional issues trying to deal with different techniques, assessments, all these different things. Things they need to know to become an awesome

counselor, and you're trying to touch all those areas. It can include scholarship, service, research, teaching, counseling, advocacy, trying to touch on those, those components as well, and so it's just a lot more dynamic how the relationship is.

In his journal for his last session of the semester, he reflected on how good it was "to see the bond that was created during supervision" among the members of the triad.

Agnes went about building a bond with her supervisees by opening each supervision session by asking, "How are you?" She stated, "I want to know how they are. That's always been my first question . . . How are you? How did your week go?" Agnes believed that by learning the supervisees' histories she could also understand "where they're coming from." Agnes said, "I was looking at the holistic view because there's more than just classes and practicum and internship . . ."

Bernadette documented in her journal that the supervisees were initially uncomfortable around each other; however, by the fifth supervision session this dynamic had changed. She wrote, "It did not seem they had an issue of discussing personal concerns in front of each other. In fact, they both offered support and encouragement to one another." Although these supervisees appeared to have a difficulty sharing in front of each other at the beginning of the semester, Bernadette observed this relationship change as the semester progressed and expressed, "If we were to have done triadic again next semester maybe they wouldn't have held back as much."

Additionally, Agnes noted that having a consistent triadic relationship fostered a strong rapport between the supervisees both inside and outside of supervision sessions. In the focus group, she shared:

I did notice because the Triad was always the same that there seemed to be more camaraderie between the supervisees . . . that were in the consistent triadic, and they tended to work closer together . . . they would go to each other [outside of supervision] . . . they had a connection.

Walle worked with two supervisees who were in their practicum class together as well as experiencing hybrid individual-triadic supervision together. He indicated:

Both these two students were in the same practicum class as well. So they were able to meet each other on those days and also with me. So they built sort of a relationship. So they automatically, like in the first session, approached each other once they gave their introduction. They said, “Well, you do this and I want to learn more about it.” “So do I.” And so they built that bond from the beginning.

Professional Maturation

Supervisors discussed the development of professional maturation that occurred through the supervision process for both themselves and their supervisees. Agnes acknowledged that her self-reflection about her development as a supervisor may have been due to the journaling aspect of being in the study; however, all the supervisors saw the need for growth within themselves and within their supervisees. They also noted their personal growth and that of their supervisees.

Professional maturation of supervisors. The supervisors recognized their own personal processes surrounding their professional maturation in areas where they could further grow as supervisors and where they could see their growth as supervisors. The supervisors sometimes relied on input from supervisees, who had experience in certain areas in which they may not. This circumstance culminated in a parallel process for the supervisor and supervisees. For

example, Mike explored in his journal conceptualizing cases with his supervisees in which one of the supervisees was working with a child. He wrote, “. . . I have little experience so I figure of learning as well. Thankfully I had a supervisee who had some suggestions and so we collaborated in addressing these concerns.” In another session, later in the semester, he experienced a similar situation and expressed that he “was impressed” with one of his supervisee’s input and “felt fortunate to rely on [the supervisee] for assistance.”

Agnes wrote about a similar experience in her journal. One of her supervisees was working with a client who had a history of abuse. Although Agnes was not “well versed in working with persons who had been in abusive relationships,” the other member of the triad had an interest in working with clients who have experienced trauma. This supervisee was able to share “different approaches and techniques” with the peer.

Walle had an experience involving an ethical dilemma one of his supervisees faced at their site. Walle was able to recognize his need for further supervision in order to best assist this supervisee. Walle explored his thoughts about the situation in his journal:

This was one of the most difficult issues I have encountered as a supervisor as this included a dual relationship and abuse . . . Now I need to decide where to go with this and my next step in the process. This may not be a feasible site for this supervisee or supervisees in the future. Time for me to consult.

Agnes documented in her journal a particular session with a supervisee who was struggling with a challenging client. After assisting the supervisee in thinking through the issue, she reflected about the supervision session in her journal, and noted that it was a learning opportunity for her as well as her supervisee. She wrote: “I think this was a great learning

opportunity and helped with my supervisee's growth as a future counselor . . . and mine as a future counselor educator and supervisor.” Later in the semester, Agnes expressed awareness of her limitations and simultaneous desire to assist a supervisee with a client who was at high risk for self-harm. She wrote in her journal:

The Clinic Director is aware of this client, and has entered session and taken the lead on the self-harm assessment and intervention. But, that doesn't alleviate my concerns and feelings of inadequacy at meeting the client's needs. However, for this supervision session, I persevered to provide the supervisee with constructive feedback/input while we processed his/her client sessions to try to conceptualize techniques and approaches to help the client.

Walle reflected on his overall growth from beginning of his supervision experience during his first year of the doctoral program up to the time of the study. In his journal he wrote, “I was super excited to engage in supervision during the latter stages of the doctoral program. I get a chance to view how I developed as a supervisor from the second semester to now.” During the focus group, Mike and Agnes discussed the evolution of the supervision relationship and how this included discussion about growth for supervisors and supervisees alike. Mike stated that supervision became a comfortable environment in which “we can all relax talking about our development and so forth . . . as the semester progressed it, it was, just as productive but more [relaxed] or welcoming.”

Professional maturation of supervisees. All of the supervisors discussed the professional maturation of their supervisees. This included how the supervisees could grow,

how they did grow, and what they could do to continue to develop their skills and professional identity for “what’s going to lie ahead after graduation” (Bernadette).

Bernadette encouraged her supervisees to be more independent. Being a supervisor at the CTC, she recognized that some supervisees may develop dependence on seeking resources from others due to the presence of multiple supervisors at all times. In her interview, she said:

I encourage them to try and be a little more independent and do research on their own and not hesitate to bring it back if they have questions . . . so I want them to be able to transition and, and to do things independently cause they’re going to find themselves at a time probably where they’ll be independent and not have those people to talk to.

Another phenomenon noted by the supervisors was how the supervisees’ roles in supervision changed over time. Although Walle was working with two practicum students, he reflected in his journal about how one supervisee was beginning to take on the role of a supervisor: “It was good to see one of the supervisees take the supervisor role and confront and support another supervisee.” Agnes also wrote about one of her internship II supervisees who asked for less advice and increasingly began taking “on a mentoring role to the practicum student” during “triadic sessions as the semester . . . progressed.” She further explained in her interview:

The internship II student kind of took on a mentoring role in helping, uh, the prac [practicum] student know . . . [by saying] “No, that’s normal.” or “Have you thought of this?” and “Oh yes, I went through that.” . . . there was kind of a mentoring role that came out of having the prac and the internship II student . . . and the individual sessions,

when I would have with them, were very different because it was more, the internship II student was more of consultant- consultant, a lot stronger than the other.

Another aspect of professional maturation as related to the supervisees encompassed planning for life after graduation. Agnes wrote about this in her journal, when she was working with one of her supervisees in internship II:

The . . . supervisee and I talked about his/her future plans (since he/she was graduating in a few weeks). We also talked about what he/she felt he/she would take away from his/her experiences in the program and at the clinic in particular. It was rewarding to hear (and see) how much he/she was grown personally and professionally throughout his/her academic experience. I left this session feeling great about his/her accomplishments and future aspirations . . . and proud that I have been able to play a small role in facilitating these.

Mike also spent a session discussing “future prospects” with one of his supervisees who would like to attend a doctoral program of counseling psychology after receiving her master’s degree. Likewise, Bernadette shared about this process during her interview:

We also talked about things, as far as like, transitioning from student to professional . . . sometimes it became, “I don’t know what I’m going to do next”, and so they were more forward thinking, as far as what’s going to lie ahead after graduation.

To assist her supervisees with making the switch to from student counselor to professional counselor, Bernadette “challenged supervisees to write a short bio on themselves as counselors.” She explained how this is one way professional counselors “communicate to people about their education, experience, how they practice and what organizations they are members of.” She

further wrote, “The reasoning behind this activity was to help them see themselves as a counseling professional and to be prepared in case they are ever asked to submit a bio for an employer or organization [*sic*].”

Master’s-Level Supervisee Theme

Significance of the Triad

The theme significance of the triad was unique to the master’s-level supervisees who participated in the study. Several aspects are included in this theme. Part of the significance of the triad is the relationship the participants had with their supervisors and peers and how those relationships were carried with them even outside of supervision. The encounters they shared were not just a part of their supervision sessions, as they permeated into other aspects of their CIT experience. The supervisees treasured the support, encouragement, and comfort they experienced from their supervisors and peers. For some of the participants, their peers in triadic supervision were also co-counselors with them, which also incorporated as a part of this theme. This also included the actual physical presence of the supervisor and peer in supervision sessions, which affected the participants during and outside of supervision sessions. For example the participants expressed their comfort with approaching their supervisor and peers outside of supervision for extra consultation. This theme incorporates the experiences with the supervisor, the peer, and the triad as a whole.

All the master’s-level participants expressed positive feelings for their supervisors. As 210 wrote in his journal: “I really do like my supervisor. He seems like a guy who cares and really wants to help people out . . .” In a later entry, 210 echoed his previously expressed sentiments: “I really like him, and he has a calming effect. When I get done speaking [with]

him, I generally feel much more at ease.” In her interview, Barb shared the following about her supervisor:

I had a great relationship with my supervisor . . . I felt like she was really approachable . . . Definitely I look forward to seeing her each week and, kind of, processing with her. I valued her opinion, and I valued, you know, the things that she was, you know, she was giving me as feedback . . . It was really helpful.

Jane Smith wrote in her journal that her enjoyment for working with her supervisor stemmed from his efforts to “ensure everyone gets a chance to discuss their concerns and . . . to provide feedback to each other” during supervision. Likewise, Katie enjoyed working with her supervisor so much she expressed dismay during her interview that her practicum experience was ending because she would no longer have her doctoral supervision each week. She said:

Now I think, “Oh, gosh, how am I going to make it without my doc supervision?!” because he was so great. He gave us so much energy, and so much thought and expertise . . . He was there as, as our experienced more knowledgeable counselor, and it was just a great situation.

Similarly, Kelly stated that she felt a connection with her supervisor in many different areas and that this connection “helped me open up more with him.” Kim was in a unique situation because she began working with her supervisor two semesters prior to the study. During her interview she declared:

A relationship with her is really, really good . . . I’m able to go to her and talk to her when I need to talk to her and not feel like I have to tiptoe around what I want to say . . .

She was helpful . . . we seem to, like, feed off of each other . . . it's just always really easy to approach her . . .

Lucy Lui enjoyed the “laid-back” interactions she shared with her supervisor. Her supervisor’s presence enabled her to discuss personal concerns, such as her son’s health issues, during supervision. She also felt that more individual time with her supervisor would have provided her with the opportunity to get to know “who [the supervisor] is, where she’s coming from, when she’s giving feedback.”

Jane Smith and 210 both shared that their supervisor was available to them at any time they had a concern. During her interview, Jane Smith stated:

He gave excellent feedback during supervision, but even outside of supervision I felt, you know, just anytime I had a question or concern he was very approachable, and so for me, being new at this, it was really nice having a supervisor . . . who’s like that.

This sentiment was also expressed by 210 during the focus group: “I always felt like with my supervisor I was, I could always go to him . . . He always made himself available for that which is really nice . . .” Similarly, Katie stated, “My doc supervisor was always available to me. He said, ‘Text me. Don’t email me. Text me, so I’ll get it right away, and I’ll get right back with you as soon as possible’.”

The supervisees especially appreciated the encouragement and support provided to them by their supervisors, which then transferred into feeling more at ease during counseling sessions. Although she experienced anxieties and doubts about her abilities as a counselor, Barb shared that her supervisor was able to help her build confidence and put her at ease. Barb wrote in her

journal that her supervisor “really provided some much needed optimism about” her “ability to prevail this summer.” In latter journal entries, she further expressed:

Meeting with my supervisor this week gave me some reassurance and affirmation of where I am in my professional development. When we often are the hosts of our own inferiority, it was nice to receive some unexpected positive feedback today during our supervision . . . Struggling with confidence in my ability to perform, her encouraging and supportive nature really put me at ease [with] my clients. She gave me some very positive affirmation as to what my personal strengths entail.

210 reflected on the genuine care he experienced from his supervisor during his interview. He appreciated the attentive space provided by his supervisor during supervision sessions. He stated, “It was more than just he was getting his hours. He genuinely cared about what was going on, and you know, asked questions about how we were getting along and if things were working out for us . . .”

Katie experienced some difficulties with attaining direct hours at her site during the earlier part of the semester. She voiced gratefulness for her supervisor’s recognition of her ability to persevere through this dilemma during the focus group:

. . . Later on he told me, “Because you had this difficulty, and you dug your heels in and struggled through it, and worked through it, this is going to make it so much easier for you during your internship because you’ve had this struggle . . . and you dug in and got your hours together, and were able to get it done.” So he said, “That’s going to help you later on.” So that made me feel good. He even commented about it on my evaluation and stuff.

Kelly felt that the assurance she received from her supervisor that she would “fall into a stride” was “validating, comforting, and helpful.” Furthermore, she documented in her journal:

It makes me feel hopeful that my supervisor is telling me I can achieve my dreams.

Sometimes it feels like I have such broad dreams and aspirations that I get overwhelmed by them. But my supervisor assured me that I’m right where I need to be in my development as a counselor and he has faith I can achieve what I want. He gives me great feedback with clients as well as my personal life.

The participants also conveyed how beneficial the presence of their peer was to the supervision process. For some participants who were practicum students, this was partially connected to their peer being further along in the CIT experience. Barb gauged the reaction of her peer, who was an intern, during supervision as being “cool, calm, and collected,” which helped her to realize “we all were going to be okay.” Lucy Lui saw her peer, who was also an intern, as bringing “determination” into supervision and their work with mutual clients. She stated that having her co-counselor in the triad with her was, “good because she was able to kind of catch me up, and I was able to get to know her a little bit before we went [into session].” She felt a fast connection and comfort with her:

The first day was good because she was, she’s just like, like very straightforward. You can tell she’s like a smart girl. She’s open and everything . . . and I was like really comfortable with her right off the bat . . . You don’t want to ask your supervisor every question that you have, and she was, like, kind of immediately the person that I, like, went to cause I guess she just had an openness about her, and then I found out that she

was in my supervision with me, and I co-counseled for a couple of people, and so that was good.

Some participants expressed initial discomfort with having their peer as a part of the supervision process. Jane Smith and 210 discussed this during the focus group. Jane Smith shared that “there is that certain element of, you know, not wanting to say certain things in front of other people that, you know, we are still getting to know . . . especially towards the beginning . . .” As the semester progressed, both of these participants came to appreciate the presence of their peer in session, especially when the peer was their co-counselor.

During her interview, Kim shared that she had initial reservations with her peer since she did not know her; however, these reservations dissipated as the semester continued. She shared in her interview, “I’ve actually grown to really like her.” Kim also enjoyed the feedback she received from her peer during supervision, “So my relationship with her grew into not only, not only that kind of, like, we’re both the . . . supervisee, but more of like a friendship type thing . . . it became very, very close.”

Barb appreciated her peer’s presence because it helped to normalize her concerns. She was able to feel that she was “in the right mindset” in her work with clients because both her and the other supervisee had similar concerns. Barb found it comforting that “Other people are still learning the techniques the way I am . . .” She communicated being fearful that she “was behind” and that others “had so much more experience.” Yet she had this to say about having her peer in supervision: “I liked hearing from the things that she was concerned about, and the concerns that she brought to the supervisor, that also sort of modeled how the supervisee relationship is supposed to sort of work in the session.”

Other participants shared the same sentiment of learning from the issues and concerns brought to supervision by their peers. 210 specifically mentioned ethical issues that were brought to supervision by his fellow supervisee. He disclosed that this was:

Very beneficial because it's not something that happened to me personally, but it is something that could have affected us all at some point so it was, it was good to have that brought up and we could talk a little bit about ethics . . .

Jane Smith agreed with 210 when this was discussed during the focus group. She echoed 210's sentiments: "There's a couple times where [situations involving ethical dilemmas] happened to somebody else and, but we were all like, 'I never thought [about] that happening, but good to know, you know in the future.' So that was kind of neat."

The supervisees also appreciated having their peer discuss topics that they were sometimes uncomfortable to address during supervision. 210 had one peer who was "more vocal about stuff that was going on [at the CTC]." Although he may not have felt comfortable expressing his "grievances" during supervision, his peer's ability to do so was appreciated "because some of her issues are the same as mine, so I was able to get that out of it, um, without actually having to say anything."

Jane Smith also especially enjoyed having supervision with peers with whom she shared clients. She explained this during the focus group:

With, uh, that particular peer it was great because we had a couple of clients together. So it was nice because we could use our supervision time talking about issues we are having with the client, brainstorming, um, you know, ideas together, and also having [the supervisor] in there with us as well, giving us that feedback. So, um, you know for me it

was really, it was a cool experience being able to get that chance to work with my, you know, co-counselor . . .

Kelly appreciated working with supervisees who were in their internship semesters. She specifically enjoyed giving and receiving feedback from these peers. She felt like her relationship with these peers “was more admiring them because I was the only prac student.” She felt admiration for them because, “They like had that experience under their belt. So it was, I just, like, I looked at them with admiration, like, ‘Oh my God, you’ve made it. How did you make it?’” Kelly also felt empowered by the ability to provide feedback to these CITs who were more experienced.

The participants also described the presence of the supervisor and the peer on a level of mutuality. This presence of the triad was described by Katie as beneficial because “there was two other people’s opinions” during the session. Similarly, Jane Smith and 210 especially valued that their supervisor would often take an issue presented in supervision by one supervisee and ask for the other supervisee’s input before giving his own input. In his journal, 210 wrote, “The other person asked a few questions and the supervisor asked my opinion. I like when this happens, both when I am asked and when peers are asked about me.” Jane Smith also discussed this during the focus group:

It was nice that, like, our supervisor specifically would give our, would give the supervisees a chance to maybe, like, answer someone else’s question or expand on that before, you know, he would give in his opinion, so kind of building a confidence thing. It allowed us a chance to, you know, give our professional opinion first and then have him kind of, you know, validate that.

Similar to Katie, Jane Smith, and 210, Barb believed that “Listening to the concerns of my partner and feedback of my supervisor provided a lot of insight.”

Barb illustrated how the input of her entire triad was especially helpful for her as a practicum student. In her journal, she wrote, “My supervisor and supervision partner helped normalize for me about how special and emotional the first week of counseling clients can be.” As the semester progressed, Barb continued to struggle with uncertainties: “I am having trouble with who I am as a counselor, but my supervisor and co-counselor in supervision both assured me it’s just the process at the beginning.”

Lucy Lui and Kim also had similar sentiments as the other participants. Lucy Lui experienced feeling “more open” as the semester progressed because she felt like “as a triad we got to know each other better.” Kim also noticed that she was able to speak more freely as the semester progressed and described one session in particular as “a conversation where our ideas bounce off one another. It seems like more of a collaboration which I really enjoy!” She “was able to hear the worries of the practicum student and reassure them that I was feeling the exact same way during my practicum.” Kim had an especially profound experience that she documented in her journal:

This week has been very stressful for me, so going into this supervision session I was irritated and tired. Usually, when I am in this mood I would rather just be left alone, but 5 minutes into supervision I had already snapped out of it and was in a more positive state of mind. Looking back I attribute this change not only to my relationship with my supervisor, but also my relationship with the other supervisee. The dynamic in the supervision sessions has been very cohesive and in today’s session this worked to lift my

spirits. I think this is important because it effected the rest of my day, particularly my work with clients. I am feeling grateful to have had such a great session and to have a good relationship with my supervisor and fellow supervisee.

Mutual Themes

Session Composition

The composition of the supervision sessions was a strong part of the supervision experience for supervisors and supervisees alike. Similar to a piece of music, there are multiple parts that all come together to form one composition that is the supervision session. The participants identified a variety of subjects that were broached during supervision.

Case conceptualization was frequently discussed by participants and took on different forms. Agnes had her supervisees share “their perceptions on how each client was progressing (or regressing)” and the “future course of action they were planning with each client.” Similarly, Bernadette also spent time during sessions “brainstorming about interventions [to use with] clients.” Mike also spent sessions talking about “varying techniques and applications that could potentially be used with [the supervisee’s] clients.” During the focus group he stated, “Largely with, for me, whether individual or triadic, it was client concerns [and] developmental concerns.” The participants “bumped ideas off of each other” in their triads (210). Barb stated she picked her supervisor’s brain about “difficulty I was having [with] a struggling/resistant client” and felt she had “a more precise direction to move forward to.” Jane Smith also discussed how she and her peer spent time talking about clients together.

In addition to case conceptualization, participants discussed evaluation; co-counseling dynamics, specifically for those participants at the CTC; accruing hours; paperwork questions;

wellness; and personal concerns. Katie perhaps captured the essence of how diverse the content of the supervision sessions was with this portion of a journal entry:

We covered many topics related to indirect and direct hours. We covered: education, workshops, membership in professional organizations, scholarship, service to community, teaching, education and publications, importance of each to development as counselors; ACA code of ethics and law; supervisor suggested a book “35 Techniques”; homework assigned; completed initial eval of skills; wrote out 3-5 goals for professor, doc, and site supervision. We set up a schedule for our meeting times for the rest of the course [*sic*].

The accrual of hours was a concern expressed by several of the participants. Katie spent a portion of her practicum concerned about gaining enough hours due to issues with supervision at her site, which she brought into her doctoral supervision. Kelly also worried about being able to meet with enough clients to obtain her direct hours. Mike had multiple journal entries describing how his supervisees were concerned about “Hours! Hours! Hours!” Walle also recounted how he spent a session with one of his supervisees assisting her with deciphering what counted as direct hours and what counted as indirect hours.

The supervisors also brought activities and discussions of theoretical interventions and orientation to their work with their supervisees. Mike had his supervisees “drawn an egg” (Buchalter, 2009), an art therapy technique that is metaphorical in nature. He also facilitated a role play in which the supervisees were not allowed to utilize questions and had to rely on their other counseling skills. Mike further expressed in his journal that he “encouraged [the supervisees] to get creative with their approaches.”

Agnes, Mike, and Walle brought solution focused techniques (DeShazer, 1982) into session to discuss with their supervisees. Lucy Lui commented on the discussion she had with her triad about solution focused techniques in her journal: "I loved almost all of them. Immediately, I thought of clients I could use them with." Bernadette facilitated a discussion with her supervisees about how to provide feedback to their peers at the CTC. She utilized an acrostic of the word "FEEDBACK" as a tool for the supervisees to develop their own ideas of what kind of feedback they would like to receive from their peers.

210 reflected in his journal about not feeling up to much participation in supervision due to burn out. He figured his supervisor must have sensed this because they spent the supervision session "chewing the cud." Jane Smith reflected upon how she perceived discussing personal concerns as beneficial:

We discussed what events were occurring in our personal lives. We discussed the importance of self-care and how each of us were working that into our daily routines.

This session was nice because we used the time to relax, enjoy each other's company, get feedback, and even take time to laugh. I definitely think its beneficial having a mixture of sessions where we strictly discuss clients and sessions where we are able to talk about what is on our mind, whether or not it applies to our clients.

Participants also discussed the structure of their supervision sessions as part of the session composition. Walle allowed his supervisees to choose how their sessions were structured:

I asked the supervisees how they wanted to orient the session with the options of each student getting 30 minutes, doing 45/15, or free association where they both were active

in session and contributing without set timelines. The students took the third option and the rest of the session both students made active contributions to the session.

Agnes, who utilizes the discrimination model, primarily left her sessions unstructured so that the supervisees had the freedom to discuss any concerns they deemed as pressing. Mike also ran his session relatively unstructured and utilized structured activities to facilitate further development of supervisee counseling skills. Bernadette also worked with her supervisees in this manner.

Katie felt that the fluidly structured approach provided by her supervisor was “good” although unexpected. Kim enjoyed how her supervisor gauged what she and her peer needed during supervision:

I think the supervisor was just there for what we needed. So if we needed her to be a teacher, she would help us and be a teacher. Sometimes we just needed to kind of let stress out, and she would do some like deep breathing exercises or stress reduction techniques. So I think overall the supervision was exactly what we needed at that point in time, and she was very in tune with what, what we were needing.

Challenges

All participants expressed that there were aspects of the supervision process that were challenging to some degree. For some of the supervisors, there were specifically struggles with balancing how to manage the time during supervision (Agnes, Mike, and Walle). Agnes wrote after one of her supervision sessions concluded: “both [supervisees] asked for more time . . . The problem was that they both had clients to see and so there was no more time. If either, or both had been free, I would have continued supervision.”

The supervisors also struggled with the amount of sharing that took place during some of the supervision sessions. Mike struggled with redirecting a supervisee who was talkative and spoke “in a manner that needs to be heard.” He believed that in order to redirect her he had to interrupt and expressed, “I hate doing that but it’s the only way to move forward with anything.” Walle also seemed to ponder this issue, even within an individual supervision session. He believed that his supervisee’s ability “to elaborate on a subject excessively” caused it to be “difficult” for him to “join in [the discussion].” Walle also pondered, “. . . when is the point where it becomes too much.”

On the flip side of this issue, Agnes struggled with a supervisee who did not share much at all during individual supervision sessions. She described this as being “like I was pulling teeth with a pair of plyers [*sic*].” She further wrote in her journal:

My supervisee didn’t seem to want to put forth any effort and I found myself doing most of the talking as I tried to draw my supervisee in to a conversation. I was frustrated and resorted to closed ended questions because the open ended one’s I was asking earlier was not getting anywhere.

The concept of time as one of the challenges was expressed multiple times by both supervisors and supervisees. Because of time constraints at the site and during sessions, 210 sometimes sought supervision from other supervisors and sources outside of the CTC because there was no guarantee “that we will have a chance to really process.” Barb empathized with her supervisor regarding this issue. She stated that she “felt like [the supervisor] wanted to cater to both of our needs” but contended, “I think that was also a stressor, is that within the hour we had to get to both people’s concerns and hear [the supervisor’s] feedback.” Similarly, Lucy Lui had

concerns with the amount of time available to her in supervision sessions: “I think I liked having the triad, but I think I would’ve just liked to have more individual . . . just cause you know you have to split the time more with two people.”

Mike expressed that an hour for triadic supervision involved “condensed and then . . . faster paced sessions.” Although he attempted to make sure all concerns were addressed, Mike also expressed doubts about this: “I’m not really sure if I invested enough time to each supervisee in triadic.” This also caused Mike to sometimes forego bringing activities into supervision because of the time constraints. Walle acknowledged that the triadic sessions ran longer than an hour despite his efforts to keep them to a one hour time limit. Agnes also struggled to find a balance between the “quality and the quantity [of supervision] that [the supervisees] felt they needed.” To combat this, she would attempt to find “five or 10 minutes [after supervision]” and try “to go step aside, try to finish processing.”

Mike stated that he did not have the opportunity to provide individual supervision as a part of the rotating sessions until later in the semester because of the supervisees’ schedules. He maintained that, “Due to the culture of the site triadic is, is leaned on more, just solely cause of time constraints, and individual is afforded when available or requested.” Agnes echoed this when she wrote in her journal: “Again, due to time availability constraints, I was forced to provide triadic supervision for these two supervisees.” Kim, who was at the CTC as a supervisee, wrote in her journal, “I am not used to individual supervision; there usually isn’t very much time for that at the clinic.”

Bernadette experienced an initial challenge with the pairing of her supervisees. One supervisee was a male and the other was a female. One of the supervisees was already “a

professional” and the other supervisee was still more inexperienced in the field of counseling. Bernadette believed that these characteristics led to the supervisees holding back during initial sessions. She elaborated more on this during her interview:

I think they held back a little bit just because inexperience versus experience. In triadic, they held back a little bit, and as far as one being a woman and one being a man, there were some things that, you know, that happen in everybody’s lives that are different as far as that’s concerned. And then, she’s already a professional, and he’s never been a professional. He’s never had a career outside of what he’s doing right now, and so, there were some things that were kind of held back, I think, in triadic that came out in individual, and so, it might’ve been different if they would’ve had maybe the same experience levels or something like that or had known each other before.

Agnes also had an experience with two of her supervisees that did not seem to be a beneficial pairing. Supervisees appeared to have different needs within supervision: “One wanted to talk about his/her clients and get feedback while the other wanted to talk about his/her personal perceptions about negative interactions with other Master’s students at the clinic.” She wrote in a further journal entry: “I’ll admit that supervising these two together has been difficult.” Ultimately, the mismatch between these two supervisees led Agnes to decide to see them solely individually rather than as a triad and to readjust their sessions so that both supervisees could have their supervision needs met.

Lucy Lui experienced two challenges that were uniquely expressed by her. The first challenge had to do with the theoretical orientation of her supervisor. As she began to work with clients for the first time, Lucy Lui came to this realization: “The way I want to approach

counseling is leading me to believe I am going to be person-centered in my theoretical orientation. That's hard because my [site] supervisor's orientation is not." She also stated that she specifically chose her university doctoral student supervisor because "I knew his orientation was person centered/humanistic."

One additional challenge noted by Lucy Lui was the relationship between her fellow supervisee and supervisor. Lucy Lui was paired with an internship two student who had worked with their supervisor for two semesters prior to the study. She described this struggle during her interview:

It was hard in my case because the girl that I was doing this supervision with had [this supervisor] as her supervisor for a year already. So then, I feel like they were real, like, laid-back, and like knew what to, you know, they were just conversing like old buddies at that point in time, and I was kind of like new at it, so it was interesting . . . I kind of felt like it was less specific to the task at hand, you know what I mean? It was more like conversations. We would start talking about our lives, and it was more like catching up on our lives . . .

Reactions to Hybrid Individual-Triadic Supervision

Reactions of the supervisors. All of the supervisors in the study expressed that they thought hybrid individual-triadic supervision was beneficial. Agnes stated:

I have seen a benefit in [hybrid individual-triadic supervision] . . . giving them the individual attention and then having them with the Triad with another person, then I could see the growth, but yet still give them the individual attention that I felt that they need.

She further explained that the individual sessions allowed the supervisees to “drop their guard a little bit more” and “really go more in depth . . . and then I think, then it turns around, and we have the triadic, then I think they bring that new strength to it.” Conclusively, she said, “I thought I found [hybrid individual-triadic supervision] to be really beneficial for both the supervisees and myself.” She also believed that it “enriches the experience for the student as well as the supervisors.” Agnes then shared:

It was a great experience, and I sincerely want to thank you for doing this because I think . . . in the future this is going to be something that I can do, that I’m going to implement because I really think, you know, I can see that there was a definite difference in my supervisory style, with the response from the supervisees between the two, and I think the two really worked well together doing the hybrid.

Bernadette acknowledged that “there are some issues that warrant having individual over triadic or group because there are personal things that happen.” She stated that she liked hybrid individual-triadic supervision because “I think the individual picks up a lot of what may or may not be left out of triadic.” She did contend that scheduling supervision sessions needs to be taken into consideration when utilizing hybrid individual-triadic supervision:

. . . time purposes having to find two different times versus one time is something that needs to, if it were to be planned out it would be different instead of spur of the moment, and I found two people that actually had time to do triadic and individual, but I think it’s a good, um, set up.

Mike admitted that he prefers straight triadic supervision because “It’s just more resources to rely on.” He did concede that utilizing hybrid individual-triadic supervision

“provided opportunities that I wouldn’t normally have with [individual supervision] or [triadic supervision].” He further explained, “I like the flexibility, and I like having the [knowledge] that I can facilitate for both.”

Walle said that the purposefulness of the hybrid individual-triadic schedule allowed for the semester to be better organized. He believed that:

This helped me with structure and also to build a foundation and a working relationship between the two supervisees who were . . . more consistent, you know, more reliable and would take the supervision, individual and triadic . . . more seriously or just know that from the get-go that it was going to be set up that way.

He enjoyed having the individual sessions so that he “could tailor it to [the supervisees’] developmental level a lot differently so that way I could pretty much just focus on and scaffold them to another level and just really allow them to grow and to feel support . . .” Walle disclosed that “there’s been a lot more time on me” with utilizing hybrid individual-triadic supervision, but further expressed:

I mean having an individual perspective where they could be able to be by themselves and express themselves, and then that triadic where they get to come with another person and feel validated by another student, that I could see benefits doing it both ways.

Reactions of the supervisees. Because of the scheduling issues at the CTC, some of the supervisees were not able to get the full hybrid individual-triadic experience. This may put some of their responses into context regarding supervision. For example, 210 was able to have some individual sessions, but the predominant amount of supervision was completed triadically. He stated that the individual sessions he participated in “were a little more personal in the sense that

you know, I talked kind of about how the client or the session made me feel rather than just kind of trying to conceptualize the case itself.” He thought that these individual sessions were “deeper,” whereas in triadic sessions he “stayed more on the surface.” Since 210 did have some rotation of sessions, he felt that “mixing things up was kind of nice. I did enjoy that for the most part.” In addition, 210 noted that he would have preferred to have more individual sessions; however, he also said, “At the same time when we did do stuff for like wellness and everything, I liked having other people there, just because I like to hear what other people are going through.”

Lucy Lui also expressed that she would have preferred more individual sessions than she was able to receive, since a majority of her supervision took place triadically. She attributed this preference to being a practicum student and feeling like she would have liked more processing time. Lucy Lui described this experience further:

If I had, like, my perfect situation, I would do a, like, couple triadic ones maybe with the same person, but then I would do, I think a majority individual, or at least half-and-half . . . I think maybe majority individual because I just feel like there’s so much to talk about, especially when you’re first starting, and you’re a practicum student. You’re like, wait, wait, wait. I need to process this. You need to give me your opinion, or you know, I need to kind of work through this, and there just isn’t enough time with two people, and you would think so, but there just isn’t.

Jane Smith too craved more individual sessions than were afforded to her. She explained that triadic sessions were “a great opportunity to learn more from your peers.” She believed that “getting a chance to get advice and feedback from some people who might’ve been in internship at the time” was good for her as a practicum student. However, she also liked the individual

supervision sessions because they “allowed for specific consultation or help from the doctoral supervisor on . . . maybe help on certain specifics that came up during that week.” Her overall thoughts about the supervision process she experienced were best summed up by what she wrote in her journal: “I have really enjoyed [triadic] supervision but look forward to meeting with [the supervisor] one on one in future supervision sessions.”

Kim fervently proclaimed herself a fan of triadic supervision. Being in her second internship, her primary experiences with supervision had been triadic supervision over both previous semesters. She preferred “triadic to individual supervision most of the time” because it allowed her “to hear multiple perspectives.” After having her mid-semester evaluation completed and reflecting on the experience, she wrote in her journal: “I think it kind of showed me the importance of maybe needing one-on-one supervision, mixed in with triadic even though I may prefer triadic.” She indicated in her journal that she believed she “gained insight through the use of triadic supervision . . . Throughout this experience I learned that individual supervision has its time and place but I prefer triadic supervision.”

While Barb had to move to solely individual supervision for the last part of the semester, she had this to say about her experience prior to the switch: “I think in the beginning it was nice to do triadic cause I think it normalized the process being new to practicum.” She equally enjoyed her triadic and individual sessions and said:

I wouldn’t pick one or the other . . . Because it’s nice to see the growth process for the other supervisee, but at the same time it’s nice to have the solid attention with the supervisor just to really like focus on a lot of your main concerns.

Kelly liked participating in hybrid individual-triadic supervision. She enjoyed that “it gave two different sides” and allowed her to “do two different things.” Kelly considered it helpful and had this to say:

Because it allowed me to kind of like, in the [triadic sessions], it allowed me to step out of my personal reflection and do more concrete thinking, strategizing, like, more feedback; whereas in my personal, or my one-on-one sessions, I was like “Me, me, me, me, me!” . . . I liked that I could do both.

Kelly felt that this ability to do two types of sessions assisted her with not worrying about “taking up [the supervisor’s] time as much” and was glad that she was able to experience hybrid individual-triadic supervision as a practicum student.

Katie, the only supervisee participant who was engaged in university rather than site supervision during the study, was enthusiastic about the experience. She noted that the schedule was set at the beginning of supervision. She thought hybrid individual-triadic supervision “was a great benefit” for her. She indicated:

The individual and triadic combined I think was great . . . If I had to pick one over the other it’d be difficult to say . . . I’d probably pick triadic over individual if we didn’t get to alternate because you get so much benefit from your fellow supervisees . . . I really, really enjoyed it.

Katie acknowledged that hybrid individual-triadic supervision puts “more work” on the supervisor, but indicated that “ . . . coming from the student perspective [who has] been supervised I think we have more to benefit.”

Summary

An account of the themes that emerged from the participants' experiences with hybrid individual-triadic supervision was given in this chapter. These themes arose from participant journals, interviews, and focus groups. Themes fit into three categories: those unique to the doctoral supervisors' experiences; those unique to the master's supervisees' experiences; and mutual themes. Those themes that are unique to the doctoral supervisor experience are: supervisor roles, importance of relationships, and professional maturation. The two subthemes of professional maturation were professional maturation of the supervisor and professional maturation of the supervisees. One theme was unique to the master's supervisees' experiences, that of significance of the triad. Themes that were mutual to the supervisors and supervisees were session composition, challenges, and reactions to hybrid individual-triadic supervision. The two subthemes of reactions to hybrid individual-triadic supervision are reactions of the supervisors and reactions of the supervisees. Chapter 5 provides further discussion of the results, their relation to existing literature, implications for the practices of counseling and supervision, and recommendations for further research.

CHAPTER V: DISCUSSION

In this chapter, I provide an overview of the study outcomes and how they support or differ from existing counseling literature. I also discuss limitations to the study. In conclusion I make recommendations for further research and offer implications for counselors and the field of counselor education and supervision.

Overview

In this study I investigated the lived experiences of supervisors and supervisees participating in hybrid individual-triadic supervision. There were no previous studies that examined a supervision framework involving rotating sessions of individual and triadic supervision; hence, a qualitative method of research was best suited for this study. Four doctoral supervisors and seven master's supervisees participated in the study. Supervision took place over a 10 week period with sessions being rotated weekly between individual and triadic supervision. I collected data through journals, individual interviews, and focus groups. All participants described their experiences and perceptions of participating in hybrid individual-triadic supervision. A total of seven themes emerged through the data analysis process, with three themes being unique to the supervisor experience, one being unique to the supervisee experience, and three being shared by both the supervisors and the supervisees. The three themes that were unique to the doctoral supervisor experience were supervisor roles, professional maturation, and importance of relationships. The one theme that was unique the master's supervisee experience was significance of the triad. The themes that were mutual to the supervisor and supervisee experiences were challenges, session composition, and reactions to hybrid individual-triadic supervision.

Overall the participants had positive experiences participating in hybrid individual-triadic supervision. The supervisors expressed that there were benefits to utilizing this method for a variety of reasons. Some saw the need for individual sessions to discuss topics that may not have been appropriate for sessions with a peer involved. Additionally there was discussion of the ability to view the growth of the supervisees during the process. The supervisors at the CTC did contend that scheduling was an issue for them because they needed to find supervisees who could meet at the rotating times. The supervisor providing practicum supervision had more flexibility with scheduling. Also, some of the supervisors expressed having an existing preference for triadic supervision.

The supervisees had a variety of experiences and impressions about hybrid individual-triadic supervision. All of the supervisees enjoyed hearing the perspectives of their peers in the triad. This relational aspect of supervision was echoed multiple times during the interviews, journals, and focus groups. Especially for the participants in their practicum semester, having their peer as a part of the supervision process helped to normalize their practicum experiences. In general a majority of the supervisees felt that having rotating sessions of individual and triadic supervision was beneficial and enjoyable. There was one supervisee who was further along in her experience and expressed a preference for solely triadic supervision.

Relationship to Existing Literature

Supervisor Roles

The theme of supervisor roles addressed the variety of roles assumed by the supervisors during the course of the study. The roles that were most frequently discussed by the supervisors were: teacher/model, counselor, consultant, encourager/supporter, and facilitator. Teacher/model

was a role the supervisors identified as being used in the same capacity, with the supervisors modeling counseling skills, professional demeanor, and professional behavior during supervision sessions. This supports existing literature (Bernard & Goodyear, 2013). The roles of teacher/model, counselor, and consultant are three of the most prevalent found in the literature and are especially associated with the discrimination model (Bernard & Goodyear, 2013); however, similarly identified roles in the literature have included administrator (Carroll, 1996; Eckstein, 1964), evaluator (Carroll, 1996; Williams, 1995), and lecturer (Hess, 1980). Holloway (1995) preferred to describe these roles in terms of the actions that are taken by the supervisor, such as instructing. Holloway (1995) also described the supervisors as supporting the supervisees and sharing with them, which is similar to the supervisors in the study describing their role of encourager/support. Another role seen in the literature and described by the participants is facilitator (Williams, 1995). Bernard and Goodyear (2013) also contended that the supervisor might respond to a supervisee from a given role with depending upon the presenting needs of the supervisee. Similarly, the supervisors in the study described moving fluidly through these roles as necessary depending upon the needs of the supervisee.

Importance of Relationships

The theme importance of relationships refers to the importance of the relationship between supervisor and supervisee and the supervisees with each other. The supervisor-supervisee relationship was something the supervisors intentionally worked to develop. For some of the supervisors that may have been an easier process since they had worked with some of their supervisees previously, either as a supervisor or teaching assistant; however, other supervisors made a concerted effort to develop rapport with their supervisees.

Bordin (1983), who proposed a model of supervision that was based on the working alliance between supervisor and supervisee, suggested that through a strong working alliance change could be manifested during the supervision process. A strong working alliance between supervisor and supervisee has also shown to have positive effects on how much supervisees disclose during supervision (Ladany et al., 1996; Mehr et al., 2010; Solano & Dunham, 1985; Sweeney & Creaner, 2014; Taylor et al., 1979). The supervisors in the study recognized their own openness to enter into the supervisory alliance in order to best assist their supervisees throughout the semester (Bernard & Goodyear, 2013; Bordin, 1983; Borders & Brown, 2005; Campbell, 2000; Fleming & Benedek, 1964; Fleming & Benedek, 1966; Haynes, Corey, & Moulton, 2003; Holloway, 1995; Muse-Burke, Ladany, & Deck, 2001; Oliver et al., 2010; Watkins, 2014).

The supervisors also discussed the importance of the relationship between their supervisees. They expressed how these relationships developed over time, especially when the triad was the same two supervisees in each session consistently. A majority of previous studies focus on the working alliance between supervisor and supervisee rather than the two supervisees; however, there is scant research on the relationship between the two supervisees in a triad.

The supervisors in the study echoed some of the findings in previous research. For example, Sturdivant (2005) found that the supervisors in the study believed that having the second supervisee present during triadic supervision was beneficial, helpful, and assisted with supervisee comfort level. Hein and Lawson (2009) also reported that the supervisors in their study believed that triadic supervision in general enriched the atmosphere of supervision sessions. Parallel to this, Lawson et al. (2010) discovered that the supervisors in their study

identified the presence of two supervisees was valuable to the entire supervision process and members of the triad.

None of the previously mentioned studies focus specifically on the supervisor realizing the importance of and working to develop the relationship between two supervisees in a triad. However this was an aspect discussed by the participants in Oliver et al.'s (2010) study. Oliver et al. (2010) discussed community as a part of the systemic process in triadic supervision. The authors stated that the supervisors cultivated community in the initial stages of supervision, soliciting interactions between the supervisees in varying ways, depending upon the supervisor's style. Perhaps this is a phenomenon yet to be investigated in depth; however, Hein et al. (2011) examined supervisor perceptions when incompatibility exists between peers in a triad. The supervisors in Hein et al.'s (2011) study specifically identified how incompatibility between supervisees affected the content and process of supervision. Although only one supervisor in the current study expressed having an issue with incompatibility between supervisees, this was not attributed to a relationship issue so much as a differing developmental levels and needs. The supervisors appeared to recognize the importance of the relationship between their two supervisees and the potential affects it could have on the supervision process overall.

Professional Maturation

The supervisors in the study identified professional maturation as one of the key components to their experiences during the course of the study. Professional maturation is a spectrum of development that spans from areas in need of growth to areas where the participant could see growth. This was identified by the supervisors as being applied to self and to their supervisees. This is similar to educational congruence defined by Watkins (2014) as "the

perceived and actual similarity between what supervisors know (real) and what they need to know (ideal)” (2014, p. 25).

Professional maturation of supervisors. The supervisors in this study recognized that there were issues brought to supervision that were beyond the scope and depth of their training level. This was seen mostly with regards to specific presenting concerns of clients with whom the supervisees were working. One supervisor in particular mentioned an ethical dilemma that one of his supervisees experienced and expressed the need to consult about this matter. Both of these are examples of how the supervisors in the study were expressing their educational congruence (Watkins, 2014).

Professional maturation of supervisees. The supervisors in this study discussed watching their supervisees’ growth throughout the semester. Most noted was how supervisees evolved during triadic sessions and began to take on the role of a peer supervisor by providing feedback and mentoring their fellow supervisee during sessions. Several studies have noted that the presence of the peer during the triad has culminated in similar behaviors. Hein and Lawson (2009) noted that the participants in their study recognized that peer feedback and perspectives was in some cases more effective than the feedback the supervisors themselves would have offered. This same concept was echoed by Lawson et al. (2010), who added that the supervision process and activities that took place during sessions were assisted by having both supervisees in triadic supervision. Additionally, Stinchfield et al. (2010) also reported in their study that through the collaborative relationship that takes place in triadic supervision supervisees began to show a development of supervisory skills.

The supervisors in the present study also shared how they discussed planning for life after graduation to assist their supervisees in making the transition from student to professional. The supervisors wanted to impart skills, which the supervisees would be able to utilize once they no longer had the same amount of direct supervision. This particular aspect of supervision has not been discussed directly in the literature; however, this could be encapsulated within the concept of mentorship. Mentorship is one aspect of the definition of supervision provided by CACREP (2009).

Significance of the Triad

The theme that was unique to the master's supervisees was significance of the triad. This theme encompassed the depth of the experience the supervisees had with their supervisors as individuals, their peers, and the triad as a whole. The supervisees not only experienced the depth of their experiences with the triad during the supervision session, but some of the supervisees expressed that these interactions were continually experienced even outside of supervision. This also included the relationships they had with their supervisor and peer during the course of supervision. The supervisees all communicated positive feelings about their supervisors. The general consensus seemed to be that the supervisees had the ability to discern how much their supervisors desired to help them and how comfortable the supervisees felt approaching their supervisors both inside and outside of supervision. Additionally, the supervisors instilled hope in the supervisees about their abilities and skills as beginning counselors. This supports a multitude of prior studies that underscored the importance of the working alliance in therapy and supervision (Bernard & Goodyear, 2013; Borders & Brown, 2005; Campbell, 2000; Friedman,

1985; Haynes et al., 2003; Holloway, 1995; Muse-Burke et al., 2001; Oliver et al., 2010; Rogers, 1995; Watkins, 2014).

The supervisees also spoke highly of their peers. For some of the supervisees their peer was a source of comfort and support because they were further ahead in the counseling program. For others their peer was also a practicum student. Regardless, all of the supervisees appreciated their peer normalizing their experiences throughout the semester. Additionally, the CITs who were at the CTC also had some of their co-counselors in supervision with them, which provided the opportunity to for consultation about specific clients with their supervisor. The supervisees did not just appreciate the presence of their peer in the supervision sessions. Some of them also sought assistance outside of supervision from their peer with different concerns. They enjoyed receiving feedback or learning from the different subjects discussed during supervision, especially when it was an experience they had not had before. These experiences are similar to those previously discussed by Newgent et al. (2004) who found that collaboration with colleagues is fostered in triadic supervision. Moreover, the various reasons that the participants enjoyed the presence of their peer have been reported in other studies as perceived advantages of triadic supervision, more specifically normalization, feedback from more than one perspective, support from a peer, and vicarious learning (Borders et al., 2012; Derrick, 2010; Lawson et al., 2009; Stinchfield et al., 2010; Sturdivant, 2005).

Finally, the supervisees also appreciated the triad as a whole. For example, they viewed the feedback and support received as not just from their supervisor or peer but as two unified members of the triad as a whole. This supports the findings of Oliver et al. (2010), who investigated the systemic processes that occur in triadic supervision. The themes of systemic

engagement, synergy, recursiveness, and community all encompass this process that was described in the present study as well. The supervisees described experiencing connectedness that formed an experience greater than merely three people working together (systemic engagement). The supervisees relayed that this greater experience as a triad elevated their experience (synergy). Some of the participants shared that their personal experiences within the triad had a larger positive affect on their day and their work with clients in particular (recursiveness). With the supervisees experiencing a safe space where they could engage in and share authentic experiences that was initially fostered by their supervisor, Oliver et al.'s (2010) theme of community was supported by the current study.

Session Composition

A theme that was mutual to both supervisors and supervisees was session composition. Session composition referred to the multiple facets that made up supervision sessions. In this study the two particular facets of session content and session structure made up the composition of the supervision sessions. Session content as described by the participants was rather diverse and included the following: case conceptualization; developmental concerns; skill building activities; evaluation; co-counseling dynamics; accruing hours and how to complete paperwork; wellness; personal concerns; self-reflection; and discussion of theoretical interventions. All of these particular types of content have been discussed throughout the literature, although the model or theoretical orientation followed by the supervisor may play a role in who initiates what is discussed (Bernard & Goodyear, 2013; Blocher, 1983; Bordin, 1983; Derrick, 2010; Hess, 1980; Ladany et al., 1996; Littrell, Lee-Borden, & Lorenz, 1979; Loganbill et al., 1982; Patterson, 1983; Schmidt, 1979; Stoltenberg, 1981; Stoltenberg & Delworth, 1987).

The session structure varied based on the supervisor since some of the supervisors tended towards a certain supervision model while others were more fluid about their approach to supervision. All of the supervisors expressed the desire to meet the supervisee in the place most beneficial for their growth. Derrick (2010) reported a similar finding. The participants in Derrick's (2010) study identified the structure of the supervision sessions as being key to their triadic supervision experience. As in Derrick's study, some supervisors were more structured than others. This was not reported as either positive or negative; rather, structure was merely a factor in the supervision process.

Challenges

All of participants identified aspects of the supervision process that were challenging. Some of these challenges are seen across supervision irrespective of model or method, while others are specific to triadic supervision. Participants shared that there was trouble at times with balancing time during sessions in order to meet the needs of both supervisees, which is one of the predominant triadic supervision struggles reported in other studies (Borders et al, 2012; Derrick, 2010; Hein & Lawson, 2008; Hein & Lawson, 2009; Hein et al., 2011; Ladany et al., 1996; Larkin et al., 1969; Magnuson et al., 2000; Sturdivant, 2005). Some of the supervisees and one of the supervisors noted that there was an initial feeling of discomfort between supervisees in triadic sessions, which has also been previously reported by Stinchfield et al. (2010) and Derrick (2010).

Derrick (2010) also reported that the participants in that study identified scheduling as an issue because attempting to match the schedules of three people can be difficult. This was also an issue in the present study, especially with the rotation of sessions. This seemed to be a bigger

issue at the CTC rather than with the practicum supervision experience, since supervisees in the CTC had a full client schedule and large number of practicum and internship students in need of supervision. Ultimately some of the participants in the present study were not able to receive the full hybrid individual-triadic supervision experience because of scheduling conflicts.

Reactions to Hybrid Individual-Triadic Supervision

The current study is a preliminary study of hybrid individual-triadic supervision. Since other studies do not exist at this point in time the perspectives and reactions of the participants about hybrid individual-triadic supervision are unique to the study. All of the participants viewed hybrid individual-triadic supervision as beneficial. Some participants did maintain a preference for triadic supervision without the rotating individual sessions, yet all recognized how this method of supervision was a positive experience.

Limitations

Several limitations existed within this study. At the CTC, there was a time issue with the supervisors being able to provide hybrid individual-triadic supervision exactly with each session rotating between individual and triadic each week due to a high ratio of supervisees to supervisors. This led to some of the supervisees not receiving the full hybrid individual-triadic experience, which may have impacted both supervisor and supervisee experiences. The study took place at one university and all supervisees were students in the same program. All but one supervisee were training at the same site, where triadic supervision is common. Supervisees working at a site where triadic supervision is not part of the culture may have responded differently. Each of the supervisors who participated in the study was a supervisor still receiving

training in supervision. Had licensed supervisors with significant supervision experience been a part of the study, results may have been different.

Implications for Practice

This study investigated the experiences of supervisors and supervisees participating in hybrid individual-triadic supervision. CITs may experience apprehension as they move into the practical application of their knowledge. CACREP (2009) standards deem individual and triadic supervision as equivalent. A number of studies point to advantages and disadvantages for both modalities of supervision (Bakes, 2005; Bang & Goodyear, 2014; Borders et al., 2012; Bobby & Kandor, 1992; Book, 1973; Carroll, 1996; Derrick, 2010; Goldberg et al., 2012; Grotjahn, 1951, 1960; Hein & Lawson, 2008; Hein & Lawson, 2009; Hein et al, 2011; Ladany et al., 1996; Lakin et al, 1969; Lawson et al., 2009; Magnuson et al., 2000; McGee, 1968; McGee, 1974; McGee & Schuman, 1970; Newgent et al., 2004; Nguyen, 2003; Oliver et al, 2010; Pierce & Schaubel, 1970; Pierce & Schaubel, 1971; Salzberger-Wittenberg et al., 1983; Solano & Dunham, 1985; Stinchfield et al., 2010; Sturdivant, 2005; Taylor et al., 1979; Waldfogel, 1983; Walter & Young, 1999; Webb 2000). The overall impressions of the participants in this study are that hybrid individual-triadic supervision is beneficial. Utilizing a hybrid individual-triadic model for supervision may allow supervisors to retain the advantageous aspects of both individual and triadic supervision. Hybrid individual-triadic supervision provides the space for supervisees to discuss sensitive subjects with their supervisors and the ability to learn and receive feedback from their peer. Supervisors also have the opportunity to address any topics with one supervisee that may not be appropriate to discuss in a triadic setting.

Additionally, counselor educators should continue to discuss the ethics surrounding supervisor training and triadic supervision. According to ACA (2014), supervisors should be “trained in supervision methods and techniques” (p. 13) before they offer supervision services. Presently, supervisors may not receive specific training regarding how to manage triadic supervision sessions. The doctoral supervisors in this study discussed difficulties with deciding how to manage triadic sessions and how to divide time between supervisees, which points to a potential lack of training in this area.

Recommendations for Further Research

This phenomenological investigation of supervisor and supervisee perceptions of hybrid individual-triadic supervision was a preliminary exploratory study of this method of supervision. Further research into this method of supervision could assist in supporting the current findings and expand knowledge about triadic supervision. While the body of literature about triadic supervision has grown, the majority of these studies have been qualitative in nature. Larger scale, quantitative research could develop a deeper understanding of the processes that occur during hybrid individual-triadic supervision, as well as explore the potential effects on counselor development. This process could also be studied with counselors who are provisionally licensed and working with a licensed supervisor, since the supervision needs of provisionally licensed counselors may differ from those of CITs. The vast majority of literature about supervision is focused on students who have not graduated which leaves a gap in understanding the supervision needs of counselors post master’s degree. Additionally, further research regarding the training needs of supervisors in triadic supervision modalities could be beneficial. The supervisors in the present study expressed difficulty with session management during triadic sessions. Oliver et al.

(2010) contended that the minimal triadic supervision theory development and research causes uncertainty about the level of training supervisors receive in this modality. Furthermore, Borders et al. (2012) stated that this lack of training may leave supervisors unable to function within triadic supervision sessions.

Summary and Conclusion

Supervision is an integral part of the training process for counselors beginning during their educational formation and continuing into licensure. Future counselors benefit from the development of effective methods of supervision that maximize counselor growth and the therapeutic benefits for clients. While existing models of supervision may be effective, it is imperative that counselor educators and supervisors continually strive to find more successful ways to work with supervisees. CACREP (2001, 2009) standards changed to include triadic supervision as an equivalent method of individual supervision prior to the existence of a developed body of literature about triadic supervision efficacy. Through this study, I sought to add to the existing body of literature about triadic supervision and investigate the perceptions of supervisors and supervisees participating in a hybrid form of individual-triadic supervision. Overall a hybrid individual-triadic modality of supervision appeared to be beneficial for supervisors and supervisees in this study, which warrants further exploration into this modality.

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APPENDIX A

Supervisee Demographics Form

Pseudonym: _____

☐ Practicum

☐ Internship

Age: _____

Gender: ☐ M ☐ F

Country of Origin:

Race/Ethnicity: _____

Employment Status:

☐ Full Time

☐ Part time

☐ Unemployed

Occupation: _____

Master's Program Area of Emphasis:

☐ Clinical Mental Health

☐ Addictions

☐ Marriage, Couple, & Family Counseling

☐ School

Type of supervision experiencing:

☐ Site Supervision

☐ Practicum Supervision

Degree(s) Held (Ex. Associates in English, Bachelors of Science in Biology, etc.)

Do you have prior experience in the field of counseling? If yes, please list length of time and provide a brief explanation.

Do you have prior experience with clinical supervision? If yes, please list length of time and provide a brief explanation.

APPENDIX B

Supervisor Demographics Form

Pseudonym: _____

Age: _____

Gender: ☐ M ☐ F

Country of Origin: _____

Race/Ethnicity: _____

Employment Status: ☐ Full Time ☐ Part time ☐ Unemployed

Occupation: _____

Type of supervision providing:

☐ Site Supervision ☐ Practicum Supervision

Degrees Held (Ex. Associates in English, Bachelors of Science in Biology, etc.)

What are your current licensures and/or certifications?

How many months experience do you have providing supervision?

How many months experience do you have receiving supervision?

APPENDIX C

Interview Guide- Doctoral Supervisors

Talk about your experiences utilizing hybrid triadic supervision.

Describe your relationship/interactions with the supervisees.

How did you manage the triadic sessions?

How did you manage the individual sessions?

Tell me any thoughts you have about hybrid triadic supervision.

APPENDIX D

Interview Guide- Supervisees

Talk about your experiences undergoing hybrid triadic supervision.

Describe your relationship/interactions with the supervisor.

Describe your relationship/interactions with your fellow supervisee.

Tell me any thoughts you have about hybrid triadic supervision.

APPENDIX E

IRB Approval Letter



OFFICE OF RESEARCH COMPLIANCE
Division of Research, Commercialization and Outreach

6300 OCEAN DRIVE, UNIT 5844
CORPUS CHRISTI, TEXAS 78412
O 361.825.2497 • F 361.825.2755

Human Subjects Protection Program		Institutional Review Board
APPROVAL DATE:	February 27, 2014	
TO:	Ms. Erica Garcia	
CC:	Dr. Marvarene Oliver	
FROM:	Office of Research Compliance Institutional Review Board	
SUBJECT:	Initial Approval	
Protocol Number:	#09-14	
Title:	Supervisor and Supervisee Perceptions of a Hybrid Modality of Supervision	
Review Category:	Expedited	
Expiration Date:	February 27, 2015	

Approval determination was based on the following Code of Federal Regulations:

Eligible for Expedited Approval (45 CFR 46.110): Identification of the subjects or their responses (or the remaining procedures involving identification of subjects or their responses) will NOT reasonably place them at risk of criminal or civil liability or be damaging to the their financial standing, employability, insurability, reputation, or be stigmatizing, unless reasonable and appropriate protections will be implemented so that risks related to invasion of privacy and breach of confidentiality are no greater than minimal.

Criteria for Approval has been met (45 CFR 46.111) - The criteria for approval listed in 45 CFR 46.111 have been met (or if previously met, have not changed).

- (7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b)(3). This listing refers only to research that is not exempt.)

Provisions:

Comments: The TAMUCC Human Subjects Protections Program has implemented a post-approval monitoring program. All protocols are subject to selection for post-approval monitoring.

This research project has been approved. As principal investigator, you assume the following responsibilities:

1. Informed Consent: Information must be presented to enable persons to voluntarily decide whether or not to participate in the research project unless otherwise waived.
2. Amendments: Changes to the protocol must be requested by submitting an Amendment Application to the Research Compliance Office for review. The Amendment must be approved by the IRB before being implemented.
3. Continuing Review: The protocol must be renewed each year in order to continue with the research project. A Continuing Review Application, along with required documents must be submitted 45 days

before the end of the approval period, to the Research Compliance Office. Failure to do so may result in processing delays and/or non-renewal.

4. Completion Report: Upon completion of the research project (including data analysis and final written papers), a Completion Report must be submitted to the Research Compliance Office.
5. Records Retention: Records must be retained for three years beyond the completion date of the study.
6. Adverse Events: Adverse events must be reported to the Research Compliance Office immediately.
7. Post-approval monitoring: Requested materials for post-approval monitoring must be provided by dates requested.

APPENDIX F

IRB Amendment #1 Approval



OFFICE OF RESEARCH COMPLIANCE
Division of Research, Commercialization and Outreach

6300 OCEAN DRIVE, UNIT 5844
CORPUS CHRISTI, TEXAS 78412
O 361.825.2497 • F 361.825.2755

Human Subjects Protection Program	Institutional Review Board
APPROVAL DATE: April 7, 2014	
TO: Ms. Erica Garcia	
CC: Dr. Marvarene Oliver	
FROM: Office of Research Compliance Institutional Review Board	
SUBJECT: Amendment Approval	
Protocol Number: #09-14	
Amendment #: 1	
Title: Supervisor and Supervisee Perceptions of a Hybrid Modality of Supervision	
Review Category: Expedited	
Expiration Date: February 27, 2015	
Approval determination was based on the following Code of Federal Regulations:	
Eligible for Expedited Approval (45 CFR 46.110): Identification of the subjects or their responses (or the remaining procedures involving identification of subjects or their responses) will NOT reasonably place them at risk of criminal or civil liability or be damaging to the their financial standing, employability, insurability, reputation, or be stigmatizing, unless reasonable and appropriate protections will be implemented so that risks related to invasion of privacy and breach of confidentiality are no greater than minimal.	
Criteria for Approval has been met (45 CFR 46.111) - The criteria for approval listed in 45 CFR 46.111 have been met (or if previously met, have not changed).	
(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b)(3). This listing refers only to research that is not exempt.)	
Approved Amendments:	Recruiting at Spring 2014 practicum and internship orientation meeting
Provisions:	
Comments:	The TAMUCC Human Subjects Protections Program has implemented a post-approval monitoring program. All protocols are subject to selection for post-approval monitoring.

This research project has been approved. As principal investigator, you assume the following responsibilities:

1. Informed Consent: Information must be presented to enable persons to voluntarily decide whether or not to participate in the research project unless otherwise waived.
2. Amendments: Changes to the protocol must be requested by submitting an Amendment Application to the Research Compliance Office for review. The Amendment must be approved by the IRB before being implemented.
3. Continuing Review: The protocol must be renewed each year in order to continue with the research project. A Continuing Review Application, along with required documents must be submitted 45 days

before the end of the approval period, to the Research Compliance Office. Failure to do so may result in processing delays and/or non-renewal.

4. Completion Report: Upon completion of the research project (including data analysis and final written papers), a Completion Report must be submitted to the Research Compliance Office.
5. Records Retention: All research related records must be retained for three years beyond the completion date of the study in a secure location. At a minimum these documents include: the research protocol, all questionnaires, survey instruments, interview questions and/or data collection instruments associated with this research protocol, recruiting or advertising materials, any consent forms or information sheets given to participants, all correspondence to or from the IRB or Office of Research Compliance, and any other pertinent documents.
6. Adverse Events: Adverse events must be reported to the Research Compliance Office immediately.
7. Post-approval monitoring: Requested materials for post-approval monitoring must be provided by dates requested.

APPENDIX G

IRB Amendment #2 Approval



OFFICE OF RESEARCH COMPLIANCE
Division of Research, Commercialization and Outreach

6300 OCEAN DRIVE, UNIT 5844
CORPUS CHRISTI, TEXAS 78412
O 361.825.2497 • F 361.825.2755

Human Subjects Protection Program	Institutional Review Board
APPROVAL DATE:	June 5, 2014
TO:	Ms. Erica Garcia
CC:	Dr. Marvarene Oliver
FROM:	Office of Research Compliance Institutional Review Board
SUBJECT:	Amendment Approval
Protocol Number:	09-14
Amendment #:	2
Title:	Supervisor and Supervisee Perceptions of a Hybrid Modality of Supervision
Review Category:	Expedited
Expiration Date:	February 27, 2015
<p>Approval determination was based on the following Code of Federal Regulations:</p> <p>Eligible for Expedited Approval (45 CFR 46.110): Identification of the subjects or their responses (or the remaining procedures involving identification of subjects or their responses) will NOT reasonably place them at risk of criminal or civil liability or be damaging to the their financial standing, employability, insurability, reputation, or be stigmatizing, unless reasonable and appropriate protections will be implemented so that risks related to invasion of privacy and breach of confidentiality are no greater than minimal.</p> <p>Criteria for Approval has been met (45 CFR 46.111) - The criteria for approval listed in 45 CFR 46.111 have been met (or if previously met, have not changed).</p> <p>(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies. (NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. 45 CFR 46.101(b)(2) and (b)(3). This listing refers only to research that is not exempt.)</p>	
Approved Amendments:	Recruiting of non-TAMUCC doctoral students
Provisions:	The researcher is to verify with Walden University whether IRB approval is necessary. Researcher is to submit verification that either (1) IRB approval is not necessary or (2) IRB approval has been obtained.
Comments:	The TAMUCC Human Subjects Protections Program has implemented a post-approval monitoring program. All protocols are subject to selection for post-approval monitoring.

This research project has been approved. As principal investigator, you assume the following responsibilities:

1. Informed Consent: Information must be presented to enable persons to voluntarily decide whether or not to participate in the research project unless otherwise waived.
2. Amendments: Changes to the protocol must be requested by submitting an Amendment Application to the Research Compliance Office for review. The Amendment must be approved by the IRB before being implemented.

3. Continuing Review: The protocol must be renewed each year in order to continue with the research project. A Continuing Review Application, along with required documents must be submitted 45 days before the end of the approval period, to the Research Compliance Office. Failure to do so may result in processing delays and/or non-renewal.
4. Completion Report: Upon completion of the research project (including data analysis and final written papers), a Completion Report must be submitted to the Research Compliance Office.
5. Records Retention: All research related records must be retained for three years beyond the completion date of the study in a secure location. At a minimum these documents include: the research protocol, all questionnaires, survey instruments, interview questions and/or data collection instruments associated with this research protocol, recruiting or advertising materials, any consent forms or information sheets given to participants, all correspondence to or from the IRB or Office of Research Compliance, and any other pertinent documents.
6. Adverse Events: Adverse events must be reported to the Research Compliance Office immediately.
7. Post-approval monitoring: Requested materials for post-approval monitoring must be provided by dates requested.